

September 5, 2018

Dear Ladies and Gentlemen of the Textbook Commission:

The purpose of this response is to officially appeal and request that Studies Weekly's Tennessee Studies Weekly: Geography, Economics & Early History (TN3-SE) *Student Edition, third grade, 0319* text be considered for passing the textbook review process.

The title, Tennessee Studies Weekly: Geography, Economics & Early History, should pass the review process and be placed on the adoptions list because we have analyzed the reviewers' correction suggestions and updated our publication to reflect those suggestions. Please read the responses and resolutions we have provided based on the reviewers' feedback. We feel that the reviewers' feedback was highly actionable and we are grateful for the opportunity to address each point.

The Textbook Commission may find our updates in this easy-to-read format:

- **Reviewer & Response:** Reviewer Number Identifier, Reviewer's Feedback Quote, Studies Weekly's Correction and Response, Standard Code
- **Location** from the text where publisher's update was made based on Reviewer's Feedback Quote
- **Fully Covered:** Tennessee Social Studies Standard Code and Description, Studies Weekly's detailed description of how the standard is now fully covered (this is in addition to the new Reviewer response(s) and the new information location) and **includes other reviewers' statements with evidence**

Here are a few tips while viewing revised content:

- Log-in to Studies Weekly Online
 - studiesweekly.com/online
 - User Name: TNadoption
 - Pass: demo
- To view corrections simply **copy/paste** the **URL** provided in **purple** to browser AFTER signing into the TNadoption online demo account.
 - Spreadsheet version also included for side by side comment comparison

Executive Summary for Tennessee Studies Weekly: Geography, Economics & Early History for Section I

- **Reviewer & Response:** In response to comment by Reviewer #49, "The text seems to indicate that Graceland is in Nashville, rather than Memphis," in **Student Edition Week 2**, removed photo of Graceland with caption that says "Graceland, Nashville." Replaced image with photo of capitol building in Nashville and caption that says, "State Capital, Nashville." Also revised article, "How to Figure Distances From One City to the Next" to refer to the state capital in Nashville instead of Graceland and to clarify standard 3.02.
- **Location** from the text where update was made based on Reviewer's Feedback
Quote:
Week 2:
https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/upload/Tennessee_State_Capitol0.jpg
<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/183132>
- **Fully Covered:** Standard 3.02 "Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S." **is now thoroughly covered:**
 - The replacement map matches the standard. The enlargement feature is helpful to the reader.
Week 2:
<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/173730>
 - The worksheet adds a practice/ application opportunity.
Week 2:
https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/week3worksheet3tn3.pdf
 - Map with grid lines has been added as well as a compass rose.
Week 2:
<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/182761>
 - The new provided map with the directions helps students to master this standard.
Week 2:
<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/173722>

<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/183132>

<https://app.studiesweekly.com/online/publications/170130/units/170270#/articles/173724>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/CompassRoseUnit2.pdf

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentUnit2.pdf

- **Reviewer & Response:** In response to Reviewer #71's comment, "Meets the standard. I'd like to see you highlight the rivers, like you did for other landforms. As it looks like a country border," in the **Student Edition Week 12, we added a map called "Major Rivers of the U.S.A." and included the Colorado, Mississippi, Ohio and Rio Grande, with a map key and the rivers highlighted. Also, in the Teacher Supplement Week 9, added a new worksheet called, "A World of Natural Wonders" to emphasize the entire standard 3.08.**

- **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 12:

<https://app.studiesweekly.com/online/publications/170130/units/170288#/articles/173836>

Week 9:

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29.pdf

- **Fully Covered:** 3.08 "Identify major physical features of the world, including:

- Rivers—Amazon, Nile
- Mountains and Ranges—Alps, Andes, Himalayas
- Deserts— Gobi, Sahara
- Bodies of Water—Mediterranean Sea, Straits of Magellan
- Landforms—Great Barrier Reef, Niagara Falls"

- **Change in content allows standard to be fully met.** The addition of the reading material for each of the physical features and the world map help to cover the standard.

Week 9:

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173804>

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173794>

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173801>

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173793>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentUnit9.pdf

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/MindMapUnit9.pdf

- o Activities now have students identifying the Straits of Magellan and the Nile River on a world Map.

Week 9:

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173799>

- o The alignment to the standard is closer and the content is accurate. The intermediate directions are an appropriate addition.

Week 9:

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173799>

<https://app.studiesweekly.com/online/publications/170130/units/170284#/articles/173797>

- **Reviewer & Response:** In response to Reviewer #71's comments, "While this meets the spirit of the standard, there is no practical way a teacher would do this in one week. They'll end up losing pieces because of the time, which should be done over weeks, not in one fell swoop. There is not enough here to teach to the depth required," and "Nowhere near enough to teach this standard to mastery. A map with the states identified would be necessary. Timeline is unnecessary and is a distractor," in the **Student Edition Week 10, replaced the timeline activity, "Historic Events" that wasn't standards-based with one called, "U.S. Geography and Resources." New activity helps students identify and locate the fifty United States, per standard 3.09, by applying geographic knowledge to a U.S.A. state resource map.**
Also in Week 10, revised the writing prompt to pertain to standard 3.09 with a persuasive prompt about the 50 states. And, in Teacher Supplement Week 10, added a new worksheet called, "Our 50 States." Students use the sheet as an ongoing charting project to locate and identify the 50 United States and list them by region as they learn about them. This will thoroughly cover standard 3.09.
- **Location** from the text where update was made based on Reviewer's Feedback
 Quote:
Week 10:
<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/183139>
<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/183140>
https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29001.pdf
- **Fully Covered:** 3.09 Identify and locate the fifty states of the U.S.

- o **Activities now have students identifying and locating the 50 states on a map given the first letter of each state.**
- o The new geography activity, writing activity and worksheet allow mastery of this standard over time.
- o Changes to content allow for more practice of US geography.

Week 10:

<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/173808>

<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/173812>

<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/173811>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentWeek10.pdf

- o The addition of the large map will cover the identify and locate aspects of the standard. The application activity improve the opportunity for higher order thinking, and the states activity offers an application opportunity. The map looks excellent. The colors are engaging.

Week 10:

<https://app.studiesweekly.com/online/publications/170130/units/170285#/articles/173805>

- **Reviewer & Response:** In response to Reviewer #71's comments, "I have looked repeatedly and do not see any map key related to rivers. The information about the physical features is wonderful but please add a map ... ," and "Missing a map to show where the physical feature is located," in the **Student Edition Week 12, added a new map called "Major Rivers of the U.S.A." which includes the Colorado, Mississippi, Ohio and Rio Grande, with a map key and the rivers highlighted, to thoroughly cover standard 3.11. Also, in Teacher Supplement Week 9, added a worksheet called, "A World of Natural Wonders" that is a mapping activity of all the places in standard 3.11.**

- **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 12:

<https://app.studiesweekly.com/online/publications/170130/units/170288#/articles/173836>

Week 9:

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29.pdf

- **Fully Covered:** 3.11 Identify major physical features of the U.S., including: ● Rivers—Colorado, Mississippi, Ohio, Rio Grande ● Mountains—Alaska Range,

Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert—Great Basin • Landforms—Grand Canyon, Great Plains

- o **The activity adds the the text by engaging the students with the text through an activity.** It also includes all of the standard.●

Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert— Great Basin • Landforms—Grand Canyon, Great Plains

Week 12:

<https://app.studiesweekly.com/online/publications/170130/units/170288#/articles/173835>

- o The addition of the Rio Grande helps to cover the standard fully.

Week 12:

<https://app.studiesweekly.com/online/publications/170130/units/170288#/articles/173836>

- o Activities now have students identifying and locating the major physical features on a map. This map is a great addition.

Week 12:

<https://app.studiesweekly.com/online/publications/170130/units/170288#/articles/173835>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentUnit12.pdf

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/PhysicalFeaturesoftheUSUnit12.pdf

- o The map highlights the rivers and the worksheet enriches geographic concepts for all the places in the standard.

- **Reviewer & Response:** In response to Reviewer #71's comment, "Freshwater supply is not explicit. A first year teacher would miss the connections," in **Student Edition Week 14, revised the article, "A World of Water" to include several references to, and explanations of, the significance of freshwater supply.**

- **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 14:

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/183133>

- **Fully Covered:** 3.13 Explain how geographic challenges are met with:

- Bridges
- Canals
- Dams
- Freshwater supply
- Irrigation systems
- Landfills

- **The new text emphasizes the importance of freshwater and enhances geographic concepts along with the other articles. All other reviewers passed this standard as being thoroughly covered:**

Week 14:

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/173856>

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/173853>

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/173849>

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/173854>

<https://app.studiesweekly.com/online/publications/170130/units/170290#/articles/173848>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentUnit14.pdf

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/WaterwaysYesterdayandTodayUnit14.pdf

- **Reviewer & Response:** In response to Reviewer #5's comment, "The article still needs more information on how to compare and contrast for student mastery of the standard," in the **Student Edition Week 31**, rewrote the "**History of Money**" article (title changed to "**Local or Regional**") to focus on economic concepts, especially standard 3.17. Article discusses how goods and services are exchanged on local and regional levels, and offers a thorough comparison/contrast.

Also, in **Teacher Supplement Week 31**, added a new worksheet called, "**Local or Regional?**" to reinforce standard 3.17 by asking students to fill in a compare/contrast organizer with local or regional exchange concepts.

- **Location** from the text where update was made based on Reviewer's Feedback

Quote:

Week 31:

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/18>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-4+%28dragged%29001.pdf

Goods and services (local vs. regional goods and services) are sufficiently compared and contrasted

Week 31:

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174688>

- **Fully Covered:** 3.17 Compare and contrast how goods and services are exchanged on local and regional levels.
 - Required information included & Additional information provides clarity:

Week 31:

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174690>

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174693>

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174695>

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174691>

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/174694>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/A+Global+Granola+Bar001.pdf
- **Reviewer & Response:** In response to Reviewer #71's comments, "Does not meet the minimum for the standard. Environmental connection is lacking. The article on HUD is one of your longer articles, but not necessarily one of the most important topics. I don't see anything about communication, too," and "Missing industry & communication. ... Also, there is way too much about HUD." and in response to Reviewer #63's comment, "HUD article is off base and not appropriate for this grade level. Again, this ... is about how people interact with their environment in satisfying their needs and wants: fresh water, mild climates, roads, bridges, bigger houses, overpopulation in areas, etc.," in the **Student Edition Week 32, replaced the "HUD" article with one that pertains directly to standard 3.18, called, "People Interact With the Environment." Article focuses on human-environment interaction and discusses how people satisfy needs and wants, use fresh water, interact with climates, build roads, bridges and houses, and create issues like overpopulation. It explains how housing, industry, transportation and communication are affected by and affect the environment.** And, in response to Reviewer #71's comment, "Note: Please put the prices in the same order for each of the cities. Will make it easier for students to compare," in **Student Edition Week 32, the price "tags" have been standardized so that they are in the same order.**
- **Location** from the text where update was made based on Reviewer's Feedback Quote:

Week 32:

<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/183136>

- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174703>
- **Fully Covered:** 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.
 - o **The standard is addressed appropriately.**
 - o The standard is thoroughly covered and extraneous information was removed.
- Week 32:**
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174705>
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174707>
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174704>
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174703>
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174708>
- https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/worksheet1week32005.pdf
- o Articles included align with standard
 - o Clear as provided.
- Week 32:**
- <https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174701>

Part B. Focus: Instruction centers on the grade level topic, content strands, and Social Studies Practices at the level articulated within the standards.

- **Reviewer & Response:** In response to Reviewer #71's comment, "Overall better. Still did not meet three standards as indicated above," please see details above. In the **Student Edition Week 32**, replaced the "HUD" article with one that pertains directly to standard 3.18, called, "People Interact With the Environment." Article focuses on human-environment interaction and discusses how people satisfy needs and wants, use fresh water, interact with climates, build roads, bridges and houses, and create issues like overpopulation. It explains how housing, industry, transportation and

- communication are affected by and affect the environment (also described above).**
- **Location** from the text where update was made based on Reviewer's Feedback
Quote:
Week 32:
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/183136>
 - **Fully Covered:** Part B: Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details).
 - **Changes made allow for standards to be centered on 3rd grade content only.**
 - **All additions made in the above standard do strengthen and address this standard.**
 - **All revisions are noted above.**
 - 3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.
 - **The standard is addressed appropriately.**
Week 32:
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174705>
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174707>
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174704>
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174703>
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174708>
https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/worksheet1week32005.pdf
<https://app.studiesweekly.com/online/publications/170130/units/170317#/articles/174701>
 - **Reviewer & Response:** In response to Reviewer #5's comment, "Need a completed map of the explorers' routes." in **Student Edition Week 17, added a completed map with a key of the four explorers' (Columbus, de Soto, Magellan, Vespucci) routes on it, per standard 3.21.**
 - **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 17:

<https://app.studiesweekly.com/online/publications/170130/units/170295#/articles/174247>

- **Fully Covered:** 3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.
 - o Maps are color coded and the enlarge feature increases the size.

Week 17:

<https://app.studiesweekly.com/online/publications/170130/units/170295#/articles/174247>

https://app.studiesweekly.com/online/publications/170130/units/170295/related_media/174247

https://app.studiesweekly.com/online/publications/170130/units/170295/related_media/174248

<https://app.studiesweekly.com/online/publications/170130/units/170295#/articles/174243>

- o **Week 17** Map is color-coded and shows the routes of the explorers on a map.
- o Appropriate maps included

- **Reviewer & Response:** In response to Reviewer #63's comment, "Jamestown history should include John Smith and his work or starve motto that helped them get through the 'Starving time'"

In Student Edition Week 20, Jamestown article revised to include the following sentence in reference to John Smith: He said, "Work or starve!" to get people through the "Starving Time."

- **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 20:

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/183138>

- **Fully Covered:** 3.24 Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.

- o **The new text includes the significance of the settlement of Jamestown and the role it played in the founding our our nation along with the other articles. All other reviewers passed this standard as being thoroughly covered:**

Week 20:

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174271>

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174280>

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174270>

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174273>

<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174277>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/AssessmentWeek20001.pdf

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/HistoricalcontextandPresentmindednessUnit20.pdf

- **Reviewer & Response:** In response to Reviewer #63's comment, "The addition of the introduction, "Religious Freedom and Economic Freedom" does not cover this standard. 3.27 is about the 13 colonies. Each colony should detail the reasons for its founding. For example, Pennsylvania was founded for religious freedom for the Quakers by William Penn. Georgia was founded as a debtors colony, etc." in the **Student Edition Week 20**, replaced the fictitious Powhatan chief's story with an article called, "Colonists Establish Jamestown for Economic Gain." New article comes from a different unit and further explains economic and political reasons for founding the thirteen colonies, per standard 3.27. New article gives more details about the reason for the Jamestown Colony's founding and adds coherence to Week 20.

In Student Edition Week 21, replaced article about Plymouth Rock with an article called, "Colonists Settle Plymouth for Religious Freedom" to enhance standard 3.27 and add coherence to the unit.

And, in Student Edition Week 23, added a new article called, "Settling the Colonies" which outlines specific economic, political and religious reasons for founding a number of the thirteen colonies, including how Pennsylvania was founded by a Quaker and how Georgia was founded as a debtors' colony, among others, to thoroughly cover standard 3.27.

Also, in Week 23, in response to the above comment and suggestions from the Jewish Federation, revised a section of the article, "Elias Legarde" to further explain the role of indentured servitude in the colonies, and to differentiate between indentured servants and slaves, per standard 3.27, and to change phrasing from "Jewish people" to "Jews."

In response to Reviewer #5's comment, "Need more primary sources," in **Teacher Supplement Week 23**, added a primary source worksheet containing a real journal entry from a colonial young woman called, "Colonial Cloze" to further enrich the primary sources pertaining to standard 3.27.

In response to Reviewer #5's comment about coherence, "The units are a little confusing jumping from different weeks and back again." the rearrangement of the above content will fit better within each unit, clarifying themes.

- In response to Reviewer #5's comment about real-world content, "Real world instead of so much storytelling elements," we removed a fictitious story of a Powhatan chief and replaced it with a new article detailing reasons for the Jamestown Colony's settlement (see above).**
- **Location** from the text where update was made based on Reviewer's Feedback
Quote:
Week 20:
<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/183138>
 - Week 21:**
<https://app.studiesweekly.com/online/publications/170130/units/170302#/articles/183134>
 - Week 23:**
<https://app.studiesweekly.com/online/publications/170130/units/170305#/articles/183131>
<https://app.studiesweekly.com/online/publications/170130/units/170305#/articles/183137>
https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/pans_media/SMTN3TS-3+%28dragged%29.pdf
 - **Fully Covered:** 3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.
 - All reasons were addressed over the many weeks listed. Really strongly done.
 - Text meets the standard
 - Addressing the reasons for founding the colonies helps for student mastery of the standard.
 - The reasons are noted in the text.
 - Week 19:**
<https://app.studiesweekly.com/online/publications/170130/units/170299#/articles/174262>
 - Week 20:**
<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174270>
<https://app.studiesweekly.com/online/publications/170130/units/170301#/articles/174277>
 - Week 22:**
<https://app.studiesweekly.com/online/publications/170130/units/170304#/articles/174298>
 - Week 23:**
<https://app.studiesweekly.com/online/publications/170130/units/170305#/articles/174312>

- **Reviewer & Response:** In response to Reviewer #5's comment, "Need more than (sic) one worksheet here for students to show their skills and mastery," in the **Student Edition Week 31**, rewrote the "History of Money" article to focus on economic concepts, especially standard 3.17. New article titled "Local or Regional?" discusses how goods and services are exchanged on local and regional levels, and offers a comparison/contrast (also described above). Also, in **Teacher Supplement Week 31**, added a new worksheet related to the article above, called, "Local or Regional?" to reinforce standard 3.17 and general economics concepts, by asking students to fill in a compare/contrast organizer with local or regional exchange concepts (also described above). And, in **Week 32**, added a new worksheet called, "Consumer or Producer" to enrich major economic concepts.

- **Location** from the text where update was made based on Reviewer's Feedback
Quote:

Week 31:

<https://app.studiesweekly.com/online/publications/170130/units/170315#/articles/183135>

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-4+%28dragged%29001.pdf

Week 32:

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-4+%28dragged%29.pdf

- **Fully Covered:** Economics: Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.
 - Standard met.
 - Worksheet added helps to meet the standard
 - The worksheet allow practice to develop an understanding.

Week 31:

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/A+Global+Granola+Bar001.pdf

Executive Summary for Tennessee Studies Weekly: Geography, Economics & Early History for Section II

- **Reviewer & Response:** In response to Reviewer #5's comment, "Need aligned rubrics to guide students' learning," and Reviewer #49's comment, "Although a general writing rubric is included, it is not specific to grade level or the content," and Reviewer #71's comment, "The rubric on page 2 is very generic and tells the teacher to 'adapt to your grade level.' This would not be helpful for teachers who do not have a strong understanding of writing because they would not know what to look for ... ," at the beginning of the **Teacher Supplement we added a link to TN's**

Grade 3 specific Writing Rubric, and added a Grade 3 specific Student-centered Short Response Rubric, and still included the general TN ELA writing rubric.

- **Location** from the text where update was made based on Reviewer's Feedback Quote:

Week 1 Teacher Supplement:

https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/pannels_media/TN3_Grade%20Specific%20Rubrics.pdf; **Fully Covered.**

In conclusion, we humbly request that Studies Weekly's Tennessee Studies Weekly: Geography, Economics & Early History (TN3-SE) *Student Edition, third grade, 0319* text be considered for passing the textbook review process. Our publication has been vetted by Tennessee's Textbook Review Committee and we have made corrections and adjustments to ensure our publication meets your stringent requirements. Our product is 100% print consumable and online and within the regulations set forth by the Department of Education we can easily made changes if needed. Thank you in advance for your consideration and for the opportunity to improve our offering.

With Appreciation,

Kim Mogilevsky

Kim Mogilevsky
Chief Product Officer

Monica Sherwin

Monica Sherwin
Editor-in-Chief

Sheldon Savage

Sheldon Savage
National Adoption Director

TN3: Tennessee Studies Weekly - Geography, Economics & Early History															Log-in to Studies Weekly Online studiesweekly.com/online User Name: TNadoption Pass: demo	To view corrections simply copy/paste URL in purple to browser AFTER signing into the TNadoption online demo account.
Grade	ISBN (student)	Title	Standard Number	Content Standard	Reviewer # 71 Official Reviewer Response to Publisher	Reviewer # 71 Reviewer Decision on Meeting the standard for the re-review. Y or N	Reviewer # 63 Official Reviewer Response to Publisher	Reviewer # 63 Reviewer Decision on Meeting the standard for the re-review. Y or N	Reviewer # 49 Official Reviewer Response to Publisher	Reviewer # 49 Reviewer Decision on Meeting the standard for the re-review. Y or N	Reviewer # 5 Official Reviewer Response to Publisher	Reviewer # 5 Reviewer Decision on Meeting the standard for the re-review. Y or N	Reviewer # 2 Official Reviewer Response to Publisher	Reviewer # 2 Reviewer Decision on Meeting the standard for the re-review. Y or N	Reviewer # 2 Publisher Response to Feedback / Notes Regarding Revisions	Reviewer # 2 Publisher revised content Page # / Location
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.02	Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.	All in the Grid article addresses how to use/read grids beautifully. Well done! The worksheet is also strong. Standard is now easily met.	Y	Map with grid lines has been added as well as a compass rose.	Y	The text seems to indicate that Graecoland is in Nashville, rather than Memphis. Perhaps I am misreading this. In order to teach this standard fully, the teacher will need to use the worksheet provided as the text itself will not be enough.	Y	The new provided map with the directions helps students to master this standard.	Y	The replacement map matches the standard. The enlargement feature is helpful to the reader. https://app.studiesweekly.com/online/publications/170130/units/170270/articles/173730 The worksheet adds a nice practice/application opportunity. https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/ek3worksheet3n3.pdf	Y	In response to comment by Reviewer #40, "The text seems to indicate that Graecoland is in Nashville, rather than Memphis," in Student Edition Week 2, removed photo of Graecoland with caption that says "Graecoland, Nashville." Replaced image with photo of capitol building in Nashville and caption that says, "State Capital, Nashville." Also revised article, "How to Figure Distances From One City to the Next" to refer to the state capital in Nashville instead of Graecoland and to clarify standard 3.02.	Week 2: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/upload/Tennessee_State_Capitol0.jpg https://app.studiesweekly.com/online/publications/170130/units/170270/articles/183132
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.08	Identify major physical features of the world, including: • Rivers—Amazon, Nile • Mountains and Ranges—Alps, Andes, Himalayas • Deserts—Gobi, Sahara • Bodies of Water—Mediterranean Sea, Straits of Magellan • Landforms—Great Barrier Reef, Niagara Falls	Meets the standard, I'd like to see you highlight the rivers, like you did for other landforms. As is it looks like a country border.	Y	Activities now have students identifying the Straits of Magellan and the Nile River on a world map.	Y	Change in content allows standard to be fully met	Y	The addition of the reading material for each of the physical features and the world map help to cover the standard.	Y	The alignment onto the standard is closer and the content is accurate. The intermediate directions are an appropriate addition. https://app.studiesweekly.com/online/publications/170130/units/170284/articles/173799.htm	Y	In response to Reviewer #71's comment, "Meets the standard. I'd like to see you highlight the rivers, like you did for other landforms. As is it looks like a country border," in the Student Edition Week 12, we added a map called "Major Rivers of the U.S.A." and included the Colorado, Mississippi, Ohio and Rio Grande, with a map key and the rivers highlighted. Also, in the Teacher Supplement Week 9, added a new worksheet called, "A World of Natural Wonders" to emphasize the entire standard 3.08.	Week 12: https://app.studiesweekly.com/online/publications/170130/units/170288/articles/173836 Week 9: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29.pdf
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.09	Identify and locate the fifty states of the U.S.	While this meets the spirit of the standard, there is no practical way a teacher would do this in one week. They'll end up losing pieces because of the time, which should be done over weeks, not in one fell swoop. There is not enough here to teach to the depth required.	N	Activities now have students identifying and locating the 50 states on a map given the first letter of each state. This is a great activity. However, the other various articles could be combined, consider replacing the "Historic Events" portion. The articles could be difficult to follow for a third grader.	Y	Changes to content allow for more practice of US geography; removal of information out of scope of course	Y	The removal of the article and the addition of the large map will cover the identify and locate aspects of the standard.	Y	The application activity improve the opportunity for higher order thinking, and the states activity offers an application opportunity. The map looks excellent. The colors are engaging. https://app.studiesweekly.com/online/publications/170130/units/170285/articles/173805	Y	In response to Reviewer #71's comments, "While this meets the spirit of the standard, there is no practical way a teacher would do this in one week. They'll end up losing pieces because of the time, which should be done over weeks, not in one fell swoop. There is not enough here to teach to the depth required," and "nowhere near enough to teach this standard to mastery. A map with the states identified would be necessary. Timeline is unnecessary and is a distractor," in the Student Edition Week 10, replaced the timeline activity, "Historical Events" that wasn't standards-based with one called, "U.S. Geography and Resources." New activity helps students identify and locate the fifty United States, per standard 3.09, by applying geographic knowledge to a U.S. state resource map. Also in Week 10, revised the writing prompt to pertain to standard 3.09 with a persuasive prompt about the 50 states. And, in Teacher Supplement Week 10, added a new worksheet called, "Our 50 States." Students use the sheet as an ongoing charting project to locate and identify the 50 United States and list them by region as they learn about them. This will thoroughly cover standard 3.09.	Week 10: https://app.studiesweekly.com/online/publications/170130/units/170285/articles/183139 https://app.studiesweekly.com/online/publications/170130/units/170285/articles/183140 Week 9: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29001.pdf
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.11	Identify major physical features of the U.S., including: • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert—Great Basin • Landforms—Grand Canyon, Great Plains	I have looked repeatedly and do not see any map key related to rivers. The information about the physical features is wonderful but please add a map. The Physical Features of the US would be easy to drop in the rivers along with everything else you've highlighted. I don't feel it teaches to the depth necessary as is	N	Activities now have students identifying and locating the major physical features on a map. This map is a great addition.	Y	Standard met	Y	The addition of the Rio Grande helps to cover the standard fully.	Y	The activity adds the text by engaging the students with the text through an activity. It also includes all of the standard. • Rivers—Colorado, Mississippi, Ohio, Rio Grande • Mountains—Alaska Range, Appalachian, Rockies • Bodies of Water—Great Lakes, Gulf of Mexico • Desert—Great Basin • Landforms—Grand Canyon, Great Plains https://app.studiesweekly.com/online/publications/170130/units/170288/articles/173835	Y	In response to Reviewer #71's comments, "I have looked repeatedly and do not see any map key related to rivers. The information about the physical features is wonderful but please add a map...", and "Missing a map to show where the physical feature is located," in the Student Edition Week 12, added a new map called "Major Rivers of the U.S.A." which includes the Colorado, Mississippi, Ohio and Rio Grande, with a map key and the rivers highlighted, to thoroughly cover standard 3.11. Also, in Teacher Supplement Week 9, added a worksheet called, "A World of Natural Wonders" that is a mapping activity of all the places in standard 3.11.	Week 12: https://app.studiesweekly.com/online/publications/170130/units/170288/articles/173836 Week 9: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-2+%28dragged%29.pdf
3			3.13	Explain how geographic challenges are met with: • Bridges • Canals • Dams • Freshwater supply • Irrigation systems • Landfills	Freshwater supply is not exploit. A first year teacher would miss the connections.	N									In response to Reviewer #71's comment, "Freshwater supply is not exploit. A first year teacher would miss the connections," in Student Edition Week 14, revised the article, "A World of Water" to include several references to, and explanations of, the significance of freshwater supply.	Week 14: https://app.studiesweekly.com/online/publications/170130/units/170290/articles/183133

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3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.17	Compare and contrast how goods and services are exchanged on local and regional levels.	Good explanation of how goods and services are exchanged, especially how people originally bartered. Hit standard.	Y	Additional information provides clarity	Y	Required information included	Y	The article still needs more information on how to compare and contrast for student mastery of the standard.	N	Goods and services are sufficiently compared and contrasted. https://app.studiesweekly.com/online/publications/170130/units/170315#articles/174688	Y	In response to Reviewer #9's comment, "The article still needs more information on how to compare and contrast for student mastery of the standard," in the Student Edition Week 31, rewrote the "History of Money" (title changed to "Local or Regional") article to focus on economic concepts, especially standard 3.17. Article discusses how goods and services are exchanged on local and regional levels, and offers a thorough comparison/contrast. Also, in Teacher Supplement Week 31, added a new worksheet called, "Local or Regional?" to reinforce standard 3.17 by asking students to fill in a compare/contrast organizer with local or regional exchange concepts.	Week 10: https://app.studiesweekly.com/online/publications/170130/units/170315#articles/183135 https://s3-us-west-2.amazonaws.com/s3-us-west-2-studiesweekly.com/online/resources/panels_media/SMTN3TS-4+%2Bdragged%29001.pdf
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.18	Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.	Does not meet the minimum for the standard. Environmental connection is lacking. The article on HUD is one of your longer articles, but not necessarily one of the most important topics. I don't see anything about communication, too.	N	"HUD article is off base and not appropriate for this grade level. Again, this article is about how people interact with their environment in satisfying their needs and wants: fresh water, mild climates, roads, bridges, bigger houses, overpopulation in areas, etc. It leads to the early American history section so that students understand why people would want to go to the New World.	N	Articles included align with standard	Y	Clear as provided.	Y	The standard is addressed appropriately. https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174705 https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174707 https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174704 https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174703 https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174708 https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/worksheet/week3205.pdf	Y	In response to Reviewer #71's comments, "Does not meet the minimum for the standard. Environmental connection is lacking. The article on HUD is one of your longer articles, but not necessarily one of the most important topics. I don't see anything about communication, too," and "Missing industry & communication. ... Also, there is way too much about HUD," and in response to Reviewer #63's comment, "HUD article is off base and not appropriate for this grade level. Again, this ... is about how people interact with their environment in satisfying their needs and wants: fresh water, mild climates, roads, bridges, bigger houses, overpopulation in areas, etc.," in the Student Edition Week 32, replaced the "HUD" article with one that pertains directly to standard 3.18, called, "People Interact With the Environment." Article focuses on human-environment interaction and discusses how people satisfy needs and wants, use fresh water, interact with climates, build roads, bridges and houses, and create issues like overpopulation. It explains how housing, industry, transportation and communication are affected by and affect the environment. And, in response to Reviewer #71's comment, "Note: Please put the prices in the same order for each of the cities. Will make it easier for students to compare," in Student Edition Week 32, the price "tags" have been standardized so that they are in the same order.	Week 32: https://app.studiesweekly.com/online/publications/170130/units/170317#articles/183136 https://app.studiesweekly.com/online/publications/170130/units/170317#articles/174703
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	Part B: Focus: Instruction centers on the grade level topic, content standards, and Social Studies Practices at the level articulated within the standards.	Materials focus on the grade level standards (i.e., do not include information from outside of the scope of the grade level standards or use disconnected facts and details).	Overall better. Still did not meet three standards as indicated above.	N	Revisions on everything except Week 32 are within the scope.	Y	Changes made allow for standards to be centered on 3rd grade content only	Y	All additions made in the above standard do strengthen and address this standard.	Y	All revisions are noted above.	Y	In response to Reviewer #71's comment, "Overall better. Still did not meet three standards as indicated above," please see details above. In the Student Edition Week 32, replaced the "HUD" article with one that pertains directly to standard 3.18, called, "People Interact With the Environment." Article focuses on human-environment interaction and discusses how people satisfy needs and wants, use fresh water, interact with climates, build roads, bridges and houses, and create issues like overpopulation. It explains how housing, industry, transportation and communication are affected by and affect the environment (also described above).	Week 32: https://app.studiesweekly.com/online/publications/170130/units/170317#articles/183136

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3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.21	Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.	Color coded routes would be easy for students to read. Nice job.	Y	Week 17 Map is color-coded and shows the routes of the explorers on a map.	Y	Appropriate maps included	Y			Maps are color coded and the enlarge feature increases the size. https://app.studiesweekly.com/online/publications/170130/units/170295#articles/174247 https://app.studiesweekly.com/online/publications/170130/units/170295/related_media/174247 https://app.studiesweekly.com/online/publications/170130/units/170295/related_media/174248 https://app.studiesweekly.com/online/publications/170130/units/170295#articles/174243	Y	In response to Reviewer #9's comment, "Need a completed map of the explorers' routes." in Student Edition Week 17, added a completed map with a key of the four explorers' (Columbus, de Soto, Magellan, Vespucci) routes on it, per standard 3.21.	Week 17: https://app.studiesweekly.com/online/publications/170130/units/170295#articles/174247
3			3.24	Explain the significance of the settlement of Jamestown and the role it played in the founding of the U.S.			*Jamestown history should include John Smith and his work or starve motto that helped them get through the "Starving time"	Y							In response to Reviewer #63's comment, "Jamestown history should include John Smith and his work or starve motto that helped them get through the "Starving time" Week 20 ..." In Student Edition Week 20, Jamestown article revised to include the following sentence in reference to John Smith: He said, "Work or starve!" to get people through the "Starving Time."	Week 20: https://app.studiesweekly.com/online/publications/170130/units/170301#articles/183138
3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	3.27	Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.	All reasons were addressed over the many weeks listed. Really strongly done.	Y		N	Text meets the standard	Y	Addressing the reasons for founding the colonies helps for student mastery of the standard.	Y	The reasons are noted in the text. Week 19: https://app.studiesweekly.com/online/publications/170130/units/170299#articles/174262 Week 20: https://app.studiesweekly.com/online/publications/170130/units/170300#articles/174270 Week 21: https://app.studiesweekly.com/online/publications/170130/units/170301#articles/174277 Week 22: https://app.studiesweekly.com/online/publications/170130/units/170302#articles/174298 Week 23: https://app.studiesweekly.com/online/publications/170130/units/170303#articles/174312	Y	In response to Reviewer #63's comment, "The addition of the introduction, "Religious Freedom and Economic Freedom" does not cover this standard. 3.27 is about the 13 colonies. Each colony should detail the reasons for its founding. For example, Pennsylvania was founded for religious freedom for the Quakers by William Penn. Georgia was founded as a debtors colony, etc." in the Student Edition Week 20, replaced the fictitious Powhatan chief's story with an article called, "Colonists Establish Jamestown for Economic Gain." New article comes from a different unit and further explains economic and political reasons for founding the thirteen colonies, per standard 3.27. New article gives more details about the reason for the Jamestown Colony's founding and adds coherence to Week 20. In Student Edition Week 21, replaced article about Plymouth Rock with an article called, "Colonists Settle Plymouth for Religious Freedom" to enhance standard 3.27 and add coherence to the unit. And, in Student Edition Week 23, added a new article called, "Settling the Colonies" which outlines specific economic, political and religious reasons for founding a number of the thirteen colonies, including how Pennsylvania was founded by a Quaker and how Georgia was founded as a debtors' colony, among others, to thoroughly cover standard 3.27. Also, in Week 23, in response to the above comment and suggestions from the Jewish Federation, revised a section of the article, "Elias Legarde" to further explain the role of indentured servitude in the colonies, and to differentiate between indentured servants and slaves, per standard 3.27, and to change phrasing from "Jewish people" to "Jews." In response to Reviewer #9's comment, "Need more primary sources." in Teacher Supplement Week 23, added a primary source worksheet containing a real journal entry from a colonial young woman called, "Colonial Ooze" to further enrich the primary sources pertaining to standard 3.27. In response to Reviewer #5's comment about coherence, "The units are a little confusing jumping from different weeks and back again," the rearrangement of the above content will fit better within each unit, clarifying themes. In response to Reviewer #5's comment about real-world content, "Real world instead of so much storytelling elements," we removed a fictitious story of a Powhatan chief and replaced it with a new article detailing reasons for the Jamestown Colony's settlement (see above).	Week 20: https://app.studiesweekly.com/online/publications/170130/units/170301#articles/183138 Week 21: https://app.studiesweekly.com/online/publications/170130/units/170302#articles/183134 Week 23: https://app.studiesweekly.com/online/publications/170130/units/170305#articles/183131 https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-3+%28dragee%29.pdf

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3	25768751	Tennessee Studies Weekly: Geography, Economics & Early History	Economics	Use economic reasoning skills and knowledge of major economic concepts, issues, and systems.	Standard met.	Y		Y	Worksheet added helps to meet the standard	Y	Need more than one worksheet here for students to show their skills and mastery.	N	The worksheets allow practice to develop an understanding. https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/A+Global+Granola+Bar001.pdf	Y	In response to Reviewer #5's comment, "Need more than (sic) one worksheet here for students to show their skills and mastery," in the Student Edition Week 31, rewrite the "History of Money" article to focus on economic concepts, especially standard 3.17. New article titled "Local or Regional?" discusses how goods and services are exchanged on local and regional levels, and offers a comparison/contrast (also described above). Also, in Teacher Supplement Week 31, added a new worksheet related to the article above, called, "Local or Regional?" to reinforce standard 3.17 and general economics concepts, by asking students to fill in a compare/contrast organizer with local or regional exchange concepts (also described above). And, in Week 32, added a new worksheet called, "Consumer or Producer" to enrich major economic concepts.	Week 31: https://app.studiesweekly.com/online/publications/170130/units/170315#articles/183135 Week 32: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/SMTN3TS-4+%28dragged%29001.pdf
				Additional Items addressed based on feedback from Section II review												
3			n/a	n/a Comments appear in Section II c.											In response to Reviewer #5's comment, "Need aligned rubrics to guide students' learning," and Reviewer #49's comment, "Although a general writing rubric is included, it is not specific to grade level or the content," and Reviewer #71's comment, "The rubric on page 2 is very generic and tells the teacher to 'adapt to your grade level.' This would not be helpful for teachers who do not have a strong understanding of writing because they would not know what to look for ..." at the beginning of the Teacher Supplement we added a link to TN's Grade 3 specific Writing Rubric, and added a Grade 3 specific Student-centered Short Response Rubric, and still included the general TN ELA writing rubric.	Week 1 Teacher Supplement: https://s3-us-west-2.amazonaws.com/static.studiesweekly.com/online/resources/panels_media/TN3_Grade%20Specific%20Rubrics.pdf ; Fully Covered.