**Introduction**

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

**By 2025,**

* **80% of our students will graduate from high school college or career ready**
* **90% of students will graduate on time**
* **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP). The CLIP ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students, across content areas. Destination 2025 and the CLIP establish common goals and expectations for student learning across schools and are the underpinning for the development of the Elementary Social Studies curriculum maps.

Designed with the teacher in mind, the Elementary Social Studies curriculum maps focus on integrating literacy skills and strategies with content standards. This map presents a framework for organizing instruction around the TN State Standards (CCRA) so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and this map provides guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

A standards-based curriculum, performance-based learning and assessments, and high quality instruction are at the heart of the Social Studies Curriculum guides. Educators will use this guide and the standards as a road map for curriculum and instruction. Carefully crafted curricu­lar sequences and quality instructional resources enable teachers to devote more time and energy in delivering instruction and assessing the effectiveness of instruction for all learners in their classrooms, including those with special learning needs.

**How to Use the Social Studies Curriculum Maps**  
Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, it is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies. Students must employ essential literacy strategies that explicitly demonstrate the application of reading, writing, and thinking strategies to support learning in social studies.

The integration of literacy and social studies is critical for student success. This curriculum map is designed to help teachers make effective decisions about what Social Studies content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment the with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

(1) Regular practice with complex text and its academic language.

1. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
2. Building knowledge through content-rich nonfiction.

Throughout this curriculum map, you will see high-quality texts that students should be reading, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources around each of the three shifts that teachers should consistently access:

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| **The TNCore Literacy Standards** | |
| The TNCore Literacy Standards (also known as the College and Career Ready Literacy Standards):  <http://www.tncore.org/english_language_arts.aspx> | Teachers can access the TNCore standards, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. |
| **Shift 1: Regular Practice with Complex Text and its Academic Language** | |
| Student Achievement Partners Text Complexity Collection:  <http://achievethecore.org/page/642/text-complexity-collection> | Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection. |
| Student Achievement Partners Academic Work Finder: <http://achievethecore.org/page/1027/academic-word-finder> | Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text. |
| **Shift 2: Reading, Writing and Speaking Grounded in Evidence from the Text** | |
| Student Achievement Partners Text-Dependent Questions Resources:  <http://achievethecore.org/page/710/text-dependent-question-resources> | Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis. |
| **Shift 3: Building Knowledge through Content-Rich Non-fiction** | |
| Student Achievement Partners Text Set Projects Sequenced:  <http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction> | Teachers can use this resource to learn about how to sequence texts into “expert packs” to build student knowledge of the world. |

Our 2015-2016 Social Studies instructional maps have some new features we would like to share with you, as well as point out some information that will better help you utilize this resource.

* Each map is divided into three columns: (1) TN State Social Studies Standards, (2) Guiding Questions & Vocabulary, (3) Instructional Activities & Resources
* Each standard has a “Content Strand Code.” The codes are as follows: C – Culture, E – Economics, G – Geography, H – History, P – Government, Civics, and Politics, and TN – Tennessee Connection. For more information about the definition of each strand go to: <http://tn.gov/education/standards/social_studies/std_ss_coding_document.pdf>
* In support of the Comprehensive Literacy Improvement Plan (CLIP), each instructional map has English Language Arts (ELA) standards imbedded in the Activities/Instructional Resources column (coded in green), as well as sample integrated ELA lesson plans at the end of each quarter.
* A “Tool Kit” of resources can be found on the last page. This section identifies resources found within the document, as well as some additional avenues of information. For a comprehensive list of resources for grades K-5 visit our resources website: <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>
* A comprehensive list of the Tennessee State Social Studies standards can be found at: <http://tn.gov/education/standards/social_studies.shtml>

**WIDA**

***WIDA English Language Development (ELD) standards and example Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. Strands of MPIs related to the domain of Reading are provided and linked to the corresponding set of CCR standards.* *By referencing the provided MPIs and those MPIs within the given links, teachers have access to “I can” statements that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments****.*

**WIDA ”Can Do” Name charts may be located here:**[**http://shelbycountyesl.weebly.com/wida.html**](http://shelbycountyesl.weebly.com/wida.html)**(password: SCS-ESL)**

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| **WIDA**  <https://www.wida.us/standards/ELP_standardlookup.aspx>  **Below is a sample of modifications provided on the WIDA site, feel free to search WIDA for other examples.** |

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| Example: Reading  “Artifacts from the Past” |  |  |  |  |
| **Entering:**  Match labeled pictures with illustrated artifacts of the past | **Beginning:**  Sort types of artifacts of the past (e.g., transportation v. communication) described in illustrated phrases | **Developing:**  Compare/contrast information about artifacts of the past from illustrated text | **Expanding:**  Summarize information about artifacts of the past from illustrated text | **Bridging:**  Interpret implicit information about artifacts of the past from illustrated text |

A Word About Vocabulary Instruction

Effective Tier 2 academic vocabulary development necessitates daily direct and explicit instruction in vocabulary that includes systematic practice, review, and deep processing. Teachers must immerse students in word-rich environments, while teaching and modeling word learning strategies.

In all content areas, academic vocabulary instruction must be cumulative, and the terms should be integrated into increasingly complex tasks. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, and/or affixes. Additionally, language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other evidence-based vocabulary practice

Vocabulary **Common Core State Standards: Focus on Tier 2 & Tier 3 Academic Vocabulary**

* Tier 1 Basic words that commonly appear in spoken language. Because they are heard frequently in numerous contexts and with nonverbal communication, Tier 1 words rarely require explicit instruction.. Examples of Tier 1 words are clock, baby, happy and walk.
* Tier 2 High frequency words used by mature language users across several content areas. Because of their lack of redundancy in oral language, Tier 2 words present challenges to students who primarily meet them in print. Examples of Tier 2 words are obvious, complex, establish and verify.
* Tier 3 Words that are not frequently used except in specific content areas or domains. Tier 3 words are central to building knowledge and conceptual understanding within the various academic domains and should be integral to instruction of content. Medical, legal, biology and mathematics terms are all examples of these words.

Explicit instruction of the Tier 2 academic words is required in order for students to know and use the words accurately in reading, writing, and speaking. Multiple exposures and practice are key characteristics of effective vocabulary instruction. Teachers are expected to use evidence-based vocabulary strategies, such as those found in the SCS curriculum maps.

Links to Support Vocabulary Instruction & Development

<http://www.sde.idaho.gov/site/social_studies/docs/core/Visual%20Evidence.pdf>

<http://www.learningunlimitedllc.com/2013/07/5-steps-vocabulary-instruction/>

<https://wvde.state.wv.us/strategybank/VocabularyStrategies.html>

<https://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html>

<http://soltreemrls3.s3-website-us-west-2.amazonaws.com/marzanoresearch.com/media/documents/List-of-Tier-2-and-Tier-3-Terms-for-ELA-and-Math.pdf>

**Grade 2 Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-3 | Geography   * Compare and contrast maps and globes, construct a globe (hemispheres, continents, and oceans), * Utilize cardinal directions and grids to find locations |  | Weeks 1-3 | Economics   * Understand fundamental concepts between producers and consumers, products and industries, supply and demand, goods and services |
| Weeks 4-6 | Geography   * Construct a map of the United States and bordering countries, locate major cities, landforms, mountain ranges and rivers in the United States, * Compare landforms, compare and contrast regions of the United States |  | Weeks 4-5 | History   * Describe periods of time, distinguish between ancient and modern times, select major events and sequence them on a timeline that depicts the evolution of technology |
| Weeks 7-9 | Geography   * Analyze the differences in natural resources in the three Grand Divisions of Tennessee * Make a connection to the major industries that are found in each |  | Weeks 6-9 | History   * Interpret historical passages * Identify group and individuals’ contributions * Describe periods of time and interpret timelines to explain history. * Analyze primary and secondary sources maps and historical details. |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-3 | Culture   * Summarize stories from American Indian legends * Determine central message lesson or culture * Identify the main purpose of a text related to early cultures of Tennessee |  | Weeks 1-3 | * Government * Identify the rights and responsibilities of citizens * Explain how rules are developed * Explain how to become a citizen * Examine the amendments written to protect all citizens’ right to vote |
| Weeks 4-9 | Culture   * Research, discuss, write and present information to compare and contrast various cultures found in the United States |  | Weeks 4-6 | * Government * Read about how the Constitution of the US and the TN Constitution lay out our government systems and the basic role of the three branches * Summarize how laws are made and consequences for breaking laws |
|  |  |  | Weeks 7-9 | * Government * Identify, locate and summarize the significance of well-known sites and landmarks * Recite and analyze the lyrics of the “Star Spangled Banner” to determine the meaning and its origins in the War of 1812 |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Culture (Early Cultures)**  **Weeks 1-3**  **Reading Suggestions**  *The Rough Faced Girl* by Rafe Martin  *Legend of the Indian Paintbrush* by Tomie dePaola  *“The True Books” Cherokee, Choctow, Creek, etc.*  *Many Nations* by Joseph Buchac  *Davy Crockett* by Andrea p. Smith  **The following books are good references and should be found in the school’s Library.** | | |
| **2.2** Summarize stories from American Indian legends that reflect the cultural history of various regions in TN and the United States to determine their central message, lesson, or culture.  **2.6** Identify the main purpose of a text, including what the author wants you to answer, explain, or describe in grade level texts that explore the early cultures of Tennessee. | **Guiding Questions:**  **2.2, 2.6** Which American Indian cultures are native to Tennessee? Which legends come from tribes both in Tennessee and throughout the United States? How does the American Indians’ central message, lesson or culture reflect the region in which they lived?  **2.2, 2.6** What was life like for the first settlers to Tennessee? How did they travel here? Find information to justify your answer.  **Content Vocabulary (Tier 3):** American Indian, culture, ancestors, treaty, tepee, chief, reservation, tribe, buffalo, canoe, history, settlers, traditions, folktales  Academic Vocabulary (Tier 2): explore, culture, region, honor  (See Vocabulary Strategies on p. 5) | **2.2, 2.6** Students will make a map of Tennessee and color code the tribes that lived in Tennessee.  <http://www.worldatlas.com/webimage/countrys/namerica/usstates/usa50out.htm>  **2.2, 2.6** Students will participate in share research about Native American tribes. Students will write research reports and/or make models/artifacts about their tribe’s lifestyle (W2.2, W2.5).  <http://ewebtribe.com/NACulture/stories.htm>  **2.2, 2.6** Read American Indian legends/folktales such as *The Legend of Indian Paintbrush* by Tomie dePaola and have the students determine their central message, lesson, or culture (RL 2.2). Students can compare multiple legends/folktales.  <http://www.apples4theteacher.com/native-american/short-stories/>  **2.2, 2.6** Students can read “Davy Crockett and the Raccoon” or another text about early Tennessee culture and identify the main purpose of a text and what the author wants you to answer, explain, or describe.  **Websites:**  [www.tnhistoryforkids.org/people](http://www.tnhistoryforkids.org/people)  Native American Folktales |
| **Culture (U.S. Culture)**  **Weeks 4-9**  **Reading Suggestions**  *Molly’s Pilgrim* by Barbara Cohen  *Coming to America* by Betsey Maestro  *Christmas Around the World* by M. Lankford  *Be My Neighbor* by M. Ivanko  **The following books are good references and should be found in the school’s Library.** | | |
| **2.1** Compare the beliefs, customs, ceremonies, and traditions of the varied cultures represented in the United States by researching informational texts.  **2.3** Compare and contrast various cultures in the United States by engaging in collaborative conversations with partners.  **2.4** Write an expository paragraph about another culture represented in the United States, introducing the topic, using facts and definitions, to develop points, and providing a concluding statement.  **2.5** Create audio recordings, adding drawings or other visual displays to explain ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry. | **Guiding Questions:**  **2.1 – 2.5** What is the importance of learning about other diverse cultures, customs, and traditions? What other cultures are found in the United States? How are they alike and different? What common characteristics do these cultures share?  **Content Vocabulary (Tier 3):**  customs, culture, traditions, heritage, Holidays, ancestors, community, neighborhood, tribe  Academic Vocabulary (Tier 2): ceremony, principles  (See Vocabulary Strategies on p. 5) | **2.1** Students will compare similarities and differences in family traditions, holidays, and customs.  **2.4, 2.5** Students will participate in shared research to compare and contrast a cultures represented in the United States (W 2.7, 2.8).  <http://www.livescience.com/28945-american-culture.html>  **2.4, 2.5**Have students write an expository paragraph about a specific culture found in the United States. The paragraph must introduce the topic, use facts and definitions, and include a closure (W2.2)**.**  **2.3** Students have collaborative conversations about various cultures in the United States. Some guiding questions can include: What are some important holidays/traditions? How do they celebrate these holidays? What do they have in common with my own holidays/traditions? (SL2.1, SL2.2)  <http://www.kidzworld.com/article/5001-asian-culture-and-traditions>  **Tennessee Encyclopedia of History and Culture**  <http://tennesseeencyclopedia.net/>  **Websites:**  School House Rocks “Melting Pot”  <http://www.criticalmediaproject.org/cml/media/schoolhouse-rock-great-american-melting-pot/> |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** | | |
| **Fluency Practice:**  Teacher models fluency by reading aloud, then students practice the skill with a partner, taking turns.  **Text:**  Read *Davy Crockett* by Andrea P. Smith  **RI 2.1 Ask and answer questions such as who, what, where, when, why, and how to demonstrate understandings of key details in a text.**  **RI 2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.** | **Sample Lesson:**  Students groups will be assigned an Indian tribe to research. Students will find out about their culture, how they lived, dwellings they lived in, clothing they wore, hunted and stories they told.  **W2.7Participate in share research and writing projects (e.g. read a number of books on a single topic to produce a report.)** | **HOW TO:**  **A great way to teach students is to have the students to create and draw their own graphic organizer about the topic. They should share information, and write the sentence stem in the chart. Then they would work independently to write their sentences and organize them into an essay.**  **Writing:**  Students will select a culture they learned about in class. They will write a narrative about one special tradition or holiday. Students will create a graphic organizer to help them organize their writing.  **W 2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a clear sense of closure**. |

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| **Additional Resources** |
| **Sam Houston**  <http://www.tnhistoryforkids.org/people/sam_houston>  **The Great Melting Pot lyrics**  <http://www.lyricsmania.com/the_great_american_melting_pot_lyrics_schoolhouse_rock.html>  **World Books Online: Home Page**  <http://www.worldbookonline.com/kids/home>  **Tennessee Electronic Library**  <http://tntel.tnsos.org/>  **SCS Social Studies Curriculum Resources**  <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>  **Trending History Topics**  <http://www.history.com/topics>  **MAPS 101 Member Login**  <http://www.maps101.com/index.php?option=com_user&view=login> |