**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 plan ensures a quality balanced literacy approach to instruction that results in high levels of literacy learning for all students and across content areas. Destination 2025, the Comprehensive Literacy Improvement Plan, and TN State Standards establish common goals and expectations for student learning across schools and are the underpinning for the development of the curriculum frameworks/maps.

**Purpose** - This curriculum framework or map is meant to help teachers and their support providers (e.g., coaches, leaders) on their path to effective, college and career ready (CCR) aligned instruction and our pursuit of Destination 2025. It is a resource for organizing instruction around the TN State Standards, which define what to teach and what students need to learn at each grade level. The framework is designed to reinforce the grade/course-specific standards and content—the major work of the grade (scope)—and provides a *suggested* sequencing and pacing and time frames, aligned resources—including complex texts, sample questions and tasks, and other planning tools. Our hope is that by curating and organizing a variety of standards-aligned resources, teachers will be able to spend less time wondering what to teach and searching for quality materials (though they may both select from and/or supplement those included here) and have more time to plan, teach, assess, and reflect with colleagues to continuously improve practice and best meet the needs of their students.

The map is meant to support effective planning and instruction to rigorous standards; it is *not* meant to replace teacher planning or prescribe pacing or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. Teachers who are knowledgeable about and intentionally align the learning target (standards and objectives), topic, text(s), task, topic, and needs (and assessment) of the learners are best-positioned to make decisions about how to support student learning toward such mastery. Teachers are therefore expected--with the support of their colleagues, coaches, leaders, and other support providers--to exercise their professional judgement aligned to our shared vision of effective instruction, the Teacher Effectiveness Measure (TEM) and related best practices. However, while the framework allows for flexibility and encourages each teacher/teacher team to make it their own, our expectations for student learning are non-negotiable. We must ensure all of our children have access to rigor—high-quality teaching and learning to grade level specific standards, including purposeful support of literacy and language learning across the content areas.

It is essential for students to strategically leverage their literacy skills to comprehend informational texts and explicitly demonstrate competence in thinking, reading, writing, and communicating.

Integration of literacy skills is critical for student success in post-secondary education and to prepare students, teachers must regularly engage students with:

1. Regular practice with complex text and vocabulary.
2. Reading, writing, and speaking grounded in evidence from texts.
3. Using literacy skills to gain knowledge and demonstrate competence in rigorous activities and tasks.

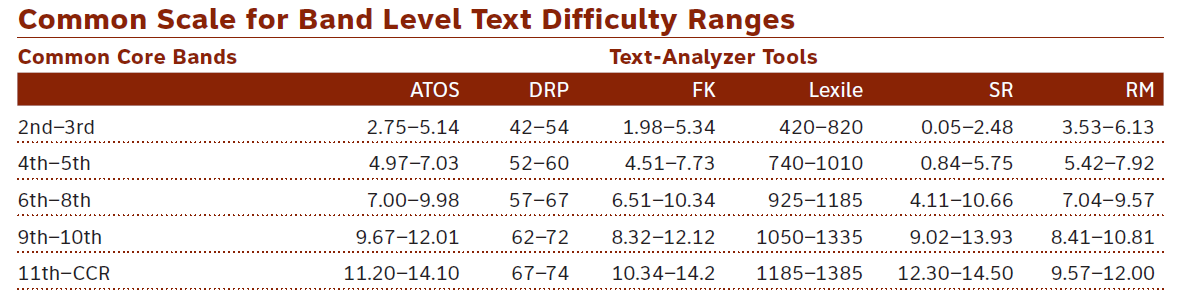
Effective Social Studies instruction should model and teach students to effectively manage and analyze information using literacy skills and strategies. This requires consistent demonstration and practice of how to use literacy skills with Social Studies content. (An example of an effective daily lesson agenda appears at the end of this document.) Document–Based Questions (DBQs) and Text Dependent Questions (TDQs) are included in the suggested activities throughout this document. “Best Practice” requires student to regularly engage with challenging texts and requires students to substantiate their answers using evidence taken from the text/passage.

“The implementation of Common Core State Standards is a full-school endeavor, not just a project for math and ELA teachers. The Common Core State Standards, in addition to the English Language Arts (ELA) Standards, includes Literacy (reading and writing) standards for the “specialized disciplines” of history, social studies, science, and technical subjects for grades 6-12. Teachers of all grades and subjects can integrate math and literacy skills and activities into their disciplines in order to harness the power of the Common Core to improve student learning across the board.”

Source: [TNCore.org](http://tncore.org/specialized_disciplines.aspx)

<http://www.tncurriculumcenter.org/social_studies>

To support literacy and language learning across the content areas and support deeper knowledge building in the content area, throughout this curriculum map, you will see high-quality texts from both the textbook(s) and external/supplemental texts to ensure students are reading appropriately complex, worthwhile material. These texts have been evaluated by district staff to ensure that they meet criteria for text complexity--Quantitative, Qualitative, and Reader & Task Factors.  Lexile Levels are listed on the Curriculum Maps, and additional information is cited, where available.



**Key**

**ATOS**: ATOS (Renaissance Learning); **DRP**: Degrees of Reading Power (Questar); **FK**: Flesch Kincaid (public domain, no mass analyzer tool available); **Lexile**: Lexile Framework (MetaMetrics); **SR**: Source Rater (ETS); **RM**: Pearson Reading Maturity Metric (Pearson Education)

**Using the WIDA MPIs**

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 can craft "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.

**Framework Contents:**

Introduction – Purpose, Vision, Best Practices for Instruction and using the framework to plan effective units and lessons. (Note: Effective lesson planning is intentionally situated in larger themes/units to better develop students conceptual understanding and development of mastery of standards over time.)

Vocabulary – Instructional suggestions to support both explicit vocabulary instruction and reinforce incidental learning.

Pacing Guide – A *recommended* scope, sequence, and pacing of content, including “Big Ideas.”

Anchor Texts-Topic-specific complex texts, with Lexile levels indicated as available (Note: Teachers should carefully review texts to understand and plan for the demands/challenges learners might be expect to face, deliberately model specific literacy skills—including reading fluency, leverage student annotations, and carefully sequence text-dependent questions leading to higher order thinking.

TN State Recommended Readings/Texts/Passages – Readings recommended by the State.

State Standards - Tennessee State Social Studies Standards.

Big Ideas, Guiding Questions – Suggestions for lesson focus.

Vocabulary – Content Vocabulary (Tier 3) words/concepts that appear in Social Studies Domain and are important to student understanding, Academic Vocabulary (Tier 2), high-leverage words that appear across content domains.

Suggested Activities-Suggested Tasks, DBQs, TBQs, and Assignments– Suggestions for use in planning lessons with literacy connections. **(Coded in green)**

Resources – Links to additional resources & Daily Lesson Plan sample

WIDA – Instructional modifications for ESL—in English as a Second Language classrooms, in all classrooms with English language learners, and as needed to support *any* student with limited language development and/or non-standard English

**Common Core State Standards: Focus on Vocabulary**

Effective vocabulary development occurs both incidentally and through explicit instruction. It requires daily immersion in word-rich environments, while teaching and modeling word learning strategies—from the use of context clues and concept maps (to connect related ideas) to understanding the nuance of words: origin, root, and/or affixes. In all content areas, terms should be integrated into tasks and reinforced over time and across contexts.

Basic Vocabulary (Tier 1) - Words that commonly appear in spoken language and are heard frequently in numerous contexts and with nonverbal communication. Tier 1 words rarely require explicit instruction for native English speakers. (Examples of Tier 1 words are: clock, write, happy and walk.)

Academic Vocabulary (Tier 2) - High frequency words used by mature language users across several content areas and may appear of redundant 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.)

Content Vocabulary (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 are integral to content instruction. (Examples are: legislative, molecule, and genre.)

Explicit instruction of the Tier 2 academic words (typically in the context of the text and not necessarily through pre-teaching) is required in order for students to know and use the words accurately, per the Suggested Activities (3rd column). Multiple exposures and practice using these words are key characteristics of effective vocabulary instruction.

**Teaching Vocabulary for Mastery…**

1. Post the words in your classroom noting their syllabicated forms (ex: Pa-le-on–tol-o-gy) to aid struggling readers.
2. Provide a student-friendly definition of the word.
3. Suggest synonyms or antonyms for the word.
4. Put the new word into a context or connect it to a known concept, morpheme, or root.
5. Use the new word on multiple occasions and in multiple contexts (e.g., sentence starters, games, student writing).
6. Whenever you say the word, run your hand or a pointer under the syllables of the word as you pronounce it, quickly cueing struggling readers to associate your spoken word with the written word on the wall.
7. Use the new words in context of the lesson.
8. Ask questions that contain the new word; so, students must process its meaning in multiple ways.
9. Add the new word to an already existing classroom concept map, or construct a new concept map using the new word as the foundational concept.
10. Expect pairs of students to construct semantic word maps for new vocabulary.
11. Give students extra credit points for hearing or seeing content vocabulary in other contexts.

[References](javascript:toggleLayer('referencelist');)

McEwan, E.K. (2007).40 Ways to Support Struggling Readers in Content Classrooms, Grades 6-12. Thousand Oaks, CA: Corwin Press. Reprinted with permission from Corwin

**Grade 1 Pacing Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Suggested Time** | **1st Quarter** |  | **Suggested 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 |
| **Suggested Time** | **2nd Quarter** |  | **Suggested 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. |

\* Please note these time frames are suggested/estimated times. Actual instruction may vary due to schedule complications, remediation efforts or other factors.

| **TN State Standards** | **Guiding Questions/Vocabulary**  **Tier 2 & Tier 3** | **Instructional Activities & Resources** |
| --- | --- | --- |
| **Government**  **Weeks 1-4** | | |
| **Suggested Texts:**  *Houghton Mifflin Schools and Communities Social Studies Tennessee textbook*, Unit 4, pages 126-167 n/p  *“Why Do We Need Rules?”* (300L) <http://www.readworks.org/passages/why-do-we-need-rules>  *Houghton Mifflin Schools and Communities Social Studies Tennessee textbook,* Unit 4, pages 134-135 n/p  *Houghton Mifflin Schools and Communities Social Studies Tennessee textbook*, Unit 4, pages 138-141 n/p  *Questions about the United States Constitution (300L)* <http://www.readworks.org/passages/questions-about-united-states-constitution> | | |
| **1.29** Describe the fundamental principles of American democracy, including respect for the rights, opinions and property of others, fair treatment for all, and respect for the rules by which they live.  **1.33** Sort rules and responsibilities that citizens follow that are specific to their state compared to national rules and responsibilities, including wearing a seat belt, wearing a bicycle helmet, texting while driving, and child restraints, voting, obtaining a driver’s license at a particular age, and wearing a motorcycle helmet.  **1.27** Explain that our state’s and country’s laws are based upon the Constitution.  **1.28** Give examples of a rule and a law through the use of drawings, discussions, or writings. | **1.29** How can we be good citizens at home, school, and in our community?   * I can explain why rules help us in school, at home and in the community.   **1.33** What would happen without rules and authority in school and in our community?  I can   * I can understand how rules and responsibilities keep us safe.   **1.27** Who created the laws for our country? How were these laws created?   * I can explain how our country’s laws are created.   **1.28** How can interpret rules and responsibilities keep us safe?   * I can interpret rules and understand the consequences when they are not followed.   **Content Vocabulary ( Tier 3):** government, vote, election, Constitution, mayor, governor, citizen, President, citizenship  **Academic Vocabulary ( Tier 2):** responsibility, rules, country, law, fair, state, community, United States, taxes, , rights, conflict  (See Vocabulary Strategies on p. 4) | **1.29** The teacher and students will read *Schools and Communities* Lesson 1, “Rules and Responsibilities.” The teacher will define citizen, responsibility, and citizenship. The teacher and students will discuss rules at home, in the community, and in school. The students will watch a video on how to be a good citizen using the link <https://edpuzzle.com/media/53b0dbafcf5849013aac1f1e>. The students will create a trifold/3-part foldable with drawings and/or sentence(s) to show how to be a good citizen at home, at school, and in the community.  Literacy W.1.2  **1.33** The teacher will introduce the lesson with the passage “Why Do We Need Rules?” <http://www.readworks.org/passages/why-do-we-need-rules>. The students will answer the questions at the end of the passage using text evidence. The teacher and students will establish classroom rules together. Students will read pages 134-135 of *Schools and Communities* and compare and contrast school rules from Japan and Mexico with their class. The teacher will support discussion with a Venn diagram. The teacher will ask what happens when you break a rule at home or at school. The students will work with a partner and write and/or draw what would happen without rules and with rules in the school or community. One partner would show what happens without rules while the other partner shows with rules.  Literacy W.1.2, SL.1.1  **1.27** The teacher will define government and law. The students will read pages 138-141 of *Schools and Communities*. The teacher will use a web graphic organizer and put “Laws” in the center as the main idea and will add 4 parts to show details about laws. The teacher and students will read *Questions about the United States Constitution via the link* <http://www.readworks.org/passages/questions-about-united-states-constitution>. Students will also view the video The U.S. Constitution via <http://www.timeforkids.com/photos-video/video/tfk-explains-us-constitution-103921>. The students will then discuss and write a sentence that tells what government does. The teacher may refer to *Ben’s Guide to the Constitution* using the link <http://bensguide.gpo.gov/learning-adventures-14more?id=36&age=ben4_8>  Literacy W.1.2, SL.1.1  **1.28** The teacher and students will look back at the classroom rules created together. The students will choose a rule and state why it is important and what could happen if the rule was not followed. The students will divide into small groups based on method of transportation to school (bus rider/car rider/walker) and discuss rules for their transportation. The students will work together in small groups to create a book to teach the importance of following the rules for their type of transportation.  Literacy W.1.2, SL.1.1 |
| **Culture**  **Weeks 5-7** | | |
| **Suggested Texts:**  *Houghton Mifflin Schools and Neighborhoods Social Studies Tennessee textbook*, Unit 1, pages 14-47 n/p  *Nigeria* (1120L): <http://www.everyculture.com/wc/Mauritania-to-Nigeria/Nigerians.html>  *China* (1370L): <https://www.travelchinaguide.com/intro/nationality/han/>  *Venezuela* (870L): <http://www.everyculture.com/wc/Tajikistan-to-Zimbabwe/Venezuelans.html>  *Sweden* (1290L): <http://www.everyculture.com/wc/Rwanda-to-Syria/Swedes.html>  *David Crockett* Read Aloud (1040L): <http://activatedstorytheatre.com/folktales/davy_crockett.html> | | |
| **1.1** Explain with supporting details the culture of a specific place, including a student’s community and state.  **1.2** Define multiculturalism as many different cultures living within a community, state, or nation.  **1.4** Use collaborative conversations with diverse partners to discuss family customs and traditions.  **1.5** Present the student’s family culture through the use of drawing, writing, and/or multimedia.  **1.7** Interpret legends, stories, and songs that contribute to the development of cultures in Tennessee, including, Cherokee, Chickasaw, Shawnee, and Creek tribes.  **1.3** Re-tell stories from folktales, myths, and legends from other cultures | **1.1** How do we describe culture and what are parts of a culture?   * I can describe culture and its four parts.   **1.2** Why is the United States a land with many cultures? What is multiculturalism?   * I can explain the meaning of multiculturalism.   **1.4** What are the traditions of your family and how are they the same or different from others? I can compare family traditions with others. What is one custom in your family?   * I can explain family customs. * I can describe different customs of different people.   **1.5** How does your culture look?   * I can create and present a collage to represent my culture.   **1.7** How are different stories and songs related to the culture of Tennessee?   * I can interpret legends, stories and songs about cultures in Tennessee.   **1.3** What are the customs of the story that was read?   * I can give details of the culture people from a story.   Content Vocabulary (Tier 3): culture, belief, custom, tradition, country, multiculturalism, legend, folktale  Academic Vocabulary (Tier 2): respect, community, United States of America, rule, family, neighborhood  (See Vocabulary Strategies on p.4) | 1.1The teacher will read <http://carla.umn.edu/culture/definitions.html> for background about culture. The teacher will then define cultural custom and discuss the parts of culture. For China, Venezuela, Nigeria, and Sweden, the teacher and students will create a graphic organizer web for each with “culture” in the center as the main idea and the four parts of culture (home, clothes, food, words/language). The students will copy the web and illustrate each of the four parts from their own culture. The student will then write a sentence about each part. The teacher will provide a sentence frame “\_\_\_\_ is/are a part of my culture.” The teacher may refer to the links below to gain background knowledge for presentations to the class on the highlighted countries.  Nigeria (1120L)  <http://www.everyculture.com/wc/Mauritania-to-Nigeria/Nigerians.html>  China (1370L)  <https://www.travelchinaguide.com/intro/nationality/han/>  Venezuela (870L)  <http://www.everyculture.com/wc/Tajikistan-to-Zimbabwe/Venezuelans.html>  Sweden (1290L)  <http://www.everyculture.com/wc/Rwanda-to-Syria/Swedes.html>  LiteracyW.1.2, SL.1.1  **1.2** The teacher will define country (a land with its own people, leaders, and rules), United States of America (a country made up of 50 states and many cultures), and multiculturalism (having respect for different cultures). The teacher will describe how people come from all over the world to live in the USA and bring their culture with them. The teacher and students will give examples of foods from other cultures that are available in the community, and discuss things that people can share about their culture such as dances, songs, art, stories. The students will think about the benefits of people sharing their cultures through music, art, and stories. The student will write two ways people share different cultures. Literacy W.1.1, W.1.2, SL.1.1  **1.4** The teacher and students will discuss “What is a family?” “What is unique about your family?” The teacher will define beliefs as an idea about the world that people think is true. Beliefs help people know how to act. We learn beliefs from our families. The teacher and students will discuss different family beliefs and customs. The students will use a Venn diagram to compare and contrast how families are alike and different. The students will draw and tell about something special you do with your family.  Literacy W.1.2, SL.1.1  **1.5** Using various magazines, students will cut and paste different pictures of clothes, food, and ways of living that represent their culture. The students will label the different parts of the Cultural Collage. Students will then present their cultural collages to their peers. Literacy SL.1.1  **1.7** The teacher will define a legend as a story that may be partly true and partly made up and a folktale as a story that has been told for many years. The teacher will read the story of Davy Crockett from <https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=37&cad=rja&uact=8&ved=0ahUKEwinvaeZzLbMAhULLSYKHeSVB9U4HhAWCEMwBg&url=http%3A%2F%2Fwww.rsusd.net%2Fsite%2Fhandlers%2Ffiledownload.ashx%3Fmoduleinstanceid%3D729%26dataid%3D538%26FileName%3DTall_Tales_Mini_Books.pdf&usg=AFQjCNHx8fZs7eFLAkoqnO6bHQ7nhP5ZPA&bvm=bv.121070826,d.cWw> and the students will create the Tall-Tales mini book about Davy Crockett. The teacher will play “The Ballad of Davy Crockett” <http://secondhandsongs.com/work/130203>  The teacher will discuss that Native Americans once lived in Tennessee. The teacher will use this link: http://www.native languages.org/tennessee.htm  David Crockett Read Aloud  <http://activatedstorytheatre.com/folktales/davy_crockett.html>  Cherokee: Story of Rabbit’s Short Tail  Video: <http://www.playrific.com/z/4668>  Literacy W.1.2, SL.1.1  **1.3** The students will retell the story of Davy Crockett. The students will tell the story in sequence and will give details about the differences in Davy Crockett’s time and the present time. An additional option is the story of John Henry and the Machine. <https://vimeo.com/59767453> The students will watch the video and retell the legend, telling which parts of the legend may be true. Literacy RI.1.1, RI.1.2, W.1.2, SL.1.1 |
| **Government**  **Weeks 8-9** | | |
| **Suggested Texts:**  *Houghton Mifflin Schools and Neighborhoods Social Studies Tennessee textbook*, Unit 4 pages 156-163  *Liberty Bell (840L):* [*http://bensguide.gpo.gov/liberty-bell-1753*](http://bensguide.gpo.gov/liberty-bell-1753)  *Peter and Annie Pledge Allegiance n/p* By Gretchen Childers: <http://en.calameo.com/read/0041010238c1545018e68>  *American Flag* (1120L): <http://bensguide.gpo.gov/the-american-flag>  *White House (*770L): <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/89-white-house-1792>  *Star Spangled Banner* (1040L): <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/87-star-spangled-banner-1814>  *Statue of Liberty* (1280L): <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/88-statue-of-liberty-1886>  *Pledge of Allegiance* (1190L): <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/86-pledge-of-allegiance-1892> | | |
| **1.26** Explain the importance of patriotic traditions, including the recitation of the Pledge of Allegiance, appropriate behavior during the playing of our National Anthem, and demonstrate appropriate flag etiquette.  **1.34** Create a visual representation, such as a graphic organizer of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). Write an opinion piece explaining why you think these are / are not good choices, including supporting detail. | **1.26** Why do we state the Pledge of Allegiance and what does it mean? What are symbols and why do we have national and state symbols?   * I can explain the importance of patriotic traditions.   **1.34** In what ways do citizens show that their state and country are important to them?   * I can create visual representations for the state of Tennessee.   Content Vocabulary (Tier 3): veteran, symbol, patriotic, pledge, allegiance, indivisible, liberty, justice  Academic Vocabulary (Tier 2): flag, respect, honor, loyal, responsibility  (See Vocabulary Strategies on p. 4) | **1.26** The teacher will remind students that there are many ways to be a good citizen. The teacher and students will review rights and responsibilities of citizens. Reciting the Pledge of Allegiance is one way to be a good citizen. The teacher will define “pledge of allegiance” as a promise to be loyal, “indivisible” as something that cannot be split apart, “liberty and justice” as freedom and fairness.” The teacher and students will recite the Pledge of Allegiance, stopping after each line to discuss the meaning. Students will read along with the <http://en.calameo.com/read/0041010238c1545018e68>  The students will write a personal pledge to him/herself of a goal to accomplish at school and create a symbol for it. The teacher and students will create a classroom flag with all of the students’ symbols for display.  Literacy RI.1.1, SL.1.1  **1.26** The teacher will show pictures of easily recognized symbols for restaurants and stores (McDonald’s, Domino’s, Target, etc.) and ask the students to tell what the symbols stand for. The teacher will then define a symbol as something that stands for something else like the symbols that the students recognized. The teacher will and students will discuss how certain symbols represent our country and are recognizable. The teacher will show the U.S. flag and tell the meaning of the 13 stripes and 50 stars, how the flag is flown on special days (Veteran’s Day, July 4th, Memorial Day, Flag Day). Define a veteran as someone who has fought in a war. The students will state why they think flags are flown on Veteran’s Day. The teacher will show a picture of Uncle Sam as a symbol of the U.S. The Liberty Bell, an eagle, and the Statue of Liberty will also be shown as symbols that honor our country. The teacher will define honor as to show that someone or something is important. The teacher will read aloud about different US symbols using the link below. Students will create thinking maps that feature the symbols as the main idea and students will add details to the thinking maps using evidence from the text. Ex: Main Idea: American Flag. Details: stripes, stars, red, white, blue, rectangular, etc.  Liberty Bell  <http://bensguide.gpo.gov/liberty-bell-1753>  American Flag  <http://bensguide.gpo.gov/the-american-flag>  White House  <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/89-white-house-1792>  Star Spangled Banner  <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/87-star-spangled-banner-1814>  Statue of Liberty  <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/88-statue-of-liberty-1886>  Pledge of Allegiance  <http://bensguide.gpo.gov/the-american-flag/35-age-4/apprentice-symbols-of-us-government/86-pledge-of-allegiance-1892>  Symbols  <http://www.enchantedlearning.com/history/us/symbols/>  Video on Symbols  <https://jr.brainpop.com/socialstudies/citizenship/ussymbols/> (free video on brainpop jr. Membership is not required to see this video)  **1.34** The teacher and students will review meaning of symbols and honor. The teacher will introduce the state of Tennessee and explain that is where we live. The students will show the video “Tennessee Symbols” <http://www.teachertube.com/video/tennessee-state-symbols-by-rme-and-dmw-81551>. The students will create a Tennessee flag and write what the 3 stars symbolize (West, Middle, East Grand Divisions). The students will choose a Tennessee state symbol to write a sentence(s) about and illustrate. The students will complete the online quiz about Tennessee state symbols  <http://www.learninggamesforkids.com/us_state_games/tennessee/which_symbols.html>.  **1.34** The teacher and students will a graphic organizer of Tennessee symbols, including the state tree (Tulip Poplar), flower (Iris), motto (Agriculture and Commerce), animal (raccoon), nickname (Volunteer State), flag, and one song (Tennessee Waltz, Rocky Top). For planning and background knowledge, the teacher may refer to States Symbols: Tennessee using the link <http://www.statesymbolsusa.org/states/united-states/tennessee>.  **1.34** After reviewing and discussing Tennessee’s state symbols the students will write an opinion piece explaining why they think The symbols are/are not good choices, including supporting detail.  Literacy W.1.1, SL.1.1 |

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| **Additional Resources** |
| **Past vs. Present**  <http://activities.macmillanmh.com/OralLanguageActivities/main1.php?activityID=187>  **Family Stories Tasks**  <http://www.c3teachers.org/inquiries/family-stories/>  **Tennessee History for kids**  <http://www.tnhistoryforkids.org/>  **American History**  <https://kids.usa.gov/history/american-history/index.shtml>  **Tennessee’s History and Facts**  <http://www.americaslibrary.gov/es/tn/es_tn_subj.html>  **Kids Are Patriots Too!**  <http://kidsarepatriots2.ning.com/forum/topics/patriotic-symbols>  **Symbols of the USA**  <http://www.enchantedlearning.com/history/us/symbols/>  **National Symbols Worksheets**  <http://www.education.com/worksheets/national-symbols/>  **About Tennessee**  <http://www.tn.gov/main/article/state-symbols>  **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>  **Pearson Instructional Resources**  <http://www.pearsonschool.com/>  **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>  **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>  **World Books Online: Home Page**  <http://www.worldbookonline.com/kids/home>  **New York State K-12 Social Studies Resource Toolkit: Kindergarten-Grade 4**  <https://www.engageny.org/resource/new-york-state-k-12-social-studies-resource-toolkit-kindergarten-grade-4> |