**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 “Seasons” |  |  |  |  |
| **Entering:**Categorize pictures according to names of seasons in a whole group | **Beginning:**Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups | **Developing:**Match labeled illustrations or photographs of seasons to those in trade books in small groups | **Expanding:**Compare labeled illustrations of seasons in various trade books in small groups | **Bridging:**Identify words associated with seasons in illustrated expository text in small groups |

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>

**Kindergarten Pacing Guide**

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| **Time** | **1st Quarter** |  | **Time** | **3rd Quarter** |
| Week 1-3 | Culture – Government – Civics – History* *Recognizing differences among people and communities; Rules and laws, Rights and responsibilities; Character traits*
 |  | Weeks 1-3 | History - Economics* *Interpret timelines to show the sequence of events*
* *Understand past, present, and future.*
* *All people have basic needs, wants, and jobs to provide support.*
 |
| Week 4-6 | Government – Civics – History* *Understanding symbols and appreciating the diversity of human culture*
* *Differentiating between family traditions and customs*
* *Symbols stand for things that are important to people*
 |  | Weeks 4-6 | History* *Recognize major historical events that shaped our Nation and State.*
* *People have different types of jobs in our community.*
 |
| Week 7-9 | Government – Civics – History* *Recognizing the role of various leaders as authority figures.*
 |  | Weeks 7-9 | History – Culture – Economics * *All people have basic needs, wants, and jobs to provide support.*
* *There are differences among people and their communities.*
 |
| **Time** | **2nd Quarter** |  | **Time** | **4th Quarter** |
| Week 1-3 | Geography* *Maps and globes help us locate places in our community/world and are a source of information.*
* *We can track events and holidays with the use of a calendar.*
 |  | Weeks 1-3 | *History** *Many people have made lasting contributions and differences in our history to help form our state.*
* *April in April - Celebrating national holidays help us remember our past.in Africa*
 |
| Week 4-9 | Government – History - Culture* *Celebrating national, traditional and cultural holidays help remember our past.*
* *Voting/Elections/Current leaders*
 |  | Weeks 4-6 | *Culture – Geography – Economics** *Africa in April-Locate honorary country on a map*
* *Compare and contrast: culture, geographic features, climate, symbols, products, goods/services, and stories*
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|  |  |  | Weeks 7-9 | *Culture – Geography – Economics – History** *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.*
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|  **State Standards** | **Guiding Questions/Vocabulary****Tier 2 & 3**  | **Instructional Activities & Resources** |
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| **Geography****Weeks 1-3** |
| **K. 11** Use correctly words and phrases that indicate location and directions such as up, down, near, far, left, right, straight, back, in front of and behind. (G)**K.12** Explain that a map is a drawing of a place to show where things are located and that a globe is a round model of the Earth. (G)**K.13** Identify the student’s address, city/town, school name, and Tennessee as the state in which they live. (G)**K.14** Identify the location of Tennessee and the United States on a map. (G) | **Guiding Questions/ I Can Statements****K.11** How can we find specific locations on a map? *I can use words to indicate location and directions.* * *I can identify my address, city/town, school name and my state name.*

**K.11** How do we use maps and globes?* *I can use a map or globe.*

**K.12** Why are maps and globes important?**K.13** When would you use a map or a globe? **K.14** How do we recognize symbols on a map?* *I can find Tennessee on a map of the United States.*

Include learning targets and prior knowledge/ vocabulary within daily morning messages. **The Vocabulary words should be reinforced throughout the school day.****Content Vocabulary (Tier 3):** school, teacher, locations, neighborhood, map, globe, United States of America **Academic Vocabulary (Tier 2):** symbol, Identify, location, directions***Academic Vocabulary strategy***: Build oral vocabulary and fluency through read alouds/Close reading activity  **(See Vocabulary strategies on page 5)** | **Instructional Tasks** **K.11** Have the students use positions words to tell where specific locations are on their map RL.K.1- With prompting and support, ask and answer questions about key details in a text. RI.K 10 Actively engage in group reading activities with purpose and understanding.Jump Start <http://www.jumpstart.com/parents/activities/geography-activities>**K.11, K.12, K.13** Walk around the school to pinpoint specific locations that should be identified on a class school map. Have a basic drawing of the school available, allow the students to decide what should be included in the map. (Office, class, cafeteria, support classes, library, and the playground. Create a map of the school and plot at least 3 locations. RI.K 10 Actively engage in group reading activities with purpose and understanding. W.K 2- Use a combination drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**National Geographic: Map Skills for Elementary Students**<http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1>**K.13** Using the map from the above assessment, have the students place symbols on this product. When completed, walk around the school using it as a guide. RL.K.1- With prompting and support, ask and answer questions about key details in a text. <http://www.sheppardsoftware.com/web_games.htm><http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1>**K.13** Have the students use map of Memphis to locate the school community and their homes**. RL.K.1- With prompting and support, ask and answer questions about key details in a text.****National Geographic: Map Skills for Elementary Students**<http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1>**K.14** Have the students use a map of Tennessee and locate Memphis. **W.K.7-Particpate in shared research and writing projects****National Geographic: Map Skills for Elementary Students**<http://education.nationalgeographic.com/education/map-skills-elementary-students/?ar_a=1>**The following books are good references and should be found in the school’s Library.****Books***Mapping Penny’s World by Loreen Leedy* *Maps and Globes (Knowlton) Maps and Mazes (Chapman)* *Geography From A to Z (Knowlton) Usborne Book of Geography* |
| **History and Culture****Weeks 4-9** |
| **K.2** Summarize people and places referenced in picture books, stories and real-life situations with supporting detail. (C)**K.3** Compare family traditions and customs among different cultures. (C)**K.4** Use diagrams to show similarities and differences in food, clothes, homes, games, and families in different cultures. (C)**K.26** Locate and describe events on a calendar, including birthdays, holidays, cultural events and school events. (H)**K.27** Scan historic photographs to gain information and arrange in sequential order (H)**K.28** Use a combination of drawing, dictating, and writing to narrate a single event or several related events. (H)**K.29** Participate in share research and writing projects to identify and describe the events or people celebrate during state and national holidays and why we celebrate them.(Veteran’s Day, Thanksgiving, Winter Holidays) (H) | **Guiding Questions/ I Can Statements****K.2, K.3, K.4, K.28, K.29** How are people similar/alike and different? * I can compare my family traditions with others.
* I can compare food, clothes, homes, games, and families among different cultures.
* I can use a calendar.

**K.3, K.4, K.26, K.27, K.29** What are some traditions/customs/holidays we celebrate in the United States?* I can discuss national holidays to remember our past.
* I can identify various holidays.
* I can tell about an event by drawing, dictating, or writing.

**Include learning targets and prior knowledge/vocabulary within daily morning messages.****Content Vocabulary (Tier 3):** Celebration, holiday, Tennessee, neighborhood community, basic needs, wants, United States of America, calendar, national, traditions**Academic Vocabulary (Tier 2):**events, combination, Explain, combine, locate**(See Vocabulary strategies on page 5)** | **Instructional Tasks** **K.2, K.3, K.4, K.26, K.27, K.28, K.29** Students will create and share a Venn diagram that compares and contrasts two different holiday celebrations (based on evidence from books and classroom discussions). RL.K.1- With prompting and support, ask and answer questions about key details in a text. RI.K 10 Actively engage in group reading activities with purpose and understanding.<http://kids.usa.gov/social-studies/>**Utah Education Network**<http://www.uen.org/core/lessonList.do?courseNum=6000&itemId=37626>**PBS: Social Studies Games**<http://pbskids.org/games/social-studies/>**Holidays Around the World**<http://libraryschool.libguidescms.com/content.php?pid=410464&sid=3357552>**Sample Tasks:****K.2, K.3, K.27** Read various trade books about Veteran’s Day, the First Thanksgiving, Pilgrims and Winter holidays. Have students discuss why we celebration various traditions. RI.K 4-Ask and answer questions about known words. RI.K 10 Actively engage in group reading activities with purpose and understanding. L.K 5c- Identify real-life connections between words and their use.Related Tools:<http://kids.usa.gov/social-studies/><http://www.uen.org/core/lessonList.do?courseNum=6000&itemId=37626><http://pbskids.org/games/social-studies/><http://libraryschool.libguidescms.com/content.php?pid=410464&sid=3357552>Sample Tasks here:**K.2, K.3, K.4, K.26, K.27, K.28, K.29** Have the students create a poster depicting how their family celebrates various family traditions, customs, or holidays by drawing, dictating and writing. SL.K.3 Ask and answer questions to seek help, get information, or clarify something not understood.**Sample Lessons/Resources / Websites**<http://kids.usa.gov/social-studies/><http://www.uen.org/core/lessonList.do?courseNum=6000&itemId=37626><http://pbskids.org/games/social-studies/><http://libraryschool.libguidescms.com/content.php?pid=410464&sid=3357552>**For additional resources see:**[**http://www.sheknows.com/parenting/articles/981657/10-childrens-books-that-teach-diversity**](http://www.sheknows.com/parenting/articles/981657/10-childrens-books-that-teach-diversity) |
| **ELA/Literacy Lessons and Activities/Sample Tasks & Lessons** |
| **Fluency (Practice Reading Aloud Daily):**Dumpling Soup by Jama Kim Rattigan*Enemy Pie* by Derek Munson *Giving Thanks* by Chief Jake *Swamp Hand in Hand* by Lee Bennett Hopkins *Hush!* By Minfong Ho**RL.K.1**- With prompting and support, ask and answer questions about key details in a text. **RL.K.3**- With prompting and support, identify characters, settings, and major events in a story | **ELA Connection:** Students will create a Venn diagram that compares and contrasts the holiday celebration in text and personal account of their family’s winter celebration **(based on evidence from books and classroom discussions).** **W.K.9** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | **Sample Tasks/Lessons:** Students will illustrate, dictate and write about how their family and friends celebrate the winter holidays. Their writing will reflect evidence of the reading and social studies skills discussed during the quarter. **W.K.1**- Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)**L.K 1f**- Produce and expand complete sentences in shared language activities. **L.K2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.K 2a**- Capitalize the first word in a sentence and the pronoun I |

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| **Additional Resources**  |
| **Constitution Day Lessons**<http://www.k12.com/constitution-day>**Pacer Kids Against Bullying**<http://www.pacerkidsagainstbullying.org/kab/> **Smart Exchange**<http://exchange.smarttech.com/#tab=0> **Celebrating Patriotic Holidays**<http://www.scholastic.com/teachers/collection/celebrating-patriotic-holidays> **Tennessee State Symbols**<http://www.learninggamesforkids.com/us_state_games/tennessee/> **World Book Kids**[http://www.worldbookonline.com/kids/home?#media/mp000170](http://www.worldbookonline.com/kids/home#media/mp000170) **SCS Social Studies Curriculum Resources** <http://teachersites.schoolworld.com/webpages/BRELibrary/scssscurriculumresou.cfm>**What Rights, Duties, and Obligations Does American Citizenship Entail?**<http://www.ehow.com/list_6796573_rights_-obligations-american-citizenship-entail_.html> **Reading and Study Skills**<http://blogs.edutech.nodak.edu/badlandsreadingcouncil/files/2012/03/reading-and-study-skills-foldables.pdf>**Jumpstart: Geography Activities**<http://www.jumpstart.com/parents/activities/geography-activities> **Make Learning Fun**<http://www.sheppardsoftware.com/web_games.htm> **10 Children’s books that teach diversity**<http://www.sheknows.com/parenting/articles/981657/10-childrens-books-that-teach-diversity> **Social Studies Games and Movies**<https://jr.brainpop.com/socialstudies/> **Kid’s Encyclopedia**<http://kids.britannica.com/elementary/art-88703>  |