**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  Grades 1-2 “Artifacts of 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 1 Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Weeks 1-4 | Government   * Recognize good citizenship * Discuss the purpose of laws * Distinguish between conflict and cooperation |  | Weeks 1-3 | History   * Interpret timelines to show the sequence of events * Understand past, present, and future |
| Weeks 5-7 | Culture   * Understand and appreciate diversity of human cultures * Differentiate between family traditions and customs |  | Weeks 4-6 | History   * Recognize major historical events that shaped our Nation and State |
| Weeks 8-9 | Government   * Understand the Pledge of Allegiance and patriotic symbols |  | Weeks 7-9 | History   * Interpret historical passages * Identify Tennessee leaders and their contributions |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Weeks 1-4 | Geography   * Identify Earth’s components: oceans, landforms, ecosystems, climate * Use map keys, symbols, and cardinal directions to find locations on a map/globe |  | Weeks 1-3 | Economics – Global Issues   * Distinguish between natural resources, finished products, and goods/services * Recognize Global and Environmental Issues |
| Weeks 5-7 | Government – History   * Understand the voting process and elections * Identify and study current leaders |  | Weeks 4-6 | Culture – Geography – Economics   * Memphis in May- Locate honorary country on a map * Compare and contrast: culture, geographic features, climate, symbols, products, goods/services, and stories |
| Weeks 8-9 | Culture   * Differentiate between Needs and Wants * Determine factors that influence a person to use money or save money |  | Weeks 7-9 | Culture – Geography – History – Economics   * Recognize Global and Environmental Issues-Memphis in May. Locate Memphis in May country on a map/globe. Compare and contrast culture, holidays, and national symbols. |

| **State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & 3** | **Instructional Activities & Resources** |
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| **Geography**  **Weeks 1-4**  **Reading Suggestions:**  *Are We There Yet?: Using Map Scales* by Gonzales, Doreen Capstone  *V is for Volunteer: A Tennessee Alphabet* by Michael Shoulder and Bruce Langton  *Mountains* by Sheila Anderson  *Plains* by Sheila Anderson  *Plateaus* by Sheila Anderson  *Four Oceans* by Will Mara  *My Map Book* by Sara Fanelli  *Topographic Maps* by Ian F. Mahaney Rosen  *The Big Buck Adventure* by Shelley Gill  *Round and Round the Money Goes: What Money is and How We Use It* by Melvin Berger  **The following books are good references and should be found in the school’s Library.** | | |
| **1.15** Recognize basic map symbols, including references to land, water, cities, and roads.  **1.18** Use cardinal directions on maps.  **1.16** Define and locate the North and South Poles and the equator.  **1.17** Identify the shapes of Tennessee and the United States on maps and globes.  **1.19** Locate Washington, D.C. and Nashville on a United States map.  **1.20** Distinguish the difference between a continent, mountain, river, lake, and ocean.  **1.21** Describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation and recreation.  **1.22** Construct a map showing the Atlantic Ocean, Pacific Ocean, Washington D.C., Memphis, Nashville, Knoxville, Chattanooga, Mississippi River, Cumberland River, Tennessee River, Great Smoky Mountains, Rocky Mountains, Center Hill Lake, Norris Lake, Reel foot Lake, and Clingmans Dome.  **1.23** Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division’s major physical features.  **1.24** Summarize in their own words, that a map is a representation of a space, such as the classroom, the school, the neighborhood, town, city, state, country or world. | **Guiding Questions**  **1.15** How do we use map symbols?   * ***I can recognize basic map symbols.***   **1.18** How do we use cardinal directions?   * ***I can use cardinal directions to find a location on a map.***   **1.16** How would you locate the North and South Poles and the equator using cardinal directions**?**   * ***I can use cardinal directions to locate the North and South Poles and the Equator.***   **1.17** How would one describe the shape of Tennessee and the United States?   * ***I can identify the shape of TN and the U.S. on maps and globes.***   **1.19** How could you use a compass rose to when giving directions to Washington D.C. and Nashville**?**   * ***I can locate Washington D.C and Nashville on a U.S. map.***   **1.20** How can we use a map legend to distinguish between land and water?  **I can read and use a map legend.**  **1.21** How does location affect the way people live?   * ***I can describes was that location effects the way people live.***   **1.22** How can we work together to construct a map of oceans, rivers and specific locations in Tennessee?   * ***I can construct a map including specific places in TN.***   **1.23** Where are the Grand Divisions of TN located?   * ***I can locate the 3 Grand Divisions of TN.***   **1.24** Why are maps and globes important for us to use?   * ***I can explain the importance of maps and globes.***   **The Vocabulary words should be reinforced throughout the school day.**  **Content Vocabulary (Tier 3):**  city, continent, state, ocean  country, equator, map key, river  mountains, compass rose  **Academic Vocabulary (Tier 2): recognize, locate, Identify, distinguish, construct, economy, features, directions**  ***Academic Vocabulary strategy***: Build oral vocabulary and fluency through read aloud/Close reading activity  **(See Vocabulary Strategies on p. 5)** | **Sample Instructional Activities**  **1.15** Students can look at various maps and answer questions that require the use of the map key. Have students draw symbols for a map key that could be used on a map of the classroom. (Examples: draw symbols for desks, tables, computers, etc.)  [**http://maps.nationalgeographic.com/maps**](http://maps.nationalgeographic.com/maps)  **1.18** Create and label a compass rose. SL 1.5 Add drawings and visual displays to descriptions to clarify ideas, thoughts, and feelings.  **1.16** As a class, locate the North and South Poles and the equator on both a world map and a globe.  [**http://maps.nationalgeographic.com/maps**](http://maps.nationalgeographic.com/maps)  **1.17** Students will locate landforms and oceans in North America using a map. Illustrate the state of TN and the U.S. then write to describe the shape of each.  [**http://maps.nationalgeographic.com/maps**](http://maps.nationalgeographic.com/maps)  **1.19** Discuss the route traveled when locating Nashville and Washington, D.C. from Memphis, TN.  <http://maps.nationalgeographic.com/maps> 1.20 Video search for mapping <http://www.bing.com/search?q=free+mapping+videos&src=ie9tr&adlt=strict>  <http://www.buzzle.com/articles/types-of-landforms.html>  **1.21** Compose an opinion piece of why or why not you would live on/in \_\_\_\_\_ (landform). Brainstorm the difference of each area of the landform, i.e. the climate, the food, shelter, transportation. (Journeys literacy connections: informational text, analyze/evaluate, sequence of events, subject/verb agreements, proper nouns.) SL 1.5 Add drawings and visual displays to descriptions to clarify ideas, thoughts, and feelings.  **1.22** Create a “Me on the Map” Circle Flipbook based on the book *Me on the Map* by Joan Sweeney. SL 1.4 Describe people, places, and events with details/express ideas and feelings clearly  **1.23** Using a map of TN locate the Grand Divisions then identify and list major physical features found in TN. Design a map key for a map of the physical features.  RI.1.5 Know and use text features to locate facts or information.  <http://www.worldatlas.com/webimage/countrys/namerica/usstates/outline/tn.htm>  **1.24** Compose an informational writing describing the information and uses of maps and globes?” RL.1.2 Retell stories and demonstrate understanding of the  message or lesson  **1.24** [www.ReadWorks.org](http://www.ReadWorks.org) (The Differences Between Maps and Globes)  Compare and Contrast globes and maps using a Venn Diagram.  With a friend create a world map, labeling oceans and continents. RL.1.2 Retell stories and demonstrate understanding of the message or lesson  **Websites for further study:**  [www.ReadWorks.org](http://www.ReadWorks.org)  The Differences Between Maps and Globes  [www.scholastic.com/play/prestates.htm](http://www.scholastic.com/play/prestates.htm)  [http://video.tnhistoryforkids.org/thfk-13- trek.mov](http://video.tnhistoryforkids.org/thfk-13-%20trek.mov)  <http://www.sfsocialstudies.com/> |
| **Government – Civics – History**  **Weeks 5-7**  **Reading Suggestions:**  *What’s a Mayor?* by Nancy Harris  *What’s a Governor?* by Nancy Harris  *What Does the President Do?* by Amanda Miller  *In 1492* by Jean Marzollo  *H is for Honor b*y Devin Scillian  *If You Were At the First Thanksgiving* by Anne K  **The following books are good references and should be found in the school’s Library.** | | |
| **1.25** Identify the current city/county Mayor, Governor, and President, and explain their roles in government.  **1.32** Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government.  **1.30** Summarize that voting is a way of making choices and decisions.  **1.31** With guidance and support from adults, use a variety of digital tools to produce and publish an informational text on the importance of the voting process using facts and provide a concluding statement.  **1.39** Use informational text to help describe the importance of celebrating these national holidays. (H)  . | **Guiding Questions**  **1.25** Who is the mayor of Memphis; Governor of Tennessee; and the President of the United States?   * ***I can identify the mayor, governor and president.***   **1.32** Who are the leaders of the state of Tennessee?   * ***I can recognize communities******in TN and compare/contrast the state and national government.***   **1.30** How do people vote for leaders in the United States?   * ***I can explain the voting process.***   **1.31** How can we use the computer to make people understand the importance of voting?   * ***I can use the computer to research the voting process****.*   **1.39** Why do we celebrate these national holidays: Columbus Day, Veterans’ Day, and Thanksgiving Day**?**   * ***I can explain how the national holidays are celebrated in the U.S.***   **Content Vocabulary (Tier 3):**  Governor, Mayor, President, city, state,  Country  **Academic Vocabulary (Tier 2):**  locate, distinguish, construct, national elect, vote, govern, society, process, celebrate  ***Academic Vocabulary strategy***: Build oral vocabulary and fluency through read aloud/Close reading activity  **(See Vocabulary Strategies on p. 5)** | **Instructional Activities**  **1.25 / 1.32** Compare and contrast our local government with our state and national government. Students will create their own game matching the leader’s titles and picture of mayor, governor, and president.  <https://kids.usa.gov/government/index.shtml>  <http://educators.brainpop.com/bp-jr-topic/local-and-state-governments/>  **1.30** Create a flow chart of the voting process.  [**http://www.bing.com/search?q=voting+process+for+students&src=ie9tr&adlt=strict**](http://www.bing.com/search?q=voting+process+for+students&src=ie9tr&adlt=strict)  **1.31** Use a variety of Microsoft PAINT to produce signs encouraging people to vote in an election. SL 1.5 Add drawings and visual displays to descriptions to clarify ideas, thoughts, and feelings.  **1.39** Create an October and November calendar using words, numbers, and symbols for National holidays. Compare and contrast a holiday in Oct/Nov of your choice and describe the way your family celebrates this holiday.  **SL 1.4** Describe people, places, and events with details/express ideas and feelings clearly.  **Google search for Websites:**  Holidays  Government and Leaders  Other Culture Holidays |
| **Economics**  **Weeks 8-9**  **Reading Suggestions:**  *The Big Buck Adventure* by Shelley Gill  *Round and Round the Money Goes: What Money is and How We Use It* by Melvin Berger  **The following books are good references and should be found in the school’s Library.** | | |
| **1.8** Give examples of products (goods) that people buy and use.  **1.9** Give examples of services (producers) that people provide.  **1.10** Explain differences between goods and services and describe how people are consumers and producers of goods and services.  **1.11** Describe goods and services that are exchanged worldwide.  **1.12** Examine different types of advertisements used to sell goods and services.  **1.13** With prompting and support, read informational texts about major products and industries found in Tennessee, to include mining, music, tourism, automobile manufacturing, and agriculture.  **1.14** Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money. | **Guiding Questions**  **1.8** Why is it important to have goods, services, and jobs? Who provides these?   * ***I can give examples of goods.***   **1.9** How do people exchange goods and services**?**   * ***I can explain how people exchange goods and services****.*   **1.10** Can you describe the role of a producer and the role of a consumer?   * ***I can compare consumers and producers.***   **1.11** How do we research to find goods and services that are exchanged worldwide?   * ***I can research goods and services exchanged worldwide.***   **1.12** Why do companies advertise?   * What is the difference between a needs and wants? ***I can identify different types of advertisements***   **1.13** What are the major products produced in Tennessee?   * ***I can identify major products produced in Tennessee.***   **1.14** How do our wants and needsinfluence us on the things that we buy?   * ***I can explain how wants and needs influence the things we buy.***   **Content Vocabulary (Tier 3):**  Goods, Services, Consumer  Producer, Advertisements, Needs  Wants  **Academic Vocabulary (Tier 2):**  merge, narrate, adventure, economy, exchange  ***Academic Vocabulary strategy***: Build oral vocabulary and fluency through read aloud/Close reading activity  **(See Vocabulary Strategies on p. 5)** | **Instructional Activities**  **1.8 Web search for** *“How Our Economy Works: All about Earning and Spending Money”*  <http://www.econedlink.org/lessons/index.php?lesson=EM642&page=teacher>  **1.9** Create a Need and Wants T-Chart with pictures and words (Distinguish between proper and common nouns).  <http://www.econedlink.org/lessons/index.php?lesson=EM642&page=teacher>  **1.10** Create a graphic organizer to identify places in our city that sell goods and identify places that provide services. Use this link to print graphic organizers. Permission has been granted for educators to reprint. Get students in the habit of drawing their boxes on their notebook paper.  <http://www.eduplace.com/graphicorganizer/>  **1.8, 1.9, 1.10** Goods and Services. National Council on Educational Economics. <http://www.econedlink.org/lessons/index.php?lesson=EM642&page=teacher>  **1.11** Use a search engine to find goods and services exchanged worldwide as a class. [www.google.com](http://www.google.com)  **1.12** Cut out newspaper and magazine ads. Name the goods or services in each ad.  **1.13** Create an advertisement to persuade consumers via television, radio, or newspaper for a product found in Tennessee.  **1.14** www.readworks.com passage: What Can I Buy?  **Wants and Needs - Sample Lesson**  <http://www.pbslearningmedia.org/resource/lpsc10.sci.life.lp_needwant/needs-vs-wants/>  **Fundamental Reading Skills/Tasks:**  **RI.1.5** Know and use text features to locate facts or information.  **RI.1.7** Use illustrations and details to describe key ideas.  **SL 1.4** Describe people, places, and events with details/express ideas and feelings clearly.  **SL 1.5** Add drawings and visual displays to descriptions to clarify ideas, thoughts, and feelings. |

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| **Additional Resources** |
| **The Difference Between Maps and Globes**  <http://www.readworks.org/passages/difference-between-maps-and-globes>  **Video about reading map**  <https://www.appolearning.com/videos/my-map-movie-digital-story-wmv/7c35563a-a5a3-11e4-8b07-bc764e05085a>  **Family Playground: Educational Games**  <http://www.scholastic.com/play/prestates.htm>  **Tennessee History for Kids**  <http://www.tnhistoryforkids.org/videos>  **Pearson Instructional Resources**  <http://www.pearsonschool.com/>  **Maps 101 Login**  <http://www.maps101.com/index.php?option=com_user&view=login>  **Tennessee Electronic Library**  <http://tntel.tnsos.org/>  **Reading and Study Skills**  <http://blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf>  **Council for Economic Education**  <http://www.econedlink.org/lessons/index.php?lid=642&type=student>  **The Solution to Reading Comprehension**  <http://www.readworks.com/passages/what-can-i-buy>  **World Books Online: World Book Atlas**  <http://www.worldbookonline.com/kids/home?#media/mp000170>  **Smart Exchange**  <http://exchange.smarttech.com/#tab=0>  **SCS Social Studies Curriculum Resources**  <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>  **World Books Online: Home Page**  <http://www.worldbookonline.com/kids/home> |
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