

Georgia

Social Studies

100% Aligned to
Georgia Standards
of Excellence

View a Demo &
Request a Sample at
www.GallopadeCurriculum.com



WELCOME TO GALLOPADE CURRICULUM

Gallopade offers interactive, flexible K-8 social studies curriculum designed to engage students in a multi-sensory learning experience.

- **100% ALIGNED** TO GEORGIA STANDARDS OF EXCELLENCE
- **PRINT & DIGITAL** TEACHING OPTIONS
- **ALL-IN-ONE** CURRICULUM

ALIGNED.

Gallopade has written every Georgia Experience Student Book to align 100% with the latest Georgia Standards of Excellence. Throughout the Georgia Experience, we have integrated historical, geographic, government/civic, and economic understanding and skills. This curriculum equips students with the knowledge to become informed, engaged, and responsible citizens.

K – Foundation of America

1st – Our American Heritage

2nd – Georgia, My State

3rd – United States History: American Indian Cultures
Through Colonization

4th – United States History: Revolution to Reconstruction

5th – United States History: Industrialization to
the Digital Age

6th – Latin America, Caribbean, Canada, Europe,
Australia

7th – Africa, Southwest Asia (Middle East), Southern and
Eastern Asia

8th – Georgia Studies

PROVEN.

No boring, heavy textbooks here. Students receive a consumable Student Book filled with small bites of content and reinforcement activities. Our research-based chunking approach, active learning activities, engagement of multiple learning styles, and standards-based instruction succeeds in students learning, understanding, and retaining essential social studies standards and skills.

FLEXIBLE.

Flexible learning materials are becoming an increasingly important part of education. Teachers and students receive online access to hundreds of pre-organized – and assignable – content, tools, and resources. The all-new **Gallopade Curriculum Online** allows students to learn using a combination of Gallopade components, all of which can be assigned and completed online or in-class!



Our chunking approach, active learning activities, engagement of multiple learning styles, and standards-based instruction succeeds in students learning, understanding, and retaining essential social studies standards and skills.

Gallopade Curriculum Class Sets

Flexible Options for Grades K-8

CHOOSE A CLASS SET

Georgia
Experience

eBook (K-2) or
Clickbook (3-8)

	Student Book	Clickbook	Teacher's Edition	Teaching Tools	Multimedia Resources	ExperTrack Assessments	Grading & Reporting	Teacher Portal	Digital Course	1-Year (Class Set of 30)
K										\$433. ⁵⁰ (GAKPSC) \$14.45 per student/year
					 + Biographies					\$358. ⁵⁰ (GAKDSC) \$11.95 per student/year
1 st										\$486. ⁹⁰ (GA1PSC) \$16.23 per student/year
					 + Biographies					\$382. ²⁰ (GA1DSC) \$12.74 per student/year
2 nd										\$603. ⁶⁰ (GA2PSC) \$20.12 per student/year
					 +Biographies					\$506. ⁶⁰ (GA2DSC) \$16.88 per student/year
3 rd										\$570. ⁰⁰ (GA3PSC) \$19.00 per student/year
										\$540. ⁰⁰ (GA3DSC) \$18.00 per student/year
4 th										\$570. ⁰⁰ (GA4PSC) \$19.00 per student/year
										\$540. ⁰⁰ (GA4DSC) \$18.00 per student/year
5 th										\$570. ⁰⁰ (GA5PSC) \$19.00 per student/year
										\$540. ⁰⁰ (GA5DSC) \$18.00 per student/year
6 th										\$630. ⁰⁰ GA6PSC \$21.00 per student/year
										\$540. ⁰⁰ (GA6DSC) \$18.00 per student/year
7 th										\$630. ⁰⁰ (GA7PSC) \$21.00 per student/year
										\$540. ⁰⁰ (GA7DSC) \$18.00 per student/year
8 th										\$630. ⁰⁰ (GA8PSC) \$21.00 per student/year
										\$540. ⁰⁰ (GA8DSC) \$18.00 per student/year
Access Type	Print & Digital	Digital	Print & Digital	Digital	Digital	Digital	Digital	Digital	Digital	\$

Save with multi-year adoptions! View all pricing and ordering information on page 35.



FOR TEACHERS:

Teacher's Edition (Print & Digital) – Student Edition with answers to all questions and activities. Includes Chapter Planning pages, Unit Openers, and Unit Themes.

Online Instructional Platform – Organized by units and chapters, easily access, assign, and grade learning resources. Includes...



- Answer Keys.



- Hundreds of assignable resources, activities, and videos.



- Pre-built and auto-graded Benchmark, Checkpoint, and End-of-Year ExperTrack Assessments



- Grade and submit feedback to students.



- Multi-level standards reporting by course, class, and student.

Teacher's Discount Card - Use your 20% off discount code – as much as you'd like - on hundreds of supplemental resources on Gallopade.com.

Admin Access – The administrator platform provides a view of schools, users, products, and classes.

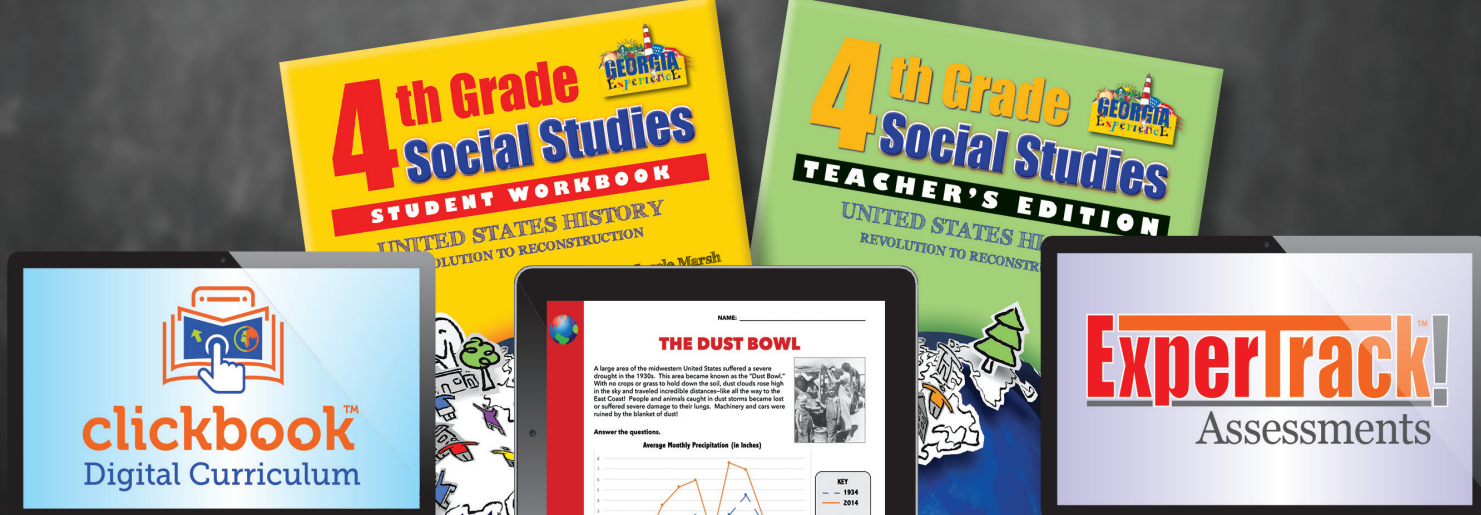
FOR STUDENTS:

Student Book (Print & Digital Edition) **or Clickbook** – Core component of Gallopade Curriculum, covering 100% of the Georgia Standards of Excellence for social studies.

Online Course – Easy-to-use online access to the Student eBook or Clickbook, assignments, and grades.

**FLIP
TO LEARN
MORE**

Gallopade Curriculum



Your Purchase Includes

THE PERFECT BLEND FOR IN-CLASS OR REMOTE LEARNING

Blended learning has become a requirement in today's schools. Now, more than ever, educators need a social studies solution that's effective, easy-to-use, and most importantly, flexible. Gallopade equips teachers and students with the resources and experiences required to teach, test, and track the standards.

TEACH



Georgia Experience Student Book

100% aligned, all-in-one resource combining textbook content with workbook activities. Filled with DOK-Leveled activities and literacy (ELA) builders. [Print and digital component](#)

Teacher's Edition

Complete Georgia Experience Student Book with answers to all questions and activities. Plan with Unit Openers, Unit Planners, and Social Studies Themes. [Print and digital component](#)

or Clickbook

100% aligned online curriculum solution. Interactive content, audio, videos, image galleries, and skill builder activities keep students engaged. [Digital component](#)

Teaching Tools

Hundreds of assignable tools and activities add rigor to instruction with a focus on inquiry, critical thinking, writing, literacy, and processing skills. [Digital component](#)

Images, Videos, & Links

Assignable multimedia resources enhance instruction and enrich class discussions. Includes primary and secondary sources, videos, and interactive online activities.

[Digital component](#)

Online Instructional Platform

The all-new **Gallopade Curriculum Online** provides teachers with everything needed to teach the standards. Content is organized by Units and Chapters. Assign content, activities, and assessments. Grade assignments and send feedback to students.

Online Student Course

Students can access The Georgia Experience Student eBook or Clickbook, complete and submit assignments, and view grading and teacher feedback.

TEST



ExperTrack Assessments (grades 3-8)

Auto-graded and pre-built Checkpoint, Benchmark, and End-of-Year assessments cover core content and skills. [Digital component](#)

TRACK



Grading & Reporting

Easily measure and monitor student success with reports at the course, class, and student level. Standards-based reporting provides documentation of student progress throughout the school year.

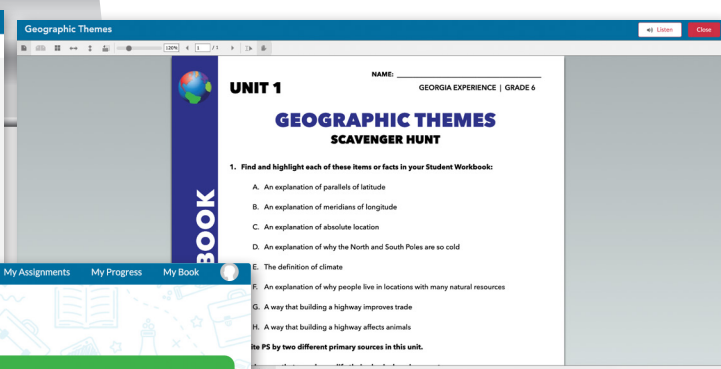
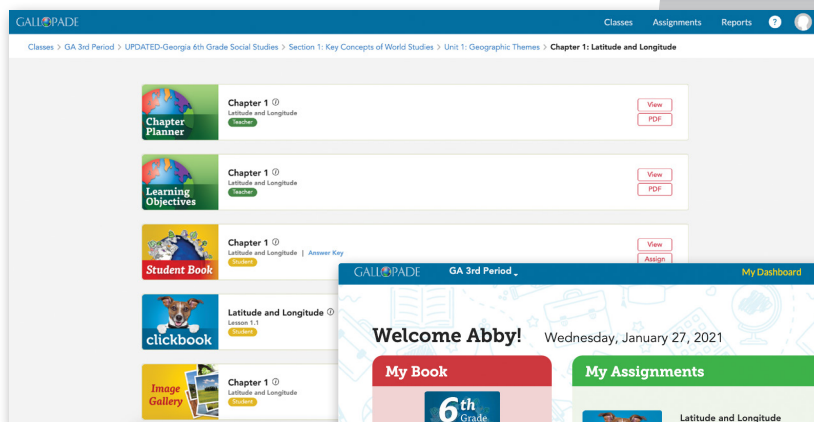
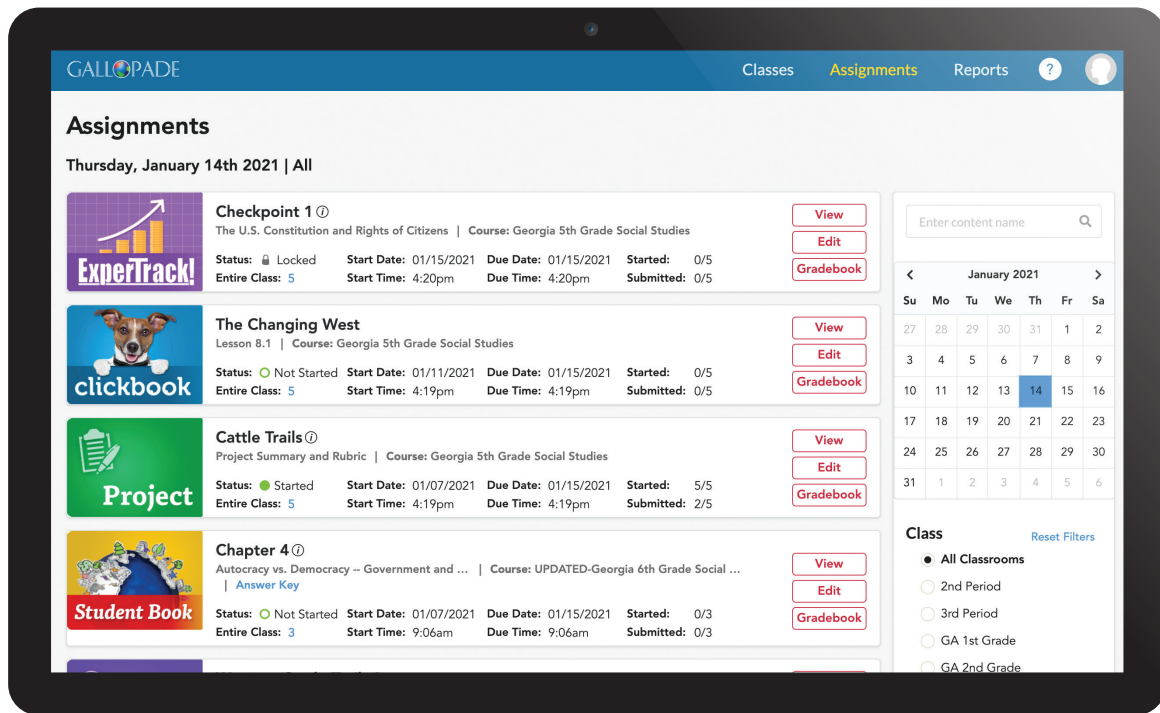
[Digital component](#)

SCHEDULE A PRESENTATION

www.GallopadeCurriculum.com

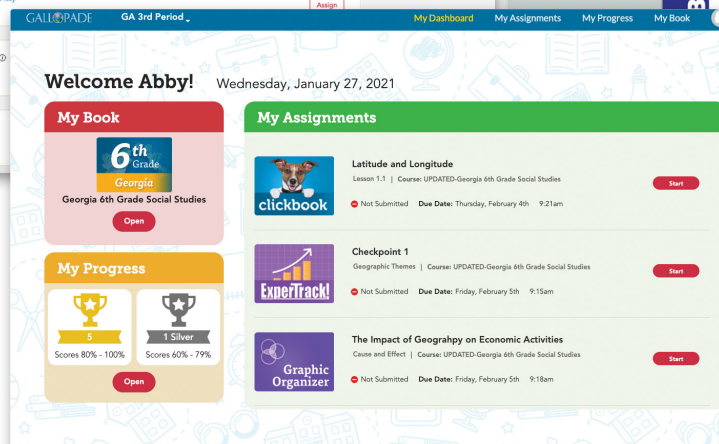
NEW Online Platform

The all-new Gallopade Curriculum Online platform empowers teachers with everything they need to plan, teach, assign, and monitor students' success.



Organized Lessons & Activities

PDF Markup Tools.
(More interactivity coming soon!)

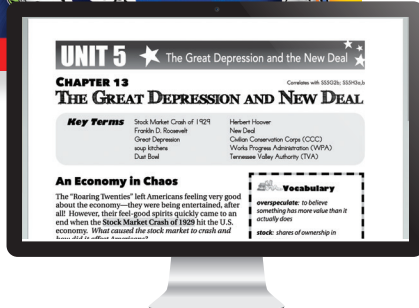
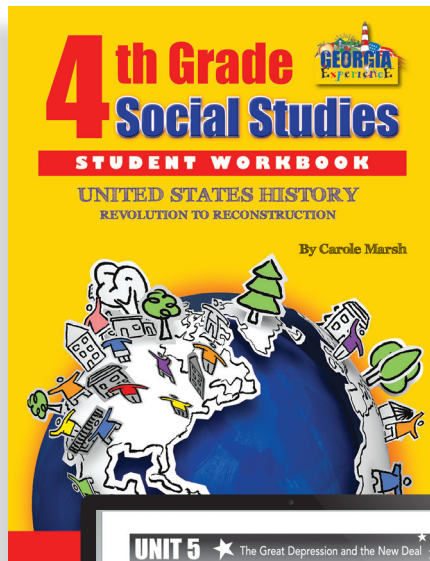


Student Course

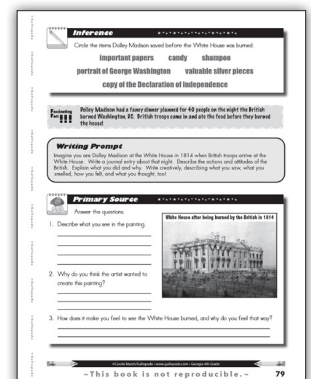
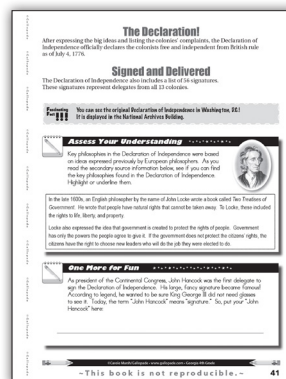
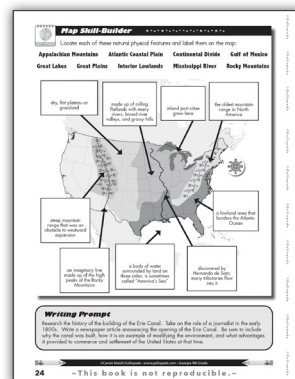
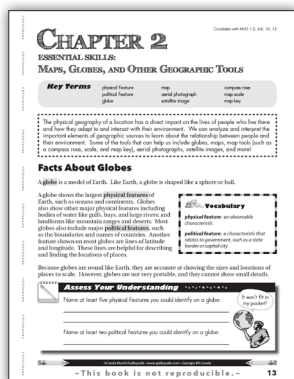
Includes Read-Aloud & Translation Tools

Georgia Experience Student Book & eBook

The Georgia Experience Student Book engages students with an interactive learning experience that is inviting, well-organized, easy-to-use, and effective! Students master grade-appropriate content and skills as outlined in the Georgia Standards of Learning, while building literacy, critical thinking skills, and more.



- ✓ **All-In-One Resource:** Combines textbook content with workbook activities into one interactive book.
- ✓ **100% Aligned to Georgia Standards of Learning for Social Studies:** This essential core resource is 100% aligned and 100% comprehensive. All Student Book content and activities are written exactly aligned to Georgia's standards to exactly meet the needs of Georgia students!
- ✓ **Evidence-Based Results:** Gallopade's successful formula of "small bites" of information plus reinforcing and skill-building activities creates a continuous interactive learning experience proven to be effective! Students build knowledge, deepen understanding, and develop strong comprehension and analytical skills.
- ✓ **No Fluff!:** The Student Book covers all content and skills required by Georgia's standards without overwhelming students.
- ✓ **New Books Every Year:** Each student receives his or her own book to write in, highlight, and take home.



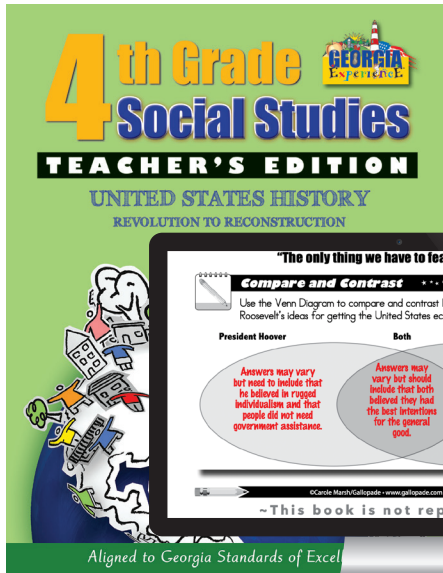
Standards Cited on Every Chapter

Varied Activities

Higher-Order-Thinking

ELA Integration

Georgia Experience Teacher's Edition

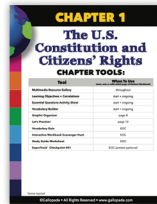


Aligned to Georgia Standards of Excellence

Answer Keys

- ✓ Answers to all questions and activities in The Georgia Experience Student Book.
- ✓ Instructional strategies for grades K-2.
- ✓ Unit and Chapter Planning Guides.

CHAPTER PLANNING



Start Date: _____

End Date: _____

Notes: _____

TOOLBOX RESOURCES

TOOL:	COORDINATES W/ STUDENT BOOK:
<input type="checkbox"/> Multimedia Resource Gallery	throughout
<input type="checkbox"/> Learning Objectives + Correlations	start + ongoing
<input type="checkbox"/> Essential Questions Activity Sheet	start + ongoing
<input type="checkbox"/> Vocabulary-Builder	start + ongoing

CHAPTER PLANNING

TOOLBOX RESOURCES (CONTINUED)

TOOL:	COORDINATES W/ STUDENT BOOK:
<input type="checkbox"/> Graphic Organizer	page 8
<input type="checkbox"/> Let's Practice!	page 12
<input type="checkbox"/> Vocabulary Quiz	EOC
<input type="checkbox"/> Interactive Workbook Scavenger Hunt	EOC
<input type="checkbox"/> Study Guide Worksheet	EOC

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Unit and Chapter Planners for 3rd-8th

Key Concept Check-Point

For each productive resource, write NR if it is a natural resource, HR if it is a human resource, or CG if it is a capital good.

CG 1.	NR 4.	CG 7.
HR 2.	HR 5.	NR 8.
CG 3.	NR 6.	HR 9.

Charts and Graphs

Use information in the chart to answer the questions.

	Productive Resource	Town A	Town B	Town C
1. Predict an industry likely to develop in:				
Town A:	agriculture	✓	✓	
Town B:	technology	✓		
Town C:	fishing		✓	
2. How does the availability of productive resources promote the industry that develops in each town?				
	coastline			✓
	high-speed fiber optic network		✓	
	a lot of undeveloped land	✓	✓	
	agricultural workforce	✓		
	a lot of boats			✓
	experienced fishermen			✓
3. Which town's industry is least dependent on natural resources? Why?				
	The town with a technology industry is least dependent on natural resources because it relies more heavily on capital goods.			

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7

STUDENT WORKBOOK PAGE + ANSWERS

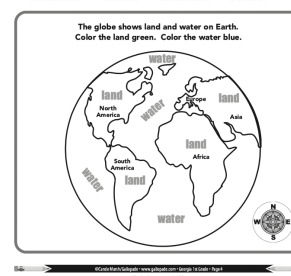
Map Features

We can use maps and globes to locate places on Earth.

- A globe is a round model of Earth.
- A map is a drawing that shows what places look like from above.

Maps and globes show features of Earth's surface. These features include land and water. Some of Earth's features are:

continents oceans mountains & more!



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INSTRUCTIONAL STRATEGIES & TOOLS

LEARNING OBJECTIVES

Explain the difference between maps and globes. Identify land and water on maps and globes.

ESSENTIAL QUESTIONS

What is a map? What is a globe? What features do maps and globes show?

INSTRUCTION & ENRICHMENT IDEAS

Display a variety of maps and at least one globe for students to look at.

- Show students areas of land and water. Discuss how to tell which is which. (colors; map key)
- Explain that land and water are natural physical features. These features can be seen on Earth and on many maps and globes.
- Show students that many place names are on maps and globes. Explain that place names and boundaries are human-made political features. These features are not seen on Earth. They are on maps and globes to provide useful information.
- Allow students to look closer at the maps and globes.

As a class, make a list of the types of features students identify as they look at the maps and globes.

TEACHER TOOLBOX: Graphic Organizer p4

Compare & Contrast

INSTRUCTION & DIFFERENTIATION NOTES

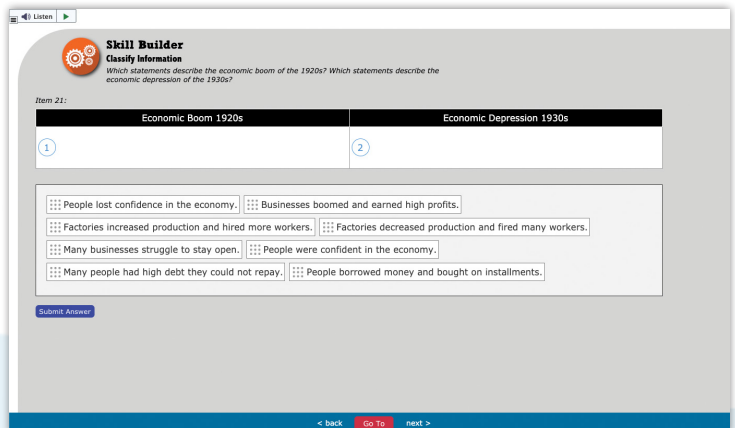
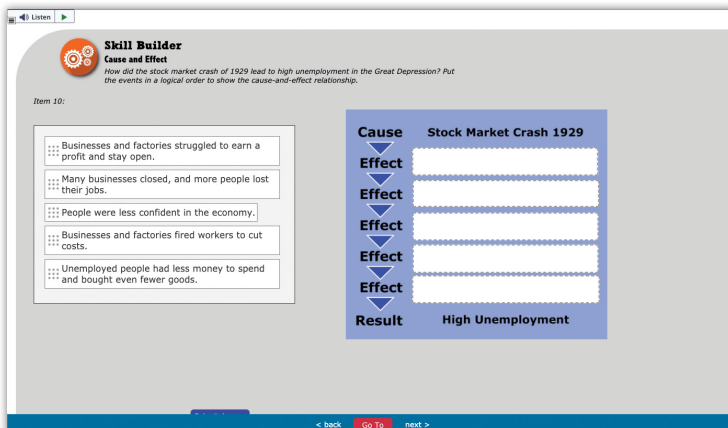
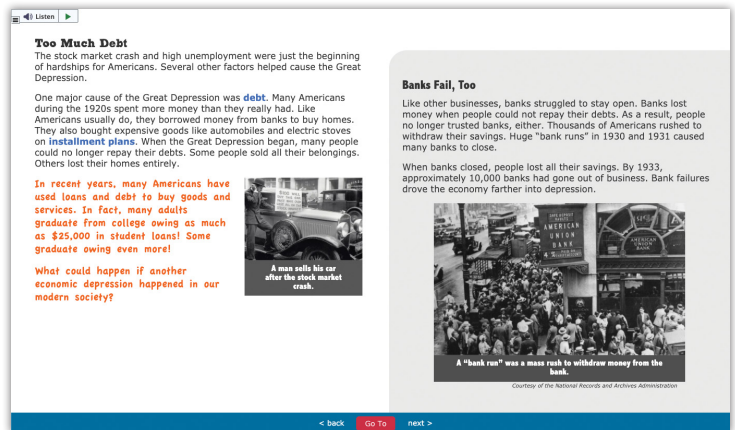
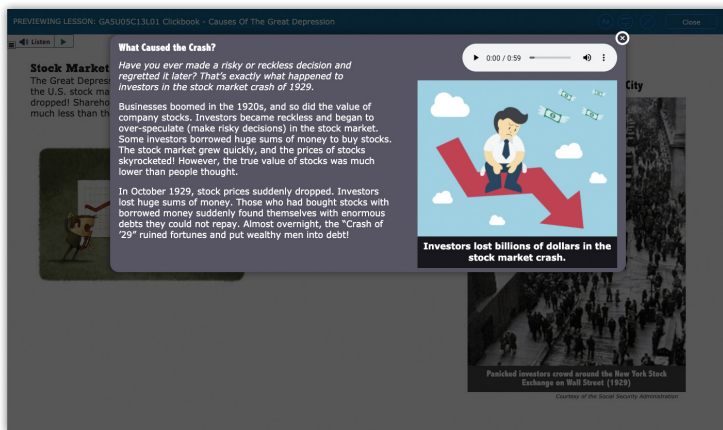
Page-by-Page Instructional Strategies for K-2

Clickbook

Clickbook is an interactive, engaging, colorful, compelling, and comprehensive social studies digital curriculum. Perfect for districts needing a 100% digital solution, Clickbook is 100% aligned to the GSE.

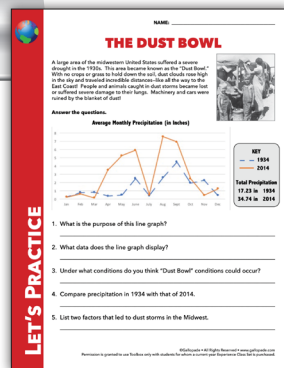
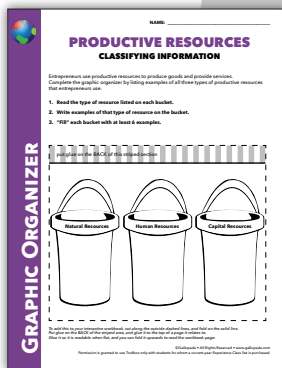
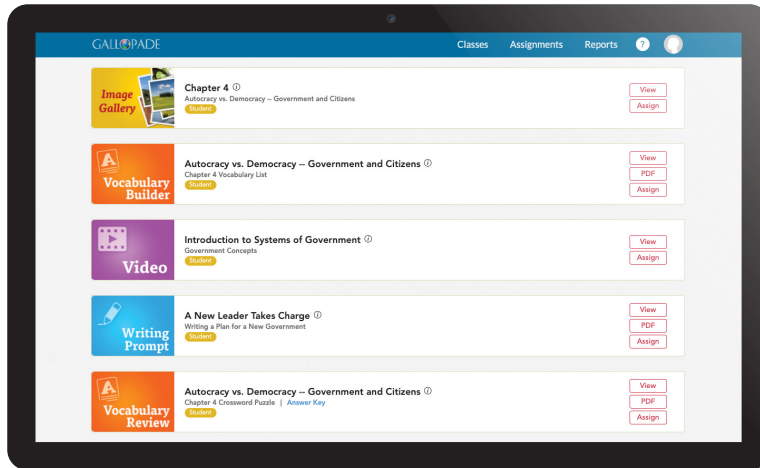


- ✓ Hundreds of DOK-leveled activities, assessments, photos, videos, audio clips, primary sources, and multimedia resources.
- ✓ Various types of reinforcement activities include skill builders, map skills, project-based learning, enrichment reading, writing prompts, and more.
- ✓ Clickbook's "small bites" approach is proven to increase retention and comprehension while following an inquiry-based approach to enhance literacy and critical thinking skills.



Teaching Tools

We organized our Teaching Tools to match Gallopade Curriculum units and chapters, making it simple to access, choose, and print the resources you want to use. Teaching Tools enhance instruction while easing the burden of your time.



- ✓ Launch instruction with student engagement and inquiry
- ✓ Maximize student comprehension with scavenger hunts and study guides
- ✓ Add notes and plan strategies, differentiation, and assessments
- ✓ Boost rigor with primary source analysis, project-based learning, graphic organizers, and more
- ✓ Plan and document your instructional calendar, assignments, due dates, and test dates
- ✓ Build literacy, vocabulary and writing skills



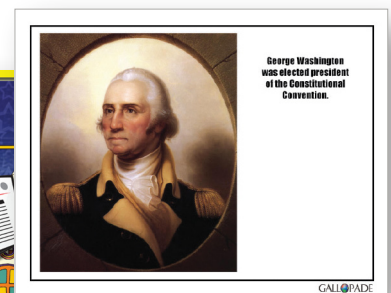
Images, Videos, Bios, & Internet Links

Students will engage with primary and secondary sources including current and historical photographs, maps, political cartoons, paintings, documents, infographics, videos, and more! Use curated video links to enhance lessons and illustrate key topics. Each easy-to-use multimedia resource is broken down by chapter for optimized organization.



Multimedia Resources include photographs, maps, political cartoons, paintings, infographics, videos and more!

- ✓ Enhance instruction by illustrating the key concepts, events, and skills you are teaching
- ✓ Promote and enrich class discussions
- ✓ Get students interested in new topics as part of unit and chapter openers
- ✓ Guided lessons teach students to think critically about primary sources by analyzing purpose, POV, and other influences on messages expressed in sources
- ✓ Anticipatory activities, Think-Pair-Share activities, writing prompts, and much more!



ExperTrack Assessments

ExperTrack includes hundreds of high-quality, auto-graded assessment questions per grade. ExperTrack helps improve learning outcomes by engaging students in critical thinking and analysis throughout the year, providing results data to inform instruction. Students improve comprehension, deepen understanding, and strengthen their ability to apply knowledge and skills they learn.



ExperTrack is more than an assessment system—it's an effective learning tool!

- ✓ Pre-built "Checkpoint" tests are designed to check understanding after each chapter or unit.
- ✓ "Benchmark Test" measures and documents annual student improvement.
- ✓ Tests assess Georgia standards through a variety of question types across all DOK levels.
- ✓ "End-of-Year Tests" assess understanding of content and skills learned throughout the school year.
- ✓ ExperTrack is a great tool to correct misconceptions and reinforce learning when used on a whiteboard for review.

Checkpoint 4
GA5U02C04 ExperTrack Checkpoint 4 - Major Sectors of the U.S. Economy

7 of 15

7 Place each word in the correct box to complete the Venn diagram.

Employee	Both	Entrepreneur
Works for _____ 1	Works _____ 3	Works for _____ 4
Works to earn a _____ 2	Works to earn a _____ 5	

profit salary a boss hard himself/herself

Checkpoint 8
GA5U03C08 ExperTrack Checkpoint 8 - Americans Go West

2 Put the sentences in the correct order in the graphic organizer to describe why cattle trails developed in the United States and their benefits.

Cause	Effect	Problem	Solution	Results
→	→	→ Texas ranchers wanted to supply cattle to eastern states but no railroads connected to Texas.	→	→

Eastern states needed more food to support their growing population.
With plenty of food available for workers, cities and industries grew, boosting the U.S. economy.
Ranchers hired cowboys to herd cattle north from Texas to Kansas, where railroads ran to eastern states.
Population in eastern states grew after the Civil War.

Checkpoint 2
GA6S01U02 ExperTrack Checkpoint 2- Forms of Government

8 of 10

8 Match each form of democracy to the primary advantage of its structure.

Form of Democracy	Benefit of Structure
1	provides increased cooperation among branches in enacting and enforcing policies and rules that are passed
2	provides strongest protection against any branch of government becoming too powerful

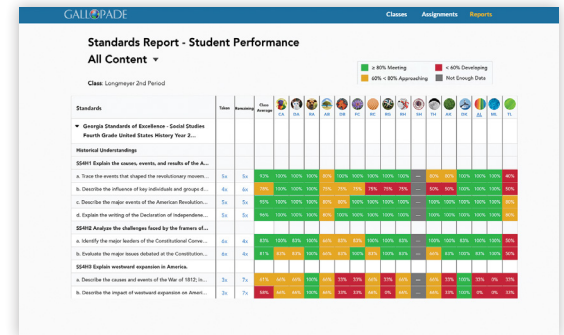
parliamentary democracy presidential democracy



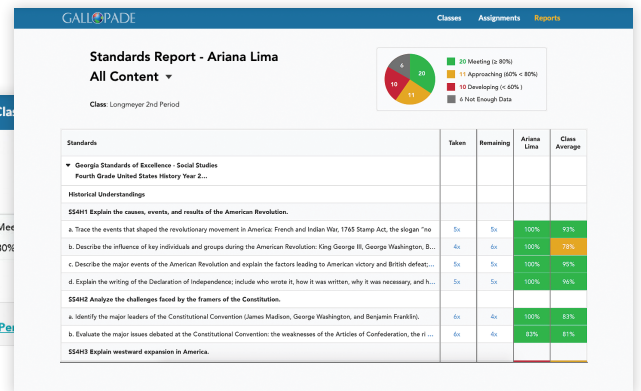
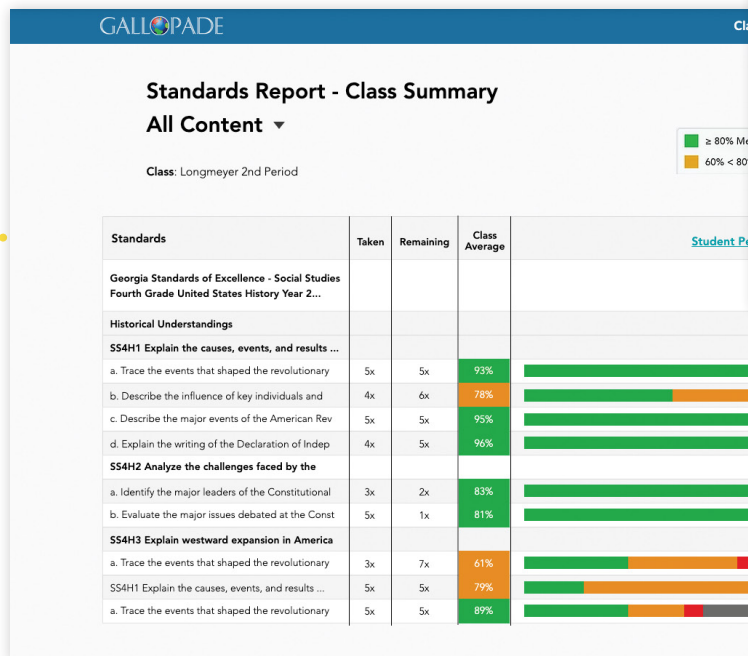
NEW Reporting & Analytics

Tracking student engagement and performance plays a crucial role in understanding the effectiveness of how and what they learn. Gallopade's Reporting & Analytics tracks student growth throughout the school year. Easily view whether students meet, exceed, or need reinforcement of standards. Print or export results at any time.

- ✓ **Track Standards** - View class and student averages for meeting each Georgia Learning Standard.
- ✓ **Track Content** - Track progress and usage data by ExperTrack or all assigned content. Identify patterns and evaluate areas needing improvement.
- ✓ **Track Improvement** - Track growth and progression over time. Repeat activities and ExperTrack Checkpoints as needed.
- ✓ **Track Success** - Share data with students, parents, and district personnel.



Analytics Dashboard Tracks Standards, Improvements, Performance, & Success



How it Works

A Real Experience. We're big believers in having students engage in what they are learning. Social studies shouldn't be boring. Through an interactive experience, students discover the world around them by reading and participating in a various lessons and activities.

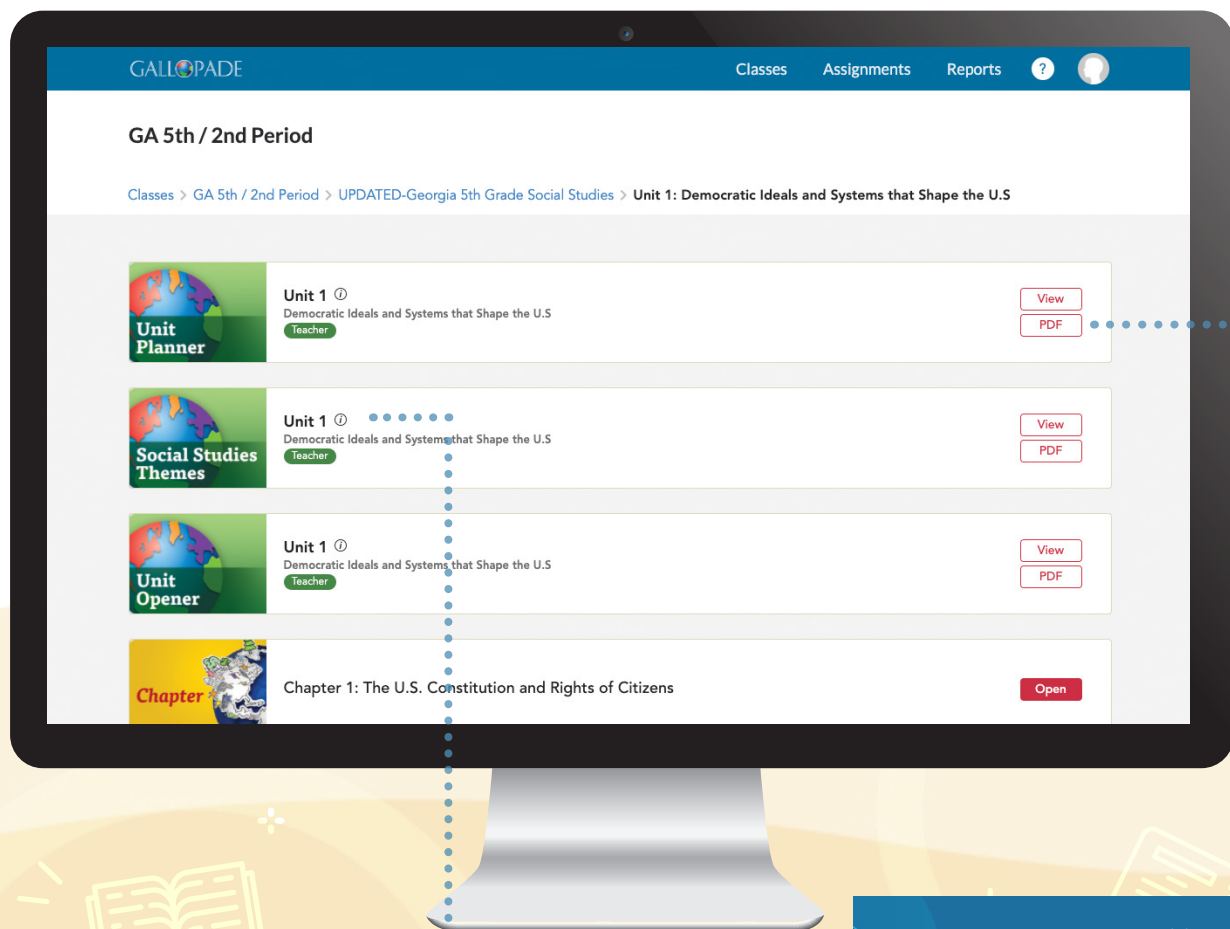


1

View and assign content in the all-new **Gallopade Curriculum Online.**

TRY A FREE DEMO!

www.GallopadeCurriculum.com



Content is organized by Unit and Chapter, making it easy to plan and access resources and activities.



CHAPTER 1

GEORGIA EXPERIENCE | GRADE 5 | UNIT 1

THE U.S. CONSTITUTION AND CITIZENS' RIGHTS

LEARNING TARGETS

Students will be able to:

- Explain the amendment process outlined in the Constitution.
- Describe the purpose of the amendment process.
- Explain the concept of due process of law.
- Describe how the U.S. Constitution protects a citizen's rights by due process.

2

Kickoff each chapter by reviewing the Learning Objectives and alignment to Georgia Standards of Excellence. (Unit openers may vary by grade.)

LEARNING OBJECTIVES & CORRELATIONS

CORRELATIONS TO STATE STANDARDS

GSE: SS5CG1b; SS5CG2a, b
Information Processing Skills: 1, 6, 12

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CHAPTER 2

GEORGIA EXPERIENCE | GRADE 5 | UNIT 1

RESPONSIBILITIES OF U.S. CITIZENS

CHAPTER OPENER

START WITH THIS ACTIVITY
Hook & engage to boost curiosity, inquiry, motivation, and results!

Imagine you are going to get a pet for the first time and are super excited! What type of pet do you want?

Record a list of the types of pets the students would like to have.

Now remember, your parents have the right to decide what type of pet you will have. They also have the right to decide when you will be allowed to get the pet. Once you get your new pet, you will have responsibilities. Some responsibilities will cost money and some will not. You will have to use your allowance to help buy items for the pet. Research the following list of responsibilities and how much they will cost for the pet you would like.

List the following responsibilities on the board:

- Purchase the pet
- Get pet tags
- Prepare your home (buy necessary pet items like food bowls and a bed)
- Get the pet vaccinations/shots
- Take pet to the veterinarian when it is sick
- Buy food for the pet
- Train the pet (if applicable)
- Feed the pet and give it water (your responsibility)
- Make sure the pet gets exercise (if applicable) (your responsibility)
- Clean up pet droppings (your responsibility)
- Bathe/groom the pet (your responsibility)
- Clean pet bedding/crate (your responsibility)

How do you feel about your list of responsibilities? Do you think they are fair? With all you have learned from your research and discussion of pet ownership, do you think you can handle the new costs and responsibilities? Are the responsibilities and cost of a pet worth the enjoyment of having a pet?

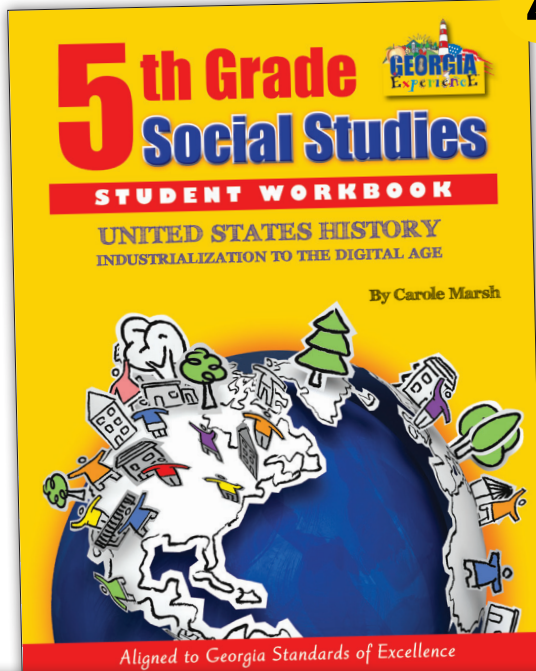
As a citizen of a democratic country like the United States, we all have rights and responsibilities. Sometimes those rights and responsibilities cost citizens time (like serving on a jury) or money (like paying taxes). Are those costs worth the benefits of living in the United States, where we have many freedoms? Now, let's get started learning about the rights and responsibilities of citizens, and you can decide for yourself!

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INQUIRY-BASED LEARNING

3

Inquiry-Based Learning Activities activate existing knowledge and real-world experiences while sparking curiosity and interest.



Teach the standards with the Georgia Experience Student Book. Students receive their own consumable copy to write in, highlight, and keep.

UNIT 1 ★ Democratic Ideals and Systems That Shape the United States

Correlates with SS5CG1b; SS5CG2a,b

CHAPTER 1 THE U.S. CONSTITUTION AND CITIZENS' RIGHTS

Key Terms

Articles of Confederation
U.S. Constitution
representative democracy

rights
republic
amendment

Bill of Rights
due process of law

The U.S. Needs a Government

After the American colonies declared their independence from Great Britain, they needed to establish a new system of government. Delegates, or representatives, from the states worked together to form a national government. In 1777, they wrote the plan for the new government in the *Articles of Confederation*.

The Articles of Confederation created a loose association of the states with a weak national government. The delegates designed it that way on purpose because they did not want to risk losing the freedom they'd just won to a new powerful government. However, the government created under the Articles of Confederation was too weak to run the new nation.

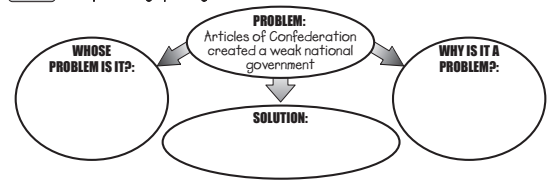
In 1787, state delegates met to revise the Articles of Confederation. After discussion, they decided to start over and write a new constitution instead. They wrote the *U.S. Constitution* to describe how the new American government would work.



The U.S. Constitution established the written plan for government that we still use today!

Problem-Solution

Complete the graphic organizer.



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7

SPECIAL FOCUS: Entrepreneurs Get Business Done!

Challenges of Entrepreneurship

Being an entrepreneur is not easy! There are many challenges involved in competing with other producers in the marketplace. However, an entrepreneur accepts the challenges.

Some of the benefits and risks of being an entrepreneur include:

Benefits:

- **Being your own boss**
You get to do what you like to do and make the most of your own strengths and skills. Many entrepreneurs develop a business from a skill or hobby they enjoy and excel at.
- **Enjoyment and excitement**
Entrepreneurship can be very exciting! Every day is full of new opportunities. You "wear a lot of hats" if you are an entrepreneur, and that keeps things interesting.
- **Flexibility and freedom**
Many entrepreneurs build their business where they can work when they want to and schedule their time around their family's needs.
- **Profit potential**
You will be financially rewarded for the success of your business—with entrepreneurship, the sky is the limit!



Risks:

- **Tough competition**
Staying competitive in the marketplace is hard work. Entrepreneurs must constantly monitor the competition, make adjustments, and bring in more customers!
- **No regular salary**
Giving up a regular paycheck can be scary! If business slows down, your income is affected. Or worse, your business could fail altogether.
- **Work schedule**
Entrepreneurs often work very long hours, especially in the start-up phase of a business. Plus, your business may be on your mind all the time!
- **Stress**
Being responsible for all decisions and administration of the business can be stressful.

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Information is organized into "small bites" to improve comprehension and retention of learned content, concepts, and skills.

Serve on Jury Duty

The U.S. Constitution guarantees every person in the United States the right to a trial by **jury** if accused of a crime. With this right comes the responsibility for citizens to serve on a jury when called. The **defendant's** right to due process and a fair trial cannot occur unless citizens meet their responsibility to act as jurors.

Vocabulary
defendant: a person on trial who has been accused of a crime

A jury typically consists of 12 people who hear the evidence in a trial and decide whether the defendant is guilty or not guilty. Names of jurors are usually selected from lists of registered voters and people who have driver's licenses. People must take time off work to go to the courthouse for jury duty. If selected for a trial, you must show up on time each day, pay attention, listen to instructions from the judge, and then carefully consider the evidence and apply the law to determine a fair verdict.

Sometimes people ask to be excused from jury duty for personal reasons.

Possible exemptions in Georgia include:

- ☐ Persons over 70 years of age
- ☐ Caregiver of a child under 4 years of age
- ☐ Full-time student at a college or vocational school

Writing Prompt

Pretend you are a judge. Someone who was called for jury duty does not think it is fair. He says he is busy and does not have time to serve. Write a speech that explains to that juror and others why it is important to have citizens serve on a jury when called.



The law says that if you are a witness to a crime, and you're ordered to appear in court, you are responsible to go. A witness who fails to appear in court can be punished for contempt of court. A witness who lies in court can be punished for the crime of perjury. However, witnesses may legally refuse to testify against themselves or their spouses.



Assess Your Understanding

Use the words from the Word Bank to complete this paragraph.

Word Bank

Selective Service
taxes
responsibilities
rights
vote
obey
jury
respect

The U.S. government protects the _____ of citizens. In return, citizens have _____ to our country and each other. Citizens have a responsibility to _____ laws and _____ other peoples' rights. Citizens need to _____ for people to represent them in government. Citizens are responsible for paying _____ so that the government can provide public goods and services. To protect people's rights to due process of law, citizens need to serve on a _____ if they are called. Male citizens must register for _____ in case the country goes to war.

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18

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Register for Selective Service

When a young man turns 18 in the United States, he is asked to take on an important responsibility of being an American citizen. That responsibility is to register with the **Selective Service**. This program provides the U.S. government with a list of men who can be called on should a national emergency arise. If the U.S. goes to war, it may need to **draft** men to serve in the military to protect our country.

Vocabulary
draft: a system for or act of selecting individuals from a group (as for military service)

Since 1981, every male is required to register with the Selective Service System at the age of 18. Right now, women are not required to sign up because the law refers specifically to men.

Registering does not necessarily mean that a young man will ever go into the military. A person would only be called on to serve during a national crisis or war.

In Georgia, men must be registered with Selective Service to obtain a Georgia driver's license or to receive financial aid to attend college.

Fact or Opinion

Write F for Fact and O for Opinion.

1. "I have to register for Selective Service when I turn 18 years old."
2. "I should not have to register for Selective Service until I am 30 years old."
3. "Women should have to register for Selective Service just like men do."
4. "If I register for Selective Service, the government may call me for military duty during a national crisis."
5. "It's not fair to stop me from getting my driver's license just because I have not yet registered for Selective Service."



Primary Source

Examine the picture and answer the questions.

"Uncle Sam" has appeared as a symbol in different periods of U.S. history. This poster shows Uncle Sam urging men to enlist in the U.S. Army during World War I.

1. Who or what does the character "Uncle Sam" represent in this poster?
2. Do you think his message is effective? Why or why not?



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17

5

Using our PDF markup tools to highlight, draw, and take notes, students can read and complete eBook activities online.



Student Book
Activities May Include*

- Apply What You Learned
- Assess Your Understanding
- Cause and Effect
- Charts and Graphs
- Chronological Order
- Classify Information
- Compare and Contrast
- Comprehensive Cross-Check
- Critical Thinking
- Data Analysis
- Discuss It
- Express Your Opinion
- Fact or Opinion
- Gather Information
- Inference
- Key Concept Check-Point
- Map Skill-Builder
- One More for Fun
- Order of Events
- Point of View
- Problem-Solution
- Predict Possible Outcomes
- Writing Prompts

Student Books are filled with comprehensive quizzes and activities following each “small bite” of information.



Assess Your Understanding ★★★★★★★★

Explain four reasons why the U.S. entered World War I to complete the diagram.

Why the United States entered World War I



Map Skill-Builder ★★★★★★★★

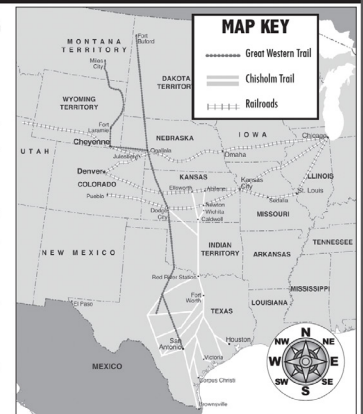
Highlight the Chisholm and Great Western trails. Then answer the questions.

1. Through what states did the Chisholm Trail run?

2. Through what states did the Great Western Trail run?

3. What manmade feature is missing in Texas and Oklahoma?

4. What manmade feature is missing in northern Nebraska and Dakota Territory?

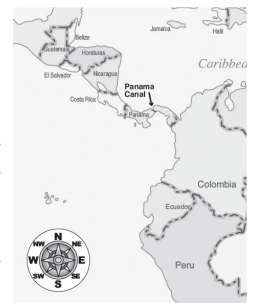


Predict Possible Outcomes ★★★★★★★★

Use the map to answer the questions.

1. Your company makes widgets in Belize. You have customers in Ecuador. By boat, how would your goods have arrived before the Panama Canal was built?

2. How has the Panama Canal helped your company become more successful?



Express Your Opinion ★★★★★★★★

Consider this statement that expresses the disillusionment felt by many new immigrants:

“I came to America because I heard the streets were paved with gold. When I got here, I found out three things: First, the streets weren’t paved with gold; second, they weren’t paved at all, and third, I was expected to pave them.”

Credit: Eyewitness to History

On a separate piece of paper, tell whether you think the trip and the process most immigrants endured at either Ellis or Angel Island was worth it. Support your opinion with evidence from the text.



Discuss It

What do you think about the way President Roosevelt reached back in time to the Monroe Doctrine for reasons the United States should be aggressive in Latin America? Do you agree with his logic? Discuss your views with the class.



Critical Thinking

Put a ✓ next to the statement that accurately describes how the Monroe Doctrine differed from the Roosevelt Corollary.

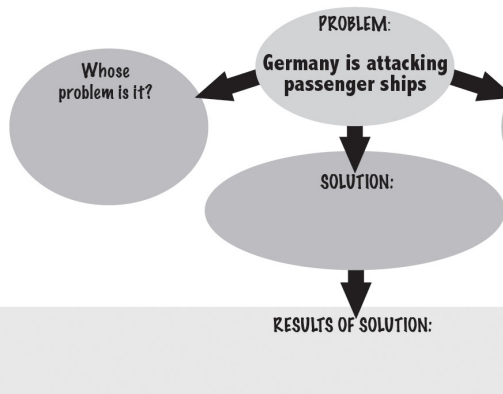
- ___ 1. The Monroe Doctrine said only Spain could colonize the Americas. The Roosevelt Corollary said Portugal could, too.
- ___ 2. The Monroe Doctrine told European powers to stay out of the Americas. The Roosevelt Corollary said the United States could take military action in the Americas.
- ___ 3. The Monroe Doctrine told Asian powers not to try to colonize the Americas. The Roosevelt Corollary said the United States could take military action in Asia.
- ___ 4. The Monroe Doctrine warned Canada not to try to take territory from the United States. The Roosevelt Corollary warned Mexico about the same thing.

Students are exposed to varied activities that challenge them to communicate understandings, while encouraging analysis and critical thinking.



Problem-Solution

Complete the graphic organizer to summarize how the other ships ultimately drew the United States to join the war.



Point of View

Consider two different perspectives as tensions and conflicts arose in overcrowded U.S. cities. Write I if the statement applies to an immigrant. Write NB (native born) if the statement applies to someone born in the USA.

- ___ 1. "We left our home and gave up everything to come to this golden land of opportunity. But I can't even find a job to pay for food for my family! How will we survive?"
- ___ 2. "I've lived in this country all my life, but now I'm having trouble finding work because these foreigners are taking all the jobs!"
- ___ 3. "The Americans hate us! My children can't even go to school because they're treated so badly!"
- ___ 4. "There is going to be trouble between our Italian neighborhood and the Russian neighborhood a few blocks away. There is not enough work for both of us!"
- ___ 5. "We need to encourage more of the newcomers to move to farm country. The cities are way too crowded now!"

Writing prompts and discussion activities integrate ELA with social studies, enriching student language, reading, writing, listening, and speaking.



Predict Possible Outcomes

Use the map to answer the questions.

1. Your company makes widgets in Belize. You have customers in Ecuador. By boat, how would your goods have arrived before the Panama Canal was built?

2. How has the Panama Canal helped your company become more successful?

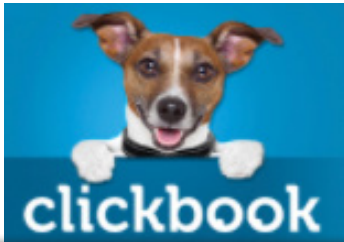


Teach

with Clickbook

Clickbook Activity Types

- Flash Points
- Skill Builders
- Map Skills
- Project-Based Learning
- Primary Sources
- Enrichment Reading
- Writing Prompts
- Unit Assessments



6

As a 100% digital alternative to The Georgia Experience Student Book, Clickbook follows Gallopade's proven "small bites" approach, followed by reinforcement activities.

PREVIEWING LESSON: GA4U03C05L01 Clickbook - Colonists Declare Independence

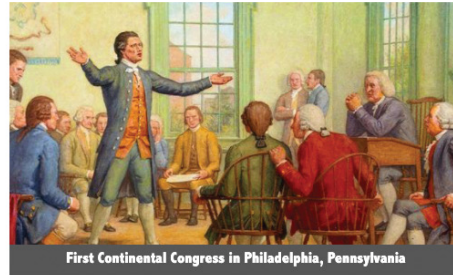
Listen

First Continental Congress

In 1774, **delegates** from all colonies except Georgia met in Philadelphia, Pennsylvania. This meeting was the First Continental Congress. There, the colonists wrote a letter to King George III.

In the letter, the colonists demanded:

- the same rights as all British citizens
- the Intolerable Acts be repealed
- an end to taxation without representation

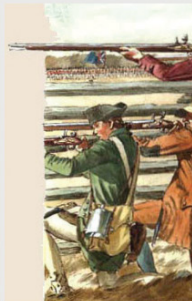


First Continental Congress in Philadelphia, Pennsylvania

Steps Toward War

Most colonists did not want to fight. Colonists were prepared to form colonial **militias** to protect themselves.

Most men in militias were farmers. They volunteered to be **minutemen** at a minute's notice."



Colonial militias did not have much training.

PREVIEWING LESSON: GA4U05C11L01 Clickbook - The U.S. Gets Bigger

Listen



Literacy Enrichment

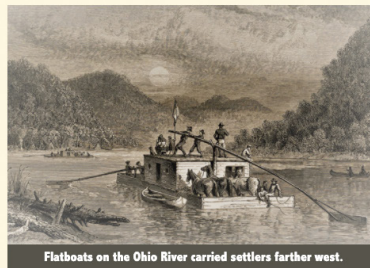
Journey on the Ohio River

The oarsmen cast off. The boat trembles and sways. The horses on board whinny and shuffle their feet. You are nervous too. What if the boat sinks? You and all your belongings will be swept away. Your journey west will end in disaster!

For many settlers, travel by boat on the Ohio River was worth the risk. There were few roads on the frontier. Rivers were the fastest, easiest way to travel.

Before 1815, the Ohio River was the most important gateway to the west. Settlers loaded their animals, their families, and their belongings into flat, rectangular boats. These "flatboats" carried passengers to new settlements in Ohio, Indiana, Illinois, and western Kentucky.

Some pioneers followed the Ohio River to where it joins the Mississippi River. From there, they traveled by boat farther north and south. Without these **navigable** rivers, settling the lands west of the Appalachians would have been much more difficult!



Flatboats on the Ohio River carried settlers farther west.

Imagine you are a pioneer in 1800.

What difficulties might you face traveling over land?

What difficulties might you face traveling by boat?

< back Go To next >

Go To next >

PREVIEWING LESSON: GA4U05C11L03 Clickbook - The Louisiana Purchase

Journey Across America

In 1804, the Lewis and Clark expedition started at St. Louis, Missouri. The Corps of Discovery traveled up the Missouri River, over the Rocky Mountains, and down the Columbia River to the Pacific Ocean. The journey wasn't easy. It took a lot of walking, riding horses, and rowing boats. By the time the expedition returned to St. Louis in 1806, they had traveled about 8,000 miles.

Enduring Understanding

How did the Corps of Discovery cross this rugged land? Click to find out!

KEY

- Travel by boat or canoe
- Travel on horseback
- Travel on foot
- Major American Indian settlement
- United States
- Louisiana Territory
- Oregon Territory
- New Spain

< back Go To next >

a war with Britain. However, many might if necessary. They began forming themselves.

farmers, not trained soldiers. Some men men. They could be ready to for battle "at



ve uniforms. They wore whatever they could find!

Clickbook is colorful, engaging, interactive, and fun for students in grades 3-8!

PREVIEWING LESSON: GA7U03C07L02 Clickbook - Factors Of Production

What Are Productive Resources?

Productive resources are the resources people use to make goods and services.

It takes a lot of different resources to make the many goods and services we enjoy. People in every country rely on their resources to survive and prosper.

Four Factors of Production

Productive resources are classified into four categories:

- natural resources:** land and other materials from nature
- human resources:** labor (the work people do) plus human capital (people's knowledge, training, and skills)
- capital resources:** human-made goods used to make other goods (examples include factories, machinery, tools, and technology)
- entrepreneurship:** people who organize the other productive resources to bring new ideas to market

The four factors of production are needed to make just about every good or service you can think of!

4 FACTORS OF PRODUCTION (PRODUCTIVE RESOURCES)

- Natural Resources
- Human Capital
- Capital
- Entrepreneurship

0:34 / 2:35

Watch the video to learn about the four factors of production!

Go To next >

Students interact with various elements including video, slideshows, audio, pop-ups, and skill building exercises.



Teachers can extend beyond the Student Book with hundreds of additional online tools and resources - organized by chapter - for reinforcement, remediation, and enrichment.

Chapter Tools May Include*

- Expectations for Learnings
- Inquiry-Based Learning
- Vocabulary Builder
- Graphic Organizer
- Let's Practice!
- Interactive Read-Aloud
- Writing Prompt
- Vocabulary Quiz
- Leveled Literacy
- Map Skill-BUILDER
- Let's Review!
- One More for Fun
- Project-Based Learning
- Primary Source Analysis
- Artistic Expression
- Let's Research!
- Study Guide Worksheet
- Interactive Workbook
- DBQ

*Activities vary by grade

MAP SKILLS

ALLIED AND AXIS MAP LABEL

1. Locate and label each of these countries on the map. (The countries are labeled A-G on the map)

- England
- France
- Germany
- Italy
- Japan
- Russia
- United States

2. For each country that you labeled:

- Color it red if it was an Axis Power
- Color it blue if it was an Allied Power

WRITING PROMPT

FAMOUS INVENTORS

At the turn of the century, new inventions played a big role in American life and gave people the opportunity to interview a famous inventor. Write questions to ask in your interview. Your questions should include their accomplishments, and impact on American life. After the interview, write a report that includes their answer after each question.

Wright Brothers Carver

INTERACTIVE READ ALOUD

YELLOW JOURNALISM RUN AMUCK

Who has read a newspaper story or heard a TV or radio broadcast and wondered, "Did that really happen?"

As one of the few sources of public information, newspapers had become quite influential in America by the late 1800s.

Hundreds of reporters, artists, and photographers went to Cuba looking for the "facts," or a great story—one that would sell lots of newspapers. And a great story they did indeed report! Headlines read, "Spanish Cannibals," "Inhuman Torture," and "Amazon Warriors Fight for Rebels!"

When the USS Maine exploded in January 1898, U.S. newspapers seemed to have little doubt as to the cause of the explosion. Some even showed how Spanish saboteurs had attached an underwater mine to the ship and triggered the explosion from the shore.

Interactive discussion questions:

How do you think the stories being reported from Cuba impacted Americans?

How do you think people would have felt to learn that some of the stories were sensationalized, rather than based on solid facts or evidence?

William Randolph Hearst was a famous newspaper publisher at that time. In response to an artist's request to be recalled due to "no war," Hearst is reported to have said, "You furnish the pictures, I'll furnish the war." What do you think he meant? Why do you think he would say that?

What examples of sensational news stories have you seen in current media?

What do you think news should be based on?

- facts that have been investigated and verified
- conclusions based on whatever is known or assumed at the moment
- sensationalized to keep people interested

How can people distinguish between "fake news" and legitimate facts? Why is this important?

GALLOPADE

Classes Assignments Reports

Assignments

Tuesday, July 21st 2020 | All

Assignment	Status	Start Date	Due Date	Started	Submitted
Writing Prompt Petition Parliament	Ready	07/21/2020	07/27/2020	0/5	0/5
Primary Source Analysis American Indians and Colonists	Locked	07/22/2020	07/29/2020	0/5	0/5
Let's Practice American Revolution	Ready	07/21/2020	07/30/2020	0/1	0/1
Vocabulary Builder A New Nation Forms	Ready	07/21/2020	07/31/2020	0/5	0/5
Taxation Without Representation	Ready	07/21/2020	08/07/2020	0/5	0/5

Calendar View: July 2020

Su	Mo	Tu	We	Th	Fr	Sa
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Class: All Classrooms

Content Types: Content Types

Keep track of when students have started and completed assignments.

Correlates with SS5H1c, SS5E1d

Key Terms

William McKinley
Theodore Roosevelt


Spanish-American War
yellow journalism

Panama Canal
imperialism

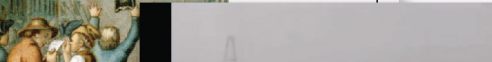
Welcome to the World Stage

During and for many years following Reconstruction, U.S. citizens had little interest in getting involved in foreign affairs or other countries' issues. **After all**, there was much work to be done here to recover from the destruction, deaths, and devastation of the Civil War. The U.S. government had its hands full passing laws to protect the rights of African Americans and reuniting the North and South. Most U.S. citizens had their hands full rebuilding homes and farms, and working to improve their economic situation.

Features including text -to-speech and translation are in place to help students fully understand material.



Colonists Protesting the Stamp Act



France 1909 Orville and Wilbur reveal their invention!

"The Flyer"
Wingspan = 36 ft
Weight

Students easily access the Student eBook and assigned activities in their **digital course.**

Teachers and students receive access to a collection of **multimedia resources**.

Grade

A New Nation Forms ^①
Chapter 4 Vocabulary List

Started: 3/4 Submitted: 3/4 Graded: 2/4 Average Score: 93.00%

	First Name	Last Name	Status	Submitted	Student Version	Grade	Feedback
1	Max	P	Submitted	10/30/2020	View	97%	Feedback
2	Sally	S	Submitted	10/30/2020	View		Feedback
3	Toby	T	Submitted	10/30/2020	View	89%	Feedback
4	Zoey	Z	Not Started	—	—	—	Feedback

Assignment Status ^①

- Locked
- Not Started
- Started
- Closed
- Graded

Release to reports: TBD
Release grades to students: TBD
Students can review work: TBD

Student Instruction:

8

Clickbook and ExperTrack assignments are auto-graded. Student Book content and Teaching Tools can be graded manually!



Students can access graded assignments, review submitted work, and view teacher feedback.

My Assignments

Current Due Today Closed Graded

Sorted: Last ↑

Graded

A New Nation Forms
Chapter 4 Vocabulary List | Course: Ohio 4th Grade Social Studies

Submitted Due Date: Saturday, October 31st Grade: 97%

[Review](#) [Feedback](#)

Today is Friday, October 30th

9

Study Guides are detailed, key-point reviews of what students need to know. They make a tremendous reverse roadmap for each chapter or unit. Assign them as homework, an “open book test,” or in-class review!

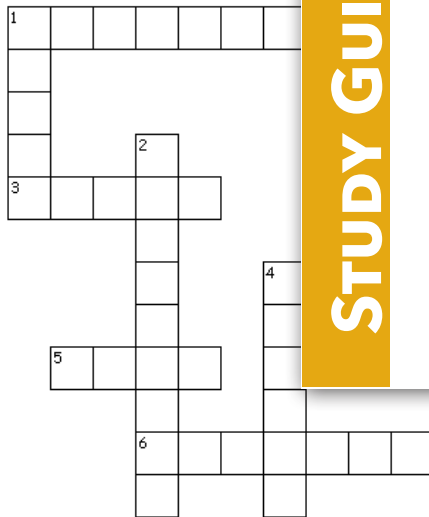


CHAPTER 2

NAME: _____
GEORGIA EXPERIENCE | GRADE 5 | UNIT 1

RESPONSIBILITIES AS A CITIZEN

Complete the crossword puzzle.



Across

1. a person on trial who has been accused of a crime
3. money that citizens and businesses pay to the government to pay for services people need
5. a group of people who listen to the facts of a trial in a court of law and decide whether a person is guilty or not guilty
6. a person who legally belongs to a country and has the rights and protection of that country

Down

1. to select individuals from a group (as for military service)
2. a form of government where the people hold the power to rule
4. of or concerning the people as a whole

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Permission is granted to use Toolbox only with students for whom a current-year Experience Class Set is purchased.



CHAPTER 2

NAME: _____
GEORGIA EXPERIENCE | GRADE 5 | UNIT 1

RESPONSIBILITIES AS A CITIZEN

1. Explain why citizens have the responsibility to vote.

2. Explain why citizens have the responsibility to obey laws.

3. Explain why citizens have the responsibility to pay taxes.

4. Explain why citizens have the responsibility to serve on a jury.

5. Explain why citizens have the responsibility to register for Selective Service.

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STUDY GUIDE

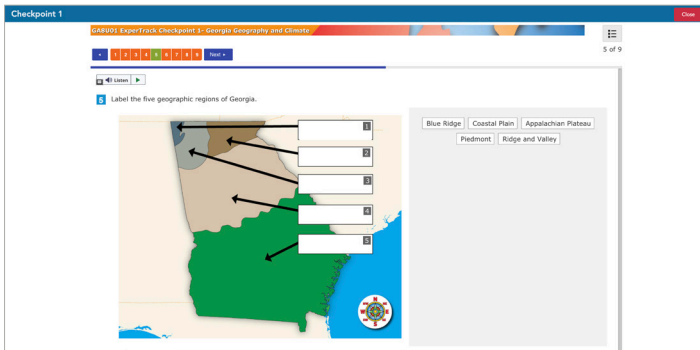
VOCABULARY REVIEW

Assess

10

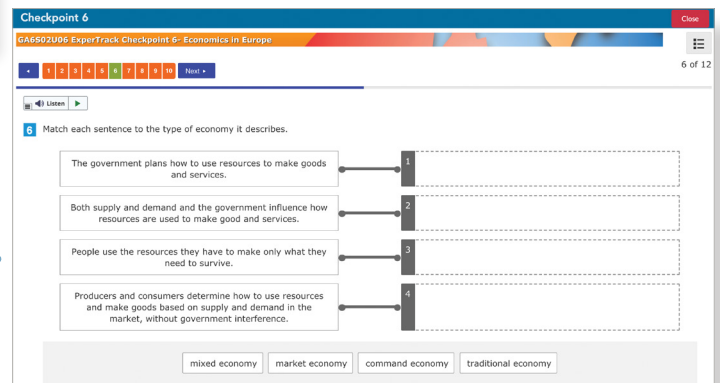


ExperTrack (for grades 3-8) includes hundreds of pre-built, high-quality, auto-graded assessment questions per grade.

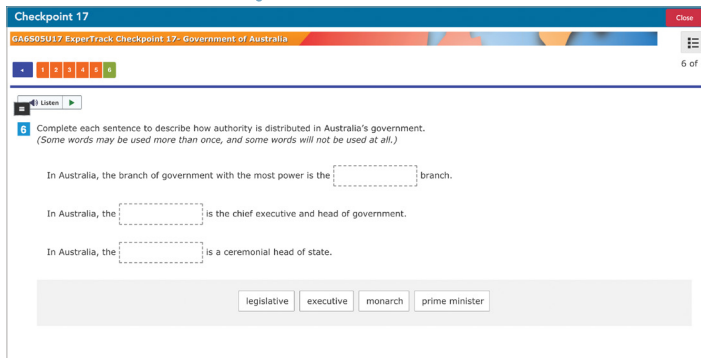


Varied question formats and alternate response types encourage critical thinking.

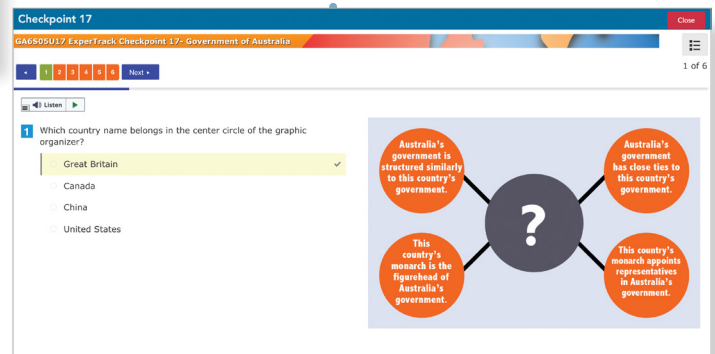
“Checkpoint” tests are designed to check understanding at the end of each chapter.



“Benchmarks” are designed to check understanding at the beginning and end of the year.



“End-of-Year Tests” assess understanding of content and skills learned throughout the school year.

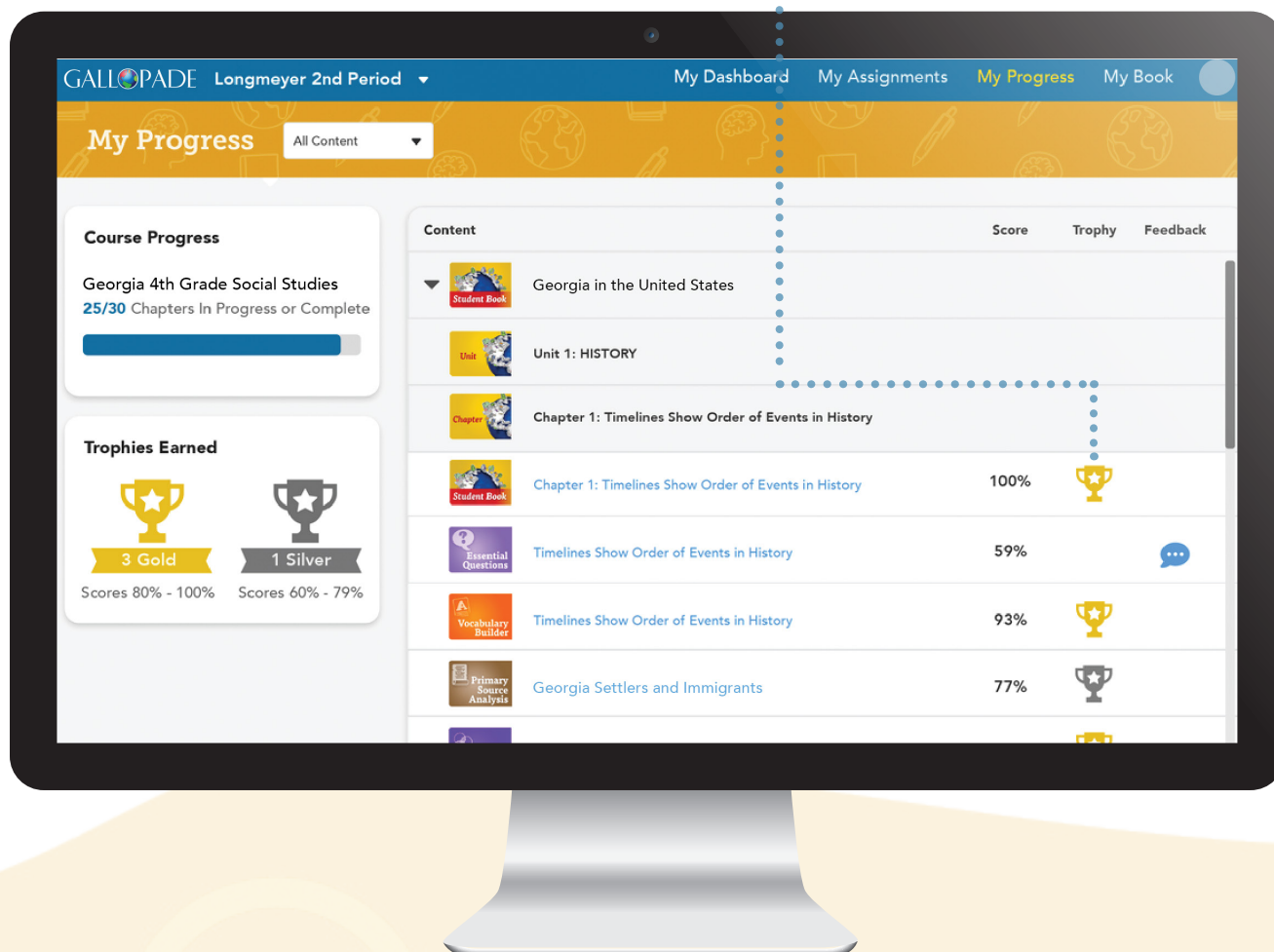


11

Teacher Reports show performance by content or standards at the class and student level.



My Progress shows students how they've performed on assigned content. Trophies offer a quick and fun way to communicate achievement.



Standards-based reporting provides documentation of student progress throughout the school year. Track classes and students by standard, content type, and activity.

Standards Report - Class Summary
All Content ▾

Class: Longmeyer 2nd Period

≥ 80% Meeting
 60% < 80% Approaching
 < 60% Developing
 Not Enough Data

Standards	Taken	Remaining	Class Average	Student Performance
Georgia Standards of Excellence - Social Studies Fourth Grade United States History Year 2...				
Historical Understandings				
SS4H1 Explain the causes, events, and results of the American Revolution.				
a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," and the Boston Tea Party.	5x	5x	93%	
b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, and the Continental Congress.	4x	6x	78%	
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat: the Battle of Saratoga, the Declaration of Independence, and the Battle of Yorktown.	5x	5x	95%	
d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it shaped the revolutionary movement.	4x	5x	96%	
SS4H2 Analyze the challenges faced by the framers of the Constitution.				
a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).	3x	2x	83%	
b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the ratification of the Constitution, and the Bill of Rights.	5x	1x	81%	
SS4H3 Explain westward expansion in America.				
a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," and the Boston Tea Party.	3x	7x	61%	
b. Describe the impact of westward expansion on American society, economy, and environment.	5x	5x	79%	

Standards Report - Ariana Lima
All Content ▾

Class: Longmeyer 2nd Period

20 Meeting (≥ 80%)
 11 Approaching (60% < 80%)
 10 Developing (< 60%)
 6 Not Enough Data

Standards	Taken	Remaining	Ariana Lima	Class Average
Georgia Standards of Excellence - Social Studies Fourth Grade United States History Year 2...				
Historical Understandings				
SS4H1 Explain the causes, events, and results of the American Revolution.				
a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," and the Boston Tea Party.	5x	5x	100%	93%
b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, and the Continental Congress.	4x	6x	100%	78%
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat: the Battle of Saratoga, the Declaration of Independence, and the Battle of Yorktown.	5x	5x	100%	95%
d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it shaped the revolutionary movement.	5x	5x	100%	96%
SS4H2 Analyze the challenges faced by the framers of the Constitution.				
a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).	6x	4x	100%	83%
b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the ratification of the Constitution, and the Bill of Rights.	6x	4x	83%	81%
SS4H3 Explain westward expansion in America.				

Standards Report - Student Performance
All Content ▾

Class: Longmeyer 2nd Period

≥ 80% Meeting
 60% < 80% Approaching
 < 60% Developing
 Not Enough Data

Standards	Taken	Remaining	Class Average	CA	DA	RA	AB	DB	FC	RC	RG	RH	SH	TH	AK	DK	AL	ML	TL
Georgia Standards of Excellence - Social Studies Fourth Grade United States History Year 2...																			
Historical Understandings																			
SS4H1 Explain the causes, events, and results of the American Revolution.																			
a. Trace the events that shaped the revolutionary movement in America: French and Indian War, 1765 Stamp Act, the slogan "no taxation without representation," and the Boston Tea Party.	5x	5x	93%	100%	100%	100%	80%	100%	100%	100%	100%	100%	—	80%	80%	100%	100%	100%	40%
b. Describe the influence of key individuals and groups during the American Revolution: King George III, George Washington, Benjamin Franklin, and the Continental Congress.	4x	6x	78%	100%	100%	100%	75%	75%	75%	75%	75%	75%	—	50%	50%	100%	100%	100%	50%
c. Describe the major events of the American Revolution and explain the factors leading to American victory and British defeat: the Battle of Saratoga, the Declaration of Independence, and the Battle of Yorktown.	5x	5x	95%	100%	100%	100%	80%	80%	100%	100%	100%	100%	—	100%	100%	100%	100%	100%	80%
d. Explain the writing of the Declaration of Independence; include who wrote it, how it was written, why it was necessary, and how it shaped the revolutionary movement.	5x	5x	96%	100%	100%	100%	80%	100%	100%	100%	100%	100%	—	100%	100%	100%	100%	100%	80%
SS4H2 Analyze the challenges faced by the framers of the Constitution.																			
a. Identify the major leaders of the Constitutional Convention (James Madison, George Washington, and Benjamin Franklin).	6x	4x	83%	100%	83%	100%	66%	83%	83%	100%	100%	83%	—	100%	100%	83%	100%	100%	50%
b. Evaluate the major issues debated at the Constitutional Convention: the weaknesses of the Articles of Confederation, the ratification of the Constitution, and the Bill of Rights.	6x	4x	81%	83%	83%	100%	66%	83%	100%	83%	100%	83%	—	66%	83%	100%	83%	100%	50%
SS4H3 Explain westward expansion in America.																			
a. Describe the causes and events of the War of 1812; include the impact of the war on American society, economy, and environment.	3x	7x	61%	66%	66%	100%	66%	33%	33%	66%	33%	66%	—	66%	33%	100%	33%	0%	33%
b. Describe the impact of westward expansion on American society, economy, and environment.	3x	7x	58%	66%	66%	100%	66%	33%	33%	66%	0%	66%	—	66%	33%	100%	0%	0%	33%

Testimonials

“

My students learned the standards because of the materials provided by your company! It was my first year teaching Social Studies. I learned as much as my students. Your product helped me cover the Standards and also promoted reading at the same time. It was a lifesaver for me and my students!

- **Gwen**, Georgia Educator

“

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- **JoAnn**, Elementary School Teacher

“

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- **Tammy**, 7th Grade Teacher

“

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- **Rena**, Director of Standards-Based Learning

“

Gallopade Curriculum has been a great tool in helping our teachers meet the needs of our students. They include everything that our students need to know and present the information in a way that is fun and interactive! Before finding these resources, we were using several textbooks that did not correlate to the Standards. Now that we have these materials, we can focus more on our students than where we are getting the next resources.

- **Ashley**, Elementary School Teacher



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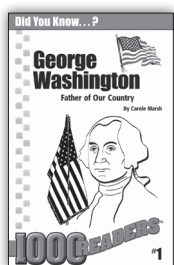
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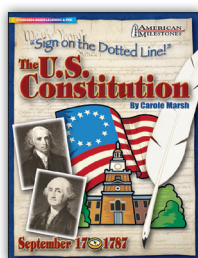
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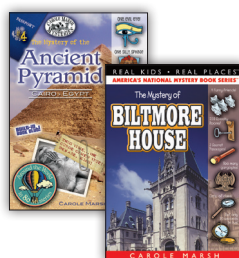
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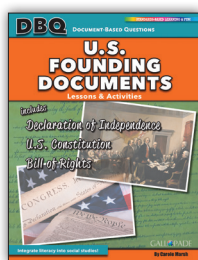
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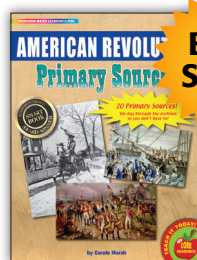
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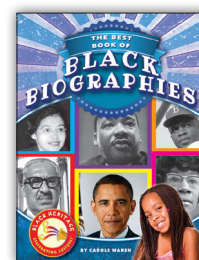
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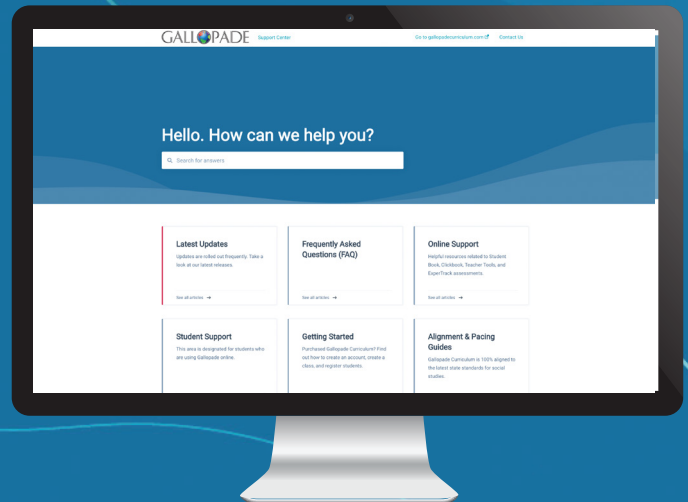
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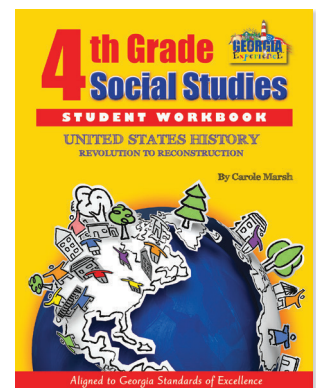
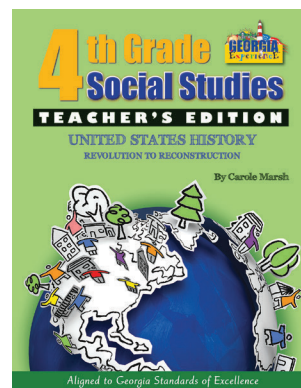
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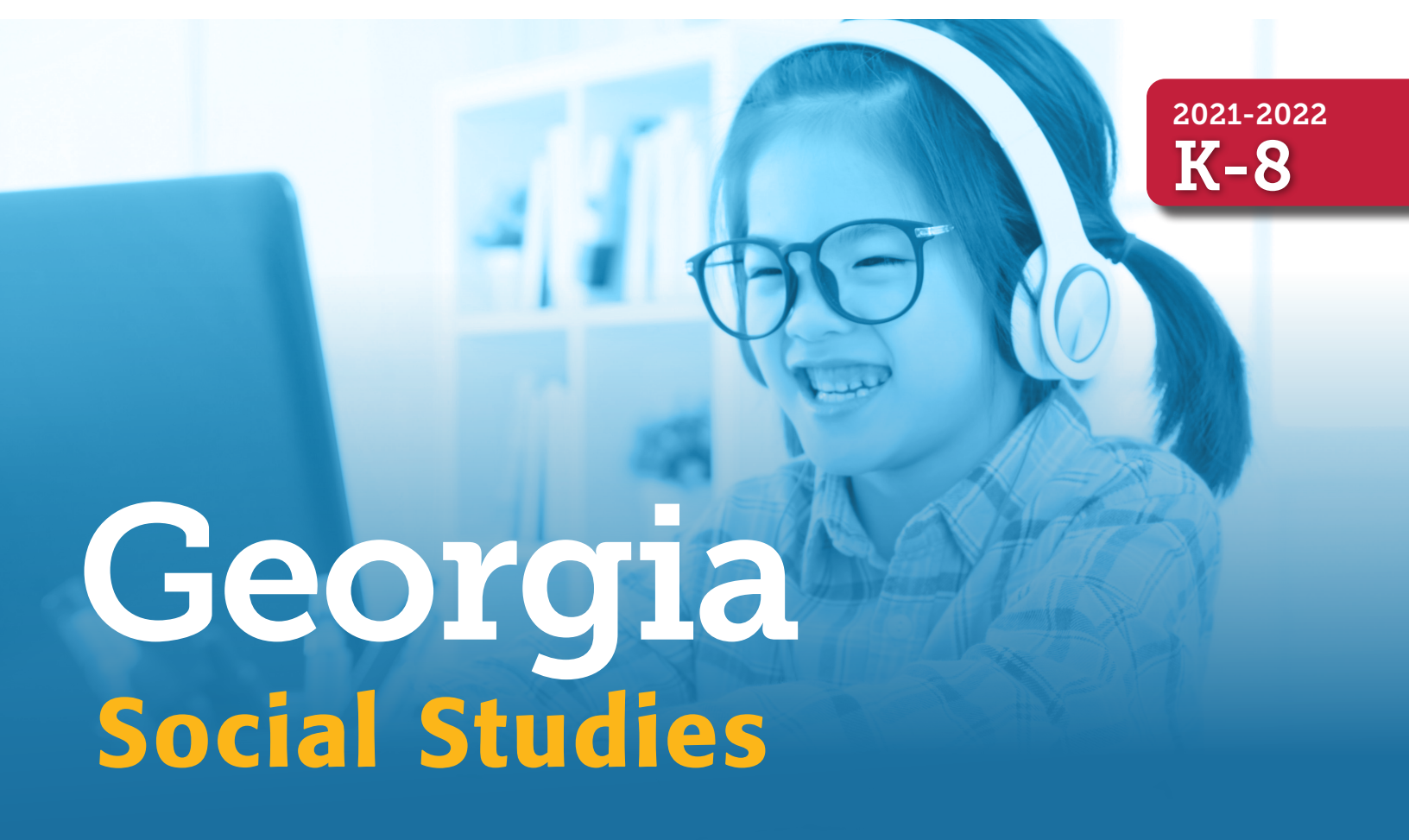
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