

Tennessee's Place in America***Introduction***

First grade students will build upon knowledge of major historical events, holidays, symbols, and individuals associated with Tennessee and the United States. Students will listen to and read folktales and non-fiction texts from across the United States to gain a better understanding of the importance of these historical concepts. They will also discuss cultures and human patterns of places and regions in Tennessee.

Students will demonstrate an understanding of how individuals, families, and communities live and work together in Tennessee, the United States, and around the world. An emphasis will be placed on goods and services that originate in Tennessee. Students will demonstrate an understanding of how people interact with the environment locally and globally, which will be accomplished by building on previously learned geographic skills and concepts. This will include identifying major cities and physical features in Tennessee and the rest of the United States.

Students will demonstrate an understanding of how the state and federal government functions and how government affects families.

(TN DOE 2014)

Quarter 1 Weeks 1-4			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Government</p> <p>1.28 Give examples of a rule and a law through the use of drawings, discussions, or writings.</p> <p>1.27 Explain that our state's and country's laws are based upon the Constitution.</p> <p>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.</p> <p>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, child restraints, voting, obtaining a driver's license at a particular age, and wearing a motorcycle helmet.</p>	<p>Guiding Questions:</p> <p>What would happen without rules and authority in the school/community?</p> <p>What is the purpose of rules and laws?</p> <p>How can we be good citizens at home, school, and our community?</p> <p>What is cooperation?</p> <p>How can conflicts be solved fairly?</p> <p>How can rules and responsibilities keep us safe?</p> <p>Vocabulary:</p> <p>citizen laws rights responsibilities</p>	<p>Create a Classroom Constitution (class rules).</p> <p>Read-Aloud and discuss a fiction or non-fiction book about the purpose of rules and laws.</p> <p>Create cause/effect scenarios of following and not following rules.</p> <p>Brainstorm ways to be a good citizen. Draw and write a sentence about one of those ways.</p> <p>Draw a five frame comic strip that illustrates an everyday conflict; create a resolution to the conflict.</p> <p>Students will compare/contrast their responsibilities at home/community in a Venn Diagram with pictures and words.</p>	<p>Archived TN SPI's Websites:</p> <p>http://www.brainpopjr.com/socialstudies/communities/school/</p> <p>http://www.ehow.com/info_8096714_american-citizens-responsibilities.html</p> <p>www.pacerkidsagainstbullying.org</p> <p>Books:</p> <p><i>Houghton Mifflin Social Studies Tennessee</i> (2009)</p> <p><i>What if Everybody Did That?</i> by Ellen Javernick</p> <p><i>Officer Buckle and Gloria</i> by Peggy Rathman</p> <p><i>We the Kids</i> by David Catro</p> <p><i>The U.S. Constitution</i> By Norman Pearl</p> <p><i>Citizenship</i> by Jason Skog</p> <p><i>Being a Good Citizen</i> by Mary Small</p> <p><i>The Meanest Thing to Say</i> by Bill Cosby</p>

Quarter 1 Weeks 5-7			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture</p> <p>1.1 Explain with supporting details the culture of a specific place, including a student's community and state.</p> <p>1.2 Define multiculturalism as many different cultures living within a community, state, or nation.</p> <p>1.4 Use collaborative conversations with diverse partners to discuss family customs and traditions.</p> <p>1.5 Present the student's family culture through the use of drawing, writing, and/or multimedia.</p>	<p><u>Guiding Questions:</u> What is culture? What are the four parts of your culture? What is multiculturalism? What are the traditions of your family? What is one custom in your family?</p> <p><u>Vocabulary:</u> culture city values state language country</p>	<p>Create a Cultural Poster: Students will create a cultural chart displaying the four things that are part of their culture.</p> <p>Have a cultural fair to celebrate diversity with ethnic food, dance, music, and clothing.</p> <p>Create a class/school Multicultural Recipe Book.</p> <p>Draw a picture of your family participating in a custom. Write a caption explaining the custom.</p> <p>Write a narrative about one tradition in your family.</p>	<p><u>Websites:</u> http://www.discoveryeducation.com http://www.examiner.com/article/culturally-diverse-children-s-books</p> <p><u>Books:</u> <i>Houghton Mifflin Social Studies Tennessee</i> (2009) <i>The Sneetches</i> by Dr. Seuss <i>Cultures Around the World</i> by Kelly Doudna <i>Families in Many Cultures Schools in Many Cultures</i> by Heather Adamson</p>

Quarter 1 Weeks 8-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Government</p> <p>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.</p> <p>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.</p>	<p>Guiding Questions: What does the Pledge of Allegiance mean to me?</p> <p>In what ways do citizens show that their state and country are important to them? What are symbols?</p> <p>Why do we have national and state symbols?</p> <p>If you could create a National or State symbol what would it be and why?</p> <p>Vocabulary: flag veteran patriotic</p>	<p>Have students create a picture book using symbols of the U.S. Have children write the name of the symbol below. (ex: flag, bald eagle, etc.)</p> <p>Explain the meanings of selected U.S. and Tennessee patriotic symbols. (Assess)</p> <p>Students design a symbol t-shirt.</p> <p>Create a visual representation such as a graphic organizer of TN Symbols.</p> <p>Write an opinion piece explaining why you think these (TN symbols) are/ are not good choices, including supporting details.</p>	<p>Websites: http://www.discoveryeducation.com/ http://www.brainpopjr.com/ http://www.learninggamesforkids.com/us_state_games/tennessee/ http://www.tn.gov/state-symbols.shtml</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee</i> (2009) <i>The Flag We Love</i> by Pam Munoz Ryan <i>Tennessee Facts & Symbols</i> by Kathy Feeney</p>

Quarter 2 Weeks 1-4

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Geography</p> <p>1.15 Recognize basic map symbols, including references to land, water, cities, and roads.</p> <p>1.16 Define and locate the North and South Poles and the equator.</p> <p>1.17 Identify the shapes of Tennessee and the United States on maps and globes.</p> <p>1.18 Use cardinal directions on maps.</p> <p>1.19 Locate Washington, D.C. and Nashville on a United States map.</p> <p>1.20 Distinguish the difference between a continent, mountain, river, lake, and ocean.</p> <p>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.</p> <p>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</p>	<p>Guiding Questions:</p> <p>How are maps and globes the same?</p> <p>How are maps and globes different?</p> <p>Why do we need maps?</p> <p>What is an atlas?</p> <p>How do we use cardinal directions?</p> <p>How could you find a location without directions?</p> <p>How do map symbols help us locate places on a map?</p> <p>What is a map legend?</p> <p>Which 3 countries make up North America?</p> <p>Which landforms can be found in Tennessee?</p> <p>Which landform would you like to live in? Why is it the best?</p> <p>Which landform would you least like to live in? Why?</p> <p>What are human features?</p>	<p>Compare and Contrast globes and maps using a Venn Diagram.</p> <p>With a friend create a world map or globe and name oceans and continents.</p> <p>Treasure Hunt: Students will look for treasure using a teacher made map.</p> <p>Create a "Me on the Map" Circle Flipbook based on the book <i>Me on the Map</i> by Joan Sweeney.</p> <p>Create and label a compass rose.</p> <p>Students will use map symbols to identify locations on a map.</p> <p>Design a map key for a map of your community.</p> <p>Read a legend and predict distances then measure.</p> <p>Students will locate landforms and oceans in North America using an atlas.</p> <p>Students will label a topography map of Tennessee's three Grand Divisions.</p> <p>Write an Opinion piece of why or why not</p>	<p>Websites:</p> <p>http://www.scholastic.com/play/prestates.htm</p> <p>www.eduplace.com/</p> <p>http://www.discoveryeducation.com</p> <p>Video Reading Rainbow-My America: A poetry Atlas of the United States</p> <p>http://www.eduplace.com/</p> <p>http://discoveryeducation.com/</p> <p>Video: A First Look: Weather</p> <p>http://www.sfsocialstudies.com/</p> <p>http://www.scholastic.com/kids/weather/</p> <p>http://www.discoveryeducation.com/</p> <p>http://video.tnhistoryforkids.org/thfk-13-trek.mov</p> <p>Books:</p>

Quarter 2 Weeks 1-4			
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<p>Lake, Reelfoot Lake, and Clingmans Dome.</p> <p>1.23 Identify the three Grand Divisions of Tennessee on a map and compare and contrast each division's major physical features.</p> <p>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.</p>	<p>How can people change their geography?</p> <p>What is weather?</p> <p><u>Vocabulary:</u> city continent state ocean country equator</p>	<p>you would live on/in a...</p> <p>Compare and contrast physical and human features on a map.</p> <p>Students will create and label a map using symbols to locate human and physical features</p> <p>Create a weather map using symbols, map key, legend.</p> <p>Create a Class Book <i>My Community Book</i> that include climate, human and physical features, food clothing, shelter, transportation and recreation that features our city.</p>	<p><i>Are We There Yet?: Using Map Scales</i> by Gonzales, Doreen Capstone</p> <p><i>V is for Volunteer: A Tennessee Alphabet</i> by Michael Shoulder and Bruce Langton</p> <p><i>Coasts</i> by Sheila Anderson</p> <p><i>Mountains</i> by Sheila Anderson</p> <p><i>Plains</i> by Sheila Anderson</p> <p><i>Plateaus</i> by Sheila Anderson</p> <p><i>Valleys</i> by Sheila Anderson The</p> <p><i>Four Oceans</i> by Will Mara</p> <p><i>Bartholomew and the Ooblek</i> by Dr. Seuss</p> <p><i>My Map Book</i> by Sara Fanelli</p> <p><i>Topographic Maps</i> by Ian F. Mahaney Rosen</p>

Quarter 2 Weeks 5-7			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Government, Civics, History</p> <p>1.25 Identify the current city/county Mayor, Governor, and President, and explain their roles in government. (G,C)</p> <p>1.30 Summarize that voting is a way of making choices and decisions. (G,C)</p> <p>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. (G,C)</p> <p>1.32 Recognize that communities in Tennessee have a local government and compare/contrast this to our state and national government. (G,C)</p> <p>1.39 Use informational text to help describe the importance of celebrating these national holidays. (H)</p>	<p>Guiding Questions: Who is the mayor of Memphis; Governor of Tennessee; and the President of the United States?</p> <p>Why is voting important?</p> <p>Why do we celebrate these national holidays: Columbus Day, Veterans' Day, and Thanksgiving Day?</p> <p>Vocabulary: city governor state country</p>	<p>Compare and contrast our local government with our state and national government.</p> <p>Have student to create their own matching game with the leader titles and pictures of mayor, governor, and president.</p> <p>Have students match the titles to community, state, and country.</p> <p>Use a variety of digital tools to produce and publish an informational text on the importance of the voting process using facts and conclude.</p> <p>Create an October and November calendar using words, numbers, and symbols for National holidays.</p> <p>Create a Fact or Opinion Columbus Day Flip Book</p> <p>Compare and contrast the First Thanksgiving and the way your family celebrates this holiday.</p> <p>Write letters/cards to local Veterans thanking them for their service.</p>	<p>Websites: http://www.brainpopjr.com/ http://discoveryeducation.com/ http://www.brainpopjr.com/socialstudies/holidays/columbusday/ http://www.brainpopjr.com/socialstudies/holidays/thanksgiving/</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee Unit 4 Lessons 3-4 pgs. 144-155</i></p> <p><i>What's a Mayor?</i> by Nancy Harris</p> <p><i>What's a Governor?</i> by Nancy Harris</p> <p><i>What Does the President Do?</i> by Amanda Miller</p> <p><i>In 1492</i> by Jean Marzollo</p> <p><i>H is for Honor</i> by Devin Scillian</p> <p><i>If You Were At the First Thanksgiving</i> by Anne Kamma</p>

Quarter 2 Weeks 8-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Economics</p> <p>1.8 Give examples of products (goods) that people buy and use.</p> <p>1.9 Give examples of services (producers) that people provide.</p> <p>1.10 Explain differences between goods and services and describe how people are consumers and producers of goods and services.</p> <p>1.11 Describe goods and services that are exchanged worldwide.</p> <p>1.12 Examine different types of advertisements used to sell goods and services.</p> <p>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.</p> <p>1.14 Examine and analyze economic concepts including basic needs vs. wants and the factors that could influence a person to use money or save money.</p>	<p>Guiding Questions: Why is it important to have goods, services, and jobs?</p> <p>How do people exchange goods and services?</p> <p>Why do companies advertise? What is the difference between a needs and wants?</p> <p>Vocabulary: Goods Services Consumer Producer Advertisements Needs wants</p>	<p>Create a Need and Wants T-Chart with pictures and words (Distinguish between proper and common nouns).</p> <p>Cut out newspaper and magazine ads. Name the goods or services in each ad.</p> <p>Create an advertisement to persuade consumers via television, radio, or newspaper.</p> <p>Write a persuasive letter to receive a gift of a need and a want.</p>	<p>Websites: Videos The Difference Between Needs and Wants</p> <p>How Our Economy Works: All About Earning and Spending Money http://www.discoveryeducation.com/</p> <p>http://www.brainpopjr.com/</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee Unit 2 Lessons 1-5 pgs. 48-87</i></p> <p><i>The Big Buck Adventure</i> by Shelley Gill</p> <p><i>Round and Round the Money Goes: What Money is and How We Use It</i> by Melvin Berger</p>

Quarter 3 Weeks 1-3

2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History</p> <p>1.35 Place events in students' own lives in chronological order.</p> <p>1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.</p> <p>1.37 Interpret information presented in picture timelines to show the sequence of events and distinguish between past, present, and future.</p> <p>1.38 Compare ways individuals and groups in the local community and state lived in the past to how they live today, including forms of communication, types of clothing, types of technology, modes of transportation, types of recreation and entertainment.</p> <p>1.39 Use informational text to help describe the importance of celebrating these national holidays: Dr. Martin Luther King, Jr. Holiday.</p>	<p>Guiding Questions:</p> <p>How have you changed over time?</p> <p>How has life changed in Memphis from 1912 until now?</p> <p>What do you think Memphis will look like in 10, 50, or 100 years from now?</p> <p>How has technology (communication, computers, transportation, etc.) changed over time?</p> <p>What kinds of technology do we have now that was not available in the past?</p> <p>How do you celebrate Dr. King's birthday?</p> <p>Why serve or volunteer on Dr. King's birthday?</p> <p>Vocabulary: history independence past technology present future transportation communicate</p>	<p>Create a timeline of students' own lives in chronological order.</p> <ul style="list-style-type: none"> Use the following links for timeline and graphic organizers: https://www.teachervision.com/graphic-organizers/printable/6293.html http://timvandevall.com/blank-history-timeline-templates/ <p>Explain information presented in picture timelines to show the sequence of events.</p> <p>Compare the way people, groups in our community and state lived in the past to how they live today in a class book titled, <i>Memphis Then & Now</i>.</p> <p>Create a timeline of Dr. King's life.</p> <ul style="list-style-type: none"> http://timvandevall.com/blank-history-timeline-templates/ <p>Write an acrostic poem about Dr. King. Use the following link for poems:</p> <ul style="list-style-type: none"> http://www.poetry4kids.com/blog/news/celebrate-martin-luther-king-day-with-poetry/ <p>Create a Helping Hand Poster: What is one thing they would like to change (ex. Homelessness, hunger...) and write a few</p>	<p>Websites: http://www.tnhistoryforkids.org/ http://www.discoveryeducation.com http://amhistory.si.edu/onthemove/index.html http://www.brainpopjr.com</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee</i> (2009) <i>Then and Now</i> by Samantha Berger <i>If You Lived 100 Years Ago</i> by Ann McGovern <i>Long Ago and Today</i> by John Serrano <i>Houghton Mifflin Social Studies Tennessee Grade 1, 2009</i> <i>Holiday Lesson</i> p. 212 <i>Martin's Big Words</i> by Doreen Rappaport <i>My First Biography: Martin Luther King, Jr.</i> by Marion Dane Bauer</p>

Quarter 3 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
TNSS 1.RL.7 Use illustration and details in a story to describe its characters, setting, or events.	invention hero equality truth	sentences how you can make a difference.	

Quarter 3 Weeks 4-6			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History</p> <p>1.36 Produce complete sentences to describe people, places, things and events with relevant details that relate to time, including the past, present, and future.</p> <p>1.40 Differentiate between fact and fiction when sharing stories or retelling events using primary and secondary sources.</p> <p>TNSS 1.W.7 Participate in shared research and writing projects.</p> <p>TNSS 1.SL.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>Guiding Questions: How did Tennessee help shape our Nation?</p> <p>How did historical events (<i>American Revolution, Civil War, War of 1812, World War I, Nineteenth Amendment, World War II, and Civil Rights Movement</i>) impact our Nation?</p> <p>Vocabulary: history</p>	<p>Create a fact card or poster board display about one of the historical events in Tennessee or U.S. history.</p> <p>Students will share their knowledge of major events in Tennessee or U.S. history with art, drama, or writing.</p>	<p>Websites: http://www.tnhistoryforkids.org/ https://kids.usa.gov/history/american-history/index.shtml</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee</i> (2009) <i>Tennessee</i> by Julie Murray Abdo & Daughters</p>

Quarter 3 Weeks 7-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>History</p> <p>1.39 Use informational text to help describe the importance of celebrating these national holidays: President's Day.</p> <p>1.41 Identify holidays, historic events, symbols, and famous people from Tennessee. Students will be introduced to the lives of Tennessee leaders and their contributions.</p> <p>1.42 Ask and answer questions about historical events that helped shape our Nation and explain the role Tennessee played in these events.</p> <p>1.43 Through the use of drawings, discussions, or writings, express reasons the contributions made from these Tennessee leaders were important in the development of the state:</p> <ul style="list-style-type: none"> • Nancy Ward • John Sevier • Sam Houston • Sam Davis • Casey Jones • Austin Peay • Anne Dallas Dudley • Cordell Hull • Cornelia Fort • Diane Nash <p>TNSS 1.W.1 Write an opinion piece in which introduce topic supply reasons for opinion and write a closing</p>	<p>Guiding Questions:</p> <p>Why do we celebrate Presidents' Day?</p> <p>If you could talk to Washington or Lincoln what would you ask?</p> <p>Can you identify National and/or Tennessee leaders?</p> <p>What is the meaning of state and national patriotic symbols?</p> <p>Who are leaders?</p> <p>What qualities do leaders have?</p> <p>How did leaders in Tennessee participate in events that impacted our Nation?</p> <p>Vocabulary: leader</p>	<p>If I were President... (Persuasive Writing).</p> <p>Create a Venn Diagram of Washington and Lincoln. Which President do you think was the best? Why?</p> <ul style="list-style-type: none"> • Use the following links for graphic organizers: https://www.teachervision.com/graphic-organizers/printable/6293.html <p>Use drawings, discussions, or writings to express why the Tennessee leaders were important in developing our state and country.</p> <p>Use a graphic organizer to compare and contrast two Tennessee leaders.</p> <ul style="list-style-type: none"> • Use the following link for graphic organizers: http://edhelper.com/teachers/graphic_organizers.htm <p>Create a <i>Tennessee Hall of Fame</i>. Display pictures of TN leaders with short biographies.</p> <p>Students will research the patriotic symbols for the State of TN and United</p>	<p>Research Project: Interpreting Patriotic Symbols</p> <p>Websites: http://www.visit-springfieldillinois.com/Design/Flash/abetrivia.swf http://www.americaslibrary.gov/es/tn/es_tn_subj.html http://www.tnhistoryforkids.org/ http://kidsarepatriots2.ning.com/forum/topics/patriotic-symbols http://www.enchantedlearning.com/history/us/symbols/ http://www.education.com/worksheet/national-symbols/</p> <p>Books: <i>Houghton Mifflin Social Studies Tennessee</i> (2009) <i>Arthur Meets the President</i> by Marc Brown <i>Presidents' Day</i> by Anne Rockwell <i>V is for Volunteer</i> by Michael Shoulders</p>

Quarter 3 Weeks 7-9			
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<p>sentence.</p> <p>TNSS 1.RIT.10 With prompting & support, read informational texts appropriately complex for grade 1.</p> <p>TNSS 1.W.7 Participate in shared research and writing projects.</p>		<p>States of America.</p> <p>Create an artistic representation (drawing, model, costume, etc.) of a patriotic symbol. Write sentences explaining the meaning of it. Present the information to the class.</p>	

Quarter 4 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Geography, Economics, Global Issues</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Guiding Questions:</p> <p>How is our land used in Tennessee?</p> <p>What are natural resources?</p> <p>What are artificial features of the Earth?</p> <p>Which major products and industries are located in our city and state?</p> <p>How can we make our community a better place to live?</p>	<p>Students will cut out magazine pictures that represent natural goods and finished products. Then sort them in the correct location.</p> <p>Graphic organizers: http://www.eduplace.com/graphicorganizer/</p> <p>Students will research natural resources in TN. and use multimedia to display their knowledge.</p> <p>Read informational texts about major products and industries found in Tennessee: coal mining, music, tourism, automobile manufacturing, and the</p>	<p>Websites:</p> <p>http://www.maps.com/ref_map.aspx?pid=12745</p> <p>http://www.discoveryeducation.com</p> <p>http://www.tnhistoryforkids.org/</p> <p>http://www.tnhistoryforkids.org/</p> <p>http://www.kidport.com/</p> <p>http://www.enchantedlearning.com/</p> <p>http://www.epa.gov/students/index.html</p>

Quarter 4 Weeks 1-3			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>TNSS 1.RIT.1 Ask and answer questions about key details in a text.</p> <p>TNSS 1.RIT.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>TNSS 1.RIT.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><u>Vocabulary:</u> natural resources artificial features recycle</p>	<p>farming of tobacco, soybeans, cotton, cattle, and walking horses.</p> <p>Create an agriculture/industry map of TN. Students will be able to create an agricultural/industry map featuring major products and industries in TN.</p> <p>Students will discuss one global concern for TN. (ex: pollution) Have students draw a cartoon strip of how pollution harms TN. (water, plants, animals, people)</p> <p>Use the following links for comic/cartoon template:</p> <ul style="list-style-type: none"> • http://www.readwritethink.org/files/resources/interactives/comic/ • http://www.havefunteaching.com/worksheets/writing-worksheets/comic-strip-worksheets <p>Create a Cause and Effect Flip Chart. Students will list the causes and effects of global concerns.</p>	<p><u>Books:</u> <i>Peter's Place</i> by Sally Grindley</p> <p><i>What if Everybody Did That?</i> by Ellen Javernick</p> <p><i>The 3 R's: Reduce, Reuse, Recycle</i> by Nuria Roca</p>

Quarter 4 Weeks 4-6			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture, Geography, Economics</p> <p>1.1 Explain with supporting details the culture of a specific place.</p> <p>1.3 Re-tell stories from folk tales, myths, and legends from other cultures.</p> <p>1.11 Describe goods and services that are exchanged worldwide.</p> <p>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.</p> <p>TNSS W1.2 Write an informative text in which they name a topic, supply some facts about the topic and provide some sense of closure.</p>	<p>Guiding Questions: How is the honored country like Memphis, Tennessee?</p> <p>How is the honored country different from Memphis, Tennessee?</p> <p>Vocabulary: country culture language</p>	<p>Students will locate honorary country on a map.</p> <p>Compare and contrast the honored country's culture (language, geographic features, climate, symbols, products, economy, etc.) to our country's culture.</p> <p>Use the following link for graphic organizers: http://edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.studenthandouts.com/graphicorganizers.htm</p>	<p>Websites: http://www.africanapril.org</p> <p>http://edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.studenthandouts.com/graphicorganizers.htm</p> <p>Books: Africa in April Curriculum Guide</p>

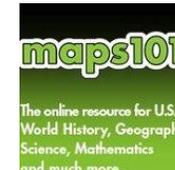
Quarter 4 Weeks 7-9			
2014-2015 TN State Standards (TNSS)	Guiding Questions/ Vocabulary	Assessment/ Activities	Instructional Resources
<p>Culture, Geography, Economics, History</p> <p>1.1 Explain with supporting details the culture of a specific place.</p> <p>1.3 Re-tell stories from folk tales, myths, and legends from other cultures.</p> <p>1.11 Describe goods and services that are exchanged worldwide.</p> <p>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.</p> <p>1.39 Use informational text to help describe the importance of celebrating these national holidays: Memorial Day and Independence Day.</p> <p>TNSS 1.RIT.1 Ask and answer questions about key details in a text</p> <p>TNSS 1.RIT.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Guiding Questions: Which products/services do we exchange with the Memphis in May honored country?</p> <p>How are we alike and different from the Memphis in May honored country?</p> <p>Why do we celebrate Memorial Day?</p> <p>Why do we celebrate Independence Day?</p> <p>Vocabulary: country patriotic culture veteran language history independence</p>	<p>Memphis in May Curriculum Guide</p> <p>Create a book comparing and contrasting Memphis, TN to the Memphis in May honored country. (Assess)</p> <p>Graphic organizers:</p> <ul style="list-style-type: none"> http://www.eduplace.com/graphic_organizer/ http://edhelper.com/teachers/graphic_organizers.htm <p>Locate the Memphis in May honored country on a map/globe.</p> <p>Students will discuss and list ways we honor veterans.</p> <p>Make a Poster: Students will create a poster to commemorate Memorial Day and Independence Day. Students will use patriotic symbols to design the posters.</p>	<p>Websites: http://www.eduplace.com/graphicorganizer/</p> <p>http://edhelper.com/teachers/graphic_organizers.htm</p> <p>http://www.memphisinmay.org</p> <p>Books: Memphis in May Curriculum Guide</p>

Tool Box



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