**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: 6-8 Reading Economic Trends |  |  |  |  |
| **Entering:**  Chart economic data based on phrases or simple statements with graphic support (e.g., changes in crop production) | **Beginning:**  Classify economic data based on information in text and charts (e.g., major crops by states or regions) | **Developing:**  Compare economic data based on information in text and charts (e.g., Which crop is produced less today than 5 years ago?) | **Expanding:**  Predict economic data for upcoming years based on information in text and charts (e.g., Which crop will have less production in 5 years?) | **Bridging:**  Interpret economic trend data based on information from grade level text and charts (e.g., Why has there been a decline in profits from this crop in the past 5 years?) |

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>

**8th Grade U.S. History & Geography Pacing Guide**

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| **Time** | **1st Quarter** |
| Week 1-2 | The Colonies - Era: Colonialism 1600-1750 |
| Week 3-4 | Colonial Life - Era: Development of a New Nation 1720-1787 |
| Week 5 | The Road to Revolution - Era: A New Nation 1720-1787 |
| Week 6 | Tennessee Before the American Revolution - Era: Development of a New Nation 1720-1787 |
| Week 7-9 | The American Revolution - Era: Development of a New Nation 1720-1787 |
| **Time** | **2nd Quarter** |
| Week 1-2 | Growth of a Young Nation |
| Week 3-5 | Creating the Constitution - Era: The Constitution and Foundation of the American Political System 1777-1789 |
| Week 6-9 | The Rise of Sectionalism - Era: The Sectionalism of the American North, South, and West (1800-1850) |
| **Time** | **3rd Quarter** |
| Weeks 1-2 | Westward Expansion |
| Weeks 3-9 | Era: The Sectionalism of the American North, South and West  The Nation Divided/ Slavery in America 1800-1850 |
| **Time** | **4th Quarter** |
| Weeks 1-3 | Reconstruction 1865-1877 |
| Weeks 4-6 | Westward Expansion after the Civil War 1865-1890 |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Growth of the Young Nation (1789-1849)**  **(2 weeks)** | | |
| **8.38** Describe daily life — including traditions in art, music, and literature — of early national America by examining excerpts from the stories of Washington Irving and James Fenimore Cooper. (C, H, P)  **8.39** Identify the leaders and events and analyze the impact of western expansion to the development of Tennessee statehood, including: (G, H, P, TN)  **8.40** Analyze the role played by John Marshall in strengthening the central government, including the key decisions of the Supreme Court - Marbury v. Madison, Gibbons v. Ogden, and McCulloch v. Maryland. (H, P)  **8.41** Explain the major events of Thomas Jefferson’s presidency, including his election in 1800, Louisiana Purchase, the defeat of the Barbary pirates, and the Embargo Act. (E, G, H)  **8.42** Analyze the impact of the Lewis and Clark Expedition by identifying the routes on a map, citing evidence from their journals. (C, E, G, H) | **8.38** How did early American culture vary from location to location?  **8.39** What instances occurred to bring about the formation of State of Tennessee?  **8.40** What is the role of the Supreme Court and how has it changed over time?  **8.40** Why did America expand in the way that it did? What were America’s early foreign policy beliefs and practices?  How did American literature and art have an impact on American life?  **8.41** What did the works Washington Irving and James Fenimore Cooper have in common?  Who were some of the leaders and what were some the events that lead to Tennessee statehood?  How did John Marshall’s Supreme Court decision strengthen the central government?  **Content Vocabulary (Tier 3):**  Commerce, Diplomacy, Doctrine, Debt,  Federalism, Altruism, Articles of Confederation, Infrastructure, Institution, Insurrection, Interdependence Common sense, Confederation, Constitution of the United States, Credit, Debt, Bill of Rights  **Academic Vocabulary (Tier 2):**  Structure, channel, acquire  (For Vocabulary Strategies – See Page 5) | * 1. Nystrom Atlas - Era 4, Section 21 - Growing With the Louisiana Territory   2. Log that shows daily life in Early America. Text Pp. 1-9.   <http://geology.com/state-map/tennessee.shtml>  <http://www.warpaths2peacepipes.com/history-of-native-americans/history-of-tennessee-indians.htm>  8.38 Read literature of the time period and compare aspects of life then with life today.  Select either the *Marbury v. Madison* or *Gibbons v. Ogden* case, review the facts of the case and without viewing the Supreme Court decision create your own decision to the case. Cite evidence from the Constitution for your reasoning.  Text of Marbury v. Madison - <http://www.ourdocuments.gov/doc.php?flash=true&doc=19>   * 1. Textbook Reference page 19 and 52   <https://tennesseeencyclopedia.net/entry.php?rec=1190>   * 1. Textbook Pages 18-20.   Create a timeline showing important dates and events from the exploration of the admission of Tennessee as a state. Determine the five most important events and write a short paragraph explaining why it should be recognized as vital to the process.  **8.42** Journals of Lewis and Clark - <http://lewisandclarkjournals.unl.edu/>  8.42  National Geographic Site on Lewis and Clark - <http://www.nationalgeographic.com/lewisandclark/journey_intro.html>  <http://www.history.com/topics/lewis-and-clark>  Meriwether Lewis:  <http://www.biography.com/people/meriwether-lewis-9381267>  William Clark:  <http://www.biography.com/people/william-clark-9542620>  Thomas Jefferson:  <http://www.biography.com/people/thomas-jefferson-9353715>  William Blount:  <https://tennesseeencyclopedia.net/entry.php?rec=104>  <https://tennesseeencyclopedia.net/entry.php?rec=338>  John Marshall  <http://www.biography.com/people/john-marshall-9400148>  <http://www.oyez.org/cases/1792-1850/1803/1803_0/>  Gibbons v Ogden - <http://www.ourdocuments.gov/doc.php?doc=24>  Rip Van Winkle - <http://www.bartleby.com/195/4.html>  The Legend of Sleepy Hollow - <http://www.gutenberg.org/files/41/41-h/41-h.htm>  The Deerslayer - <http://www.gutenberg.org/ebooks/3285> |
| **The Constitution and the Founding of the American Political System - 1777-1789**  **Part 2 (begins 2nd quarter)**  **(3 weeks)** | | |
| **8.32** Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state’s rights, citing evidence from the Federalist Papers No. 10, 51 and other primary source texts.  **8.33** Describe the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism and recognition of and protections of individual rights in the Bill of Rights.  **8.34** Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text.  **8.35** Analyze the major events of George Washington’s presidency, including Pinckney’s Treaty, Jay’s Treaty, the Whiskey Rebellion, and precedents set in his Farewell Address.  **8.36** Explain the idea of a strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy, funding, and assumption of the revolutionary debt.  **8.37** Explain the controversies that plagued the administration of John Adams, including the conflicts with England and France and the Alien and Sedition Acts.  Word Study  -ism = condition of, act of - Militarism, Nationalism, Isolationism  -tion = Latin word meaning expressing action -  Investigation, Administration, Evolution, Revolution | **8.32** What principles underlie the Constitution?  **8.33** What were the weaknesses of the Articles of Confederation and why did it ultimately fail to hold the country together?  **8.32** How does the Constitution reflect the values and concerns of the men who wrote it?  **8.32** Why was the Bill of Rights necessary?  **8.34** What is the relationship between the rights and responsibilities of citizens of the United States?  **8.35** How did the young United States grow as a result from its initial strife?  **8.36** What precedents did the presidency of George Washington set for the new nation?  How were the presidencies of Washington and Adams different?  **Vocabulary (Tier 3)**  checks and balances, federalism  legislative branch, executive branch  judicial branch, impressment, caucus, states' rights, bicameral, republic, ordinance, depreciate, confederation, cabinet, bond, partisan, sedition, Electoral College, tradition, amendment, ratify, precedent, oath, alien, clause, depression, manumission, amend, proportional, nullify  **Academic Vocabulary (Tier 2):** abandon, Source, trade, maintain, distinct, amend, convention, resolve, clause, uniform, accumulate, reside, cabinet  **(For Vocabulary Strategies – See Page 5)** | **8.32** Map & Timeline - Textbook p.174-175 & *Step Into the Place* activity  CCSS RH.6-8.7  C - Articles of Confederation - Textbook p. 179  TH - Textbook p.179  **8.32** Write an essay that explains the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights.  8.33 Outline the major principles in the constitution. Textbook Reference Pp21-25.  -War Economics - Read Textbook p.179 and make a prediction for what will happen in the near future with the economy of the nation and cite reasons from the reading for evidence. Read p. 181 and analyze the accuracy of student predictions. Discuss the economic impacts of the war on the new country. Consider: How was the war paid for? (Loans from individuals and other countries, read about Haym Salomon) What did they use for money/exchange? (Value of Continentals) Did Loyalists stay or not and what was their economic role before the war? (Many left and took their wealth with them) How did the war affect trade with other countries? (Virtually eliminated England) What happened to prices after the war and why? (Hyperinflation) What was the ultimate solution to the problem? Does it still affect us today?  <http://www.nps.gov/revwar/about_the_revolution/haym_salomon.html>  Textbook p.194-196 - The Constitution's Sources - R p.194, C p.194, C p.195, R p.195, R p.195, C p.196  Textbook p.198-199 - Debate & Adoption - C p.198, Primary Source p.198 & W p.198  **8.37** Graph reading - Review the profession of the Framers of the Constitution - Textbook - p. 187, compare that to a list of the jobs Presidents have had before and after serving in office  <http://www.infoplease.com/ipa/A0768854.html>  Why do lawyers have so much influence in politics and government?  **8.37** Read Textbook p. 190 about the issue of slavery and the Constitution. Complete a three panel chart showing how electoral college vote totals would be different with the not counting enslaved persons in the population at all, counting them as full persons or using the Three Fifths Compromise factor.  <http://www.census.gov/schools/index/analyzing-the-three-fifths-compr.html>  Textbook. p. 246-249 - Washington Takes Office - C p.247, Court System - R p. 247, The Bill of Rights - R p.248  Textbook p. 255 - Washington Leaves Office - W p.255  Textbook p.259 - John Adams as President - C p.259, C p.259, R p.260 |
| **THE SECTIONALISM OF THE AMERICAN NORTH, SOUTH AND WEST – 1800-1850**  **(4 weeks)** | | |
| **8.46** Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads, including Henry Clay’s "American System".  **8.47** Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size and spatial arrangements of cities as a result of events such as the Great Potato Famine.  **8.48** Analyze the 19th century reforms influenced by the 2nd Great Awakening such as the Temperance Movement, Prison Reform, Mental Health Reform and education, including tent meetings, establishment of new churches, Horace Mann, Dorothea Dix and temperance  Societies.  **8.50** Identify common themes in American art and literature, including transcendentalism and individualism by analyzing essays and stories by Ralph Waldo Emerson, Henry David Thoreau, Louisa May Alcott, Nathaniel Hawthorne and Henry Wadsworth Longfellow.  **8.51** Trace the development of the agrarian economy in the South, the locations of the cotton producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. | **8.46** How does movement influence an economy and society?  **8.47** What are effects that geography has on a society and a nation?  **8.47** How did improvements in transportation and technology influence America?  **8.47** What were the impacts of American expansion on the country, its citizens, Native Americans, enslaved persons and national neighbors?  **8.48** What conflicts do people of different cultures and backgrounds experience and how are they solved?  **8.50** How did the people gain power during the Age of Jackson?  **8.50** How did old issues take shape in the conflict over a national bank and tariffs?  **8.55** What were the contributions of Sequoyah to the Cherokee?  **8.56** Why did Jackson use force to remove Native  Americans from the Southeast?  **Vocabulary (Tier 3):**  Temperance Movement, Abolitionist, Amendment, Barricade, Cede, Census, Civil disobedience, Economics, Culture, Secession, Primary sources, Legacy settlements  **Academic Vocabulary (Tier 2):**  consequence, authority, access, administer  **(For Vocabulary Strategies – See Page 5)** | Louisiana Purchase information - <http://sheg.stanford.edu/louisiana-purchase>  Milestones in U.S. Sectionalism - <http://shaw.muscogee.k12.ga.us/academic/test_prep/social/US%20History_1800_1850.pdf>  Missouri Compromise - <http://www.loc.gov/rr/program/bib/ourdocs/Missouri.html>  Social Studies Sectionalism Resources - <http://www.socialstudiescms.com/#!sectionalism/ct68>  Westward Expansion Resource page: <http://www.teacherplanet.com/resource/westwardexpansion.php>  U.S. Sectionalism Resources <http://aded.hickman.k12tn.net/cms/One.aspx?portalId=3052816&pageId=21333922>  19th Century America Resources for Sectionalism - <http://www.teacheroz.com/19thcent.htm>  *American Progress* painting by John Gast - <http://www.loc.gov/item/97507547/>  [George Caleb Bingham - Daniel Boone escorting settlers through the Cumberland Gap.jpg](https://upload.wikimedia.org/wikipedia/commons/1/16/George_Caleb_Bingham_-_Daniel_Boone_escorting_settlers_through_the_Cumberland_Gap.jpg)  <http://dcc.newberry.org/system/artifacts/500/original/Palmer_Across_the_Continent.jpg> |

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| **Additional Resources** | | |
| **Nystrom Atlases -**  Nystrom Atlas - Era 3, Section 18 - A New Nation: The United States of America  Nystrom Atlas - Era 3, Section 19 - A Growing Population Spreads West  Nystrom Atlas - Era 3, Section 20 - Neighbors Gain Their Independence | **Short biography film clips -**  <http://www.biography.com/people/abigail-adams-9175670>  <http://www.biography.com/people/robert-morris-9415422> | **Supporting primary source documents and additional texts to consider as prescribed by the state -**  Magna Carta **-** <http://media2.k12.mhedu.com/repository/private_data/DOC/50000094/25/50.pdf>  The Mayflower Compact - <http://avalon.law.yale.edu/17th_century/mayflower.asp>  The English Bill of Rights - <http://avalon.law.yale.edu/17th_century/england.asp>  The Land Ordinance of 1785 - <http://memory.loc.gov/cgi-bin/query/r?ammem/bdsdcc:@field(DOCID+@lit(bdsdcc13201))>  The Northwest Ordinance - <http://avalon.law.yale.edu/18th_century/nworder.asp>  The Articles of Confederation - <http://avalon.law.yale.edu/18th_century/artconf.asp>  Federalist #10 - <http://www.constitution.org/fed/federa10.htm>  Federalist #51 - <http://www.constitution.org/fed/federa51.htm>  Washington’s Farewell Address - <http://avalon.law.yale.edu/18th_century/washing.asp> |