



Knob Noster R-VIII School District

We exist to empower learning through success for every student.

Social Studies Curriculum

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- [1. Analyze the period of Reconstruction to determine its effect on separation of powers, checks & balances, power of the central Govt.](#)
- [2. Explain the varying impact of industrialization on culture, work, education and other social institutions](#)
- [3. Evaluate the impact of US participation in WWI and the resulting peace efforts.](#)
- [4. Evaluate how the programs and policies of the New Deal and changed the relationships among the govt, groups, and individuals.](#)
- [5. Evaluate the motivations for US abandonment of isolationism and entry into WWII.](#)

[American History II Year At-A-Glance:](#)

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[Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War.](#)

[US1 - 5. Evaluate the motivations for US abandonment of isolationism and entry into WWII.](#)

[Trace changes in military strategies and technologies as a response to the challenges of the Cold War.](#)

[Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.](#)

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[Government](#)

[Analyze the Enlightenment, Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.](#)

[Describe and give examples of how the constitutional principle of checks and balances and election methods limit the powers of government and leaders](#)

[Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.](#)

[Explain the powers and responsibilities of citizens and institutions to address and solve problems.](#)

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[Western Civilization](#)

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[Standard 2: Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.](#)

[Standard 3: Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.](#)

[Standard 4: Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today.](#)

[AP European History Year At-A-Glance:](#)

[AP European History](#)

[Standard 1: Analyze the historical context of the Protestant Reformation and the Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.](#)

[Standard 2: Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.](#)

[Standard 3: Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.](#)

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[Standard 4: Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today.](#)

[Sociology Year At-A-Glance:](#)

[Sociology](#)

[Standard 1: Students will identify, differentiate among, and apply a variety of sociological theories.](#)

[Standard 2: Students will describe the components of culture.](#)

[Standard 3: Students will describe the process of socialization across the life course](#)

[Standard 4: Students will respond to family problems](#)

[Psychology Year At-A-Glance:](#)

[Psychology](#)

[Scientific Inquiry Major Subfields within Psychology 2.3 - Identify the important role psychology plays in benefiting society and improving people's lives.](#)

[Biopsychology 1.3 - Differentiate between the structures and functions of the various parts of the central nervous system](#)

[Development and Learning 1.3 - Apply classical and operant conditioning to everyday life](#)

[Individual Variations 1.2 - Explain cognitively based theories of motivation.](#)

[Contemporary Issues:](#)

[Contemporary Issues](#)

[Standard 1: Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation.](#)

[Standard 2:enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings.](#)

[Standard 3: enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.](#)

| Social Studies Priority Standards (Quick Look) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|
| KG | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| The student will be able to understand the principles of community and citizenship. | IR | R | R | R | R | R | R | R | R | | | | |

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| | | | | | | | | | | | | | |
|--|----|---|---|---|---|-----|---|---|---|-----|-----|-----|--|
| The student will be able to identify geographical tools. | IR | I | R | R | R | I/R | R | R | R | | | | |
| Identify the flag as a symbol of our nation. | I | R | R | R | R | | | R | | | | | |
| Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc. | I | R | R | R | R | | | | | | | | |
| 1st Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| The student will explain how we all take part in our culture, community, and government. | I | R | R | R | R | R | R | | R | | | | |
| Explain how laws and rules are made and changed to promote the common good | I | R | R | R | R | | | R | | | | | |
| List the rights and responsibilities of citizens | | I | R | R | R | | | R | | | | | |
| Recognize and explain the significance of the following national symbols: • Statue of Liberty | | I | R | R | R | | | | | | | | |
| Examine how individual rights are protected | | I | R | R | R | | | I | | | | | |
| Describe the relationships among consumers, consumption, producers and production | | I | R | R | R | | | R | | | | | |
| 2nd Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. | | | I | R | R | R | R | R | R | | | | |

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| | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|-----|-----|-----|--|
| The student will be able to explain the rights and responsibilities of citizens. | I | R | R | R | R | R | R | R | R | | | | |
| The student will be able to utilize information from maps and globes. | | I | R | R | R | R | R | R | R | | | | |
| 3rd Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| Knowledge of continuity and change in the history of Missouri and the United States | | | I | R | R | R | R | R | R | | | | |
| The student will be able to analyze the principles and processes of governance systems. | | | I | R | R | R | R | R | R | | | | |
| The student will be able to analyze economic concepts and principles. | | I | R | R | R | R | R | R | R | | | | |
| The student will be able to describe geographical elements that affect changes in society and the environment. | | | I | R | R | R | R | | R | | | | |
| 4th Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | | | | | | R | R | R | R | | | | |
| The student will be able to analyze major elements of geographical study and their relationship to changes in society and the environment. | | | | | I | R | R | R | R | | | | |
| The student will be able to evaluate the principles expressed in documents shaping a republic in the United States. | | | | | I | R | | R | R | | | | |
| The student will be able to interpret the principles of economic concepts. | | I | R | R | R | R | R | R | R | | | | |

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| 5th Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
|---|---|---|---|---|---|---|-----|-----|---|-----|-----|-----|--|
| Summarize and explain major documents in U.S. history. | | | | | | R | | R | R | | | | |
| Identify political, economic and social causes of major conflicts after 1800. | | | | | | R | | R | R | | | | |
| Explain economic concepts and factors that influence the nation. | | | | | | R | | R | R | | | | |
| Recognize and describe geographic impact on U.S. history. | | | | | | R | | | R | | | | |
| Identify and select sources to create and present a product of social science inquiry. | | | | | | R | R | | R | | | | |
| 6th Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| SS 1 Geographical Study | | | | | | | R | | | | | | |
| SS 2 Continuity and Change | | | | | | | R | | | | | | |
| SS 3 People, Groups, and Cultures | | | | | | | R | | | | | | |
| SS 4 Classical Civilizations | | | | | | | I,R | | | | | | |
| SS 5 Middle Ages | | | | | | | I,R | | | | | | |
| SS 6 The Renaissance and the Age of Exploration | | | | | | | I,R | | | | | | |
| SS 7 Latin America and Canada | | | | | | | I,R | | | | | | |
| 7th Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| SS 1: Knowledge of the principles expressed in documents shaping republic in the United States. | | | | | | | | I/R | | | | | |
| SS 1B: Role of citizens, government, and constitutional principles | | | | | | | | I | | | | | |

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|--|---|---|---|---|---|---|---|---|-----|-----|-----|-----|--|--|
| SS1C. Understanding of the main purposes of United States documents | | | | | | | | | I/R | | | | | |
| SS2. Processes of governmental systems | | | | | | | | | I | | | | | |
| SS4. Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | | | | | | | | | I | | | | | |
| SS6D. Knowledge of how needs of individuals are met and values taught | | | | | | | | | I | | | | | |
| SS7A. Identify, select, use, analyze and create appropriate resources, primary and secondary, for social science inquiry | | | | | | | | | R | | | | | |
| 8th Grade | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | | |
| SS 3a Knowledge of continuity and change in the history of Missouri and the United States | | | | | | | | | | R | | | | |
| SS 4 Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) | | | | | | | | | | R | | | | |
| SS 5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment | | | | | | | | | | R | | | | |
| SS 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions | | | | | | | | | | R | | | | |
| SS 7 Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents) | | | | | | | | | | R | | | | |

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| <u>American History I</u> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
|--|---|---|---|---|---|---|---|---|---|-------|-------|-----|--|
| 1. Analyze the period of Reconstruction to determine its effect on separation of powers, checks & balances, power of the central Govt. | | | | | | | | | | I/R/M | | | |
| 2. Explain the varying impact of industrialization on culture, work, education and other soc institutions | | | | | | | | | | I/R/M | | | |
| 3. Evaluate the impact of US participation in WWI and the resulting peace efforts. | | | | | | | | | | I/R/M | | | |
| 4. Evaluate how the programs and policies of the New Deal and changed the relationships among the govt, groups, and individuals. | | | | | | | | | | I/R/M | | | |
| 5. Evaluate the motivations for US abandonment of isolationism and entry into WWII. | | | | | | | | | | I/R/M | | | |
| <u>American History II</u> | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
| Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War. | | | | | | | | | | | I/R/M | | |
| Trace changes in military strategies and technologies as a response to the challenges of the Cold War. | | | | | | | | | | | I/R/M | | |
| Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. | | | | | | | | | | R | R | M | |

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| Government | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | AH1 | AH2 | GOV | |
|---|---|---|---|---|---|---|---|---|---|-----|-----|-----|--|
| Apply the concepts of due process of law, popular sovereignty, rule of law, representation, and federalism to explain the purpose and legacy of the Constitution. | | | | | | | | I | | R | R | M | |
| Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals. | | | | | | | | I | | | | R/M | |
| Analyze the Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence. | | | | | | | | I | | | | R/M | |
| Describe and give examples of how the constitutional principle of checks and balances limits the powers of government and leaders. | | | | | | | | I | | R | R | M | |
| Compare the various processes pertaining to the selection of political leaders at the federal, state, and local level. | | | | | | | | I | | R | R | M | |
| Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. | | | | | | | | I | | R | R | M | |
| Explain the powers and responsibilities of citizens and institutions to address and solve problems. | | | | | | | | I | | R | R | M | |

I – Introduce R – Reinforce M – Mastery O – Optional for grade level

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KG Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> Community and Citizenship | <ul style="list-style-type: none"> Community and Citizenship |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Geography | <ul style="list-style-type: none"> Geography |

| Kindergarten | | | | Last Revised (Date & Name): 9/26/18 Barker/Jenkins | |
|---|-------------------------|---|--|--|--|
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments | |
| The student will be able to understand the principles of community and citizenship. | | <ul style="list-style-type: none"> I can identify why rules are made I can explain how to resolve disputes peacefully. I can describe the work that people do and their contribution to the community. I can recite the pledge with a group. I can identify the American flag. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Beginning of Year School Activities - teach EVERY rule (all areas) Leader in Me 7 Habits Daily pledge & Veteran's Day Assembly | |
| The student will be able to identify geographical tools. | | <ul style="list-style-type: none"> I can identify a globe and various types of maps. I can identify parts of maps. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> When people move in or out we discuss where they're going or where they came from. | |

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1st Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|--|--|
| <ul style="list-style-type: none"> Rules and Laws | <ul style="list-style-type: none"> Cultural Awareness |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Historical Figures | <ul style="list-style-type: none"> National Symbols |

| <u>1st Grade</u> | | | Last Revised (Date & Name): 9/26/18 Smith | |
|--|-------------------------|--|--|--|
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |
| The student will explain how we all take part in our culture, community, and government. | | <ul style="list-style-type: none"> I can explain how rules and laws help the common good. I can observe how people in various cultures have common needs that are met in different ways. I can research an American historical figure and explain their contributions to our country. I can research and explain the significance of national symbols. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Discussing classroom/school rules and how to follow them. Leader in Me. Famous Americans project Holidays & celebrations Reading series connections Group research projects over symbols |

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2nd Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|--|---|
| <ul style="list-style-type: none"> Historical Documents | <ul style="list-style-type: none"> Citizenship |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Geography | <ul style="list-style-type: none"> Economics |

| | | | | |
|--|-------------------------|------------------|---|--|
| <u>2nd Grade</u> | | | Last Revised (Date & Name): 9/26/18 McCulloch | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| | | | | |
|---|--|--|--|--|
| Knowledge of the principles expressed in documents shaping constitutional democracy in the United States. | | <ul style="list-style-type: none"> I can identify and explain the role of citizens and governments in carrying out the principles of a republic. I can define the purpose of United States documents. Examine how individual rights are protected within a community. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Leader in Me & Wonders activities Wonders story over Constitution & Bill of Rights Wonders |
| The student will be able to explain the rights and responsibilities of citizens. | | <ul style="list-style-type: none"> I can explain the rights of citizens. I can explain the importance of the Pledge of Allegiance. I can explain the importance of promoting the common good. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Wonders & Leader in Me Dissect the words & meanings of the pledge Leader in Me |
| The student will be able to utilize information from maps and globes. | | <ul style="list-style-type: none"> I can construct a map. I can locate the world's seven continents and five oceans. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Create a map of the classroom Label a blank world map |
| The student will be able to explain basic economic concepts. | | <ul style="list-style-type: none"> I can apply basic economic concepts. I can demonstrate the importance of cost benefit analysis. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Wonders Around Christmas - wants vs. needs and cost Role play scenarios |

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3rd Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|--|
| <ul style="list-style-type: none"> • Citizenship • Missouri Mapping Skills | <ul style="list-style-type: none"> • Missouri History |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> • Missouri Government • Missouri Symbols | <ul style="list-style-type: none"> • Famous Missourians |

| | | | | |
|--|-------------------------|------------------|--------------------------------------|--|
| <u>3rd Grade</u> | | | Last Revised (Date & Name): 11/28/18 | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| | | | | |
|--|---|--|--|--|
| Knowledge of continuity and change in the history of Missouri and the United States | Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment | <ul style="list-style-type: none"> I can describe ways Missourians have interacted, survived, and progressed from the distant past to present times. I can describe the explorations, discoveries, and settlements of Missouri and the United States. Knowledge of relationships of the individual and groups to institutions and cultural traditions I can summarize the Westward Expansion and settlements in the United States. I can evaluate the causes and consequences of the Civil War. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Westward expansion journal Cause and effect chart for Civil War |
| The student will be able to analyze the principles and processes of governance systems. | Knowledge of the rights and responsibilities of citizens. | <ul style="list-style-type: none"> I can analyze peaceful resolutions. I can describe the process of the governmental systems. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Three branches of government tree or chart |
| The student will be able to analyze economic concepts and principles. | Knowledge of basic economic concepts. | <ul style="list-style-type: none"> I can explain basic concepts of economics and their historical and current events. I can explain various types of taxes and their purposes. I can interpret the consequences of personal and public economics decisions. | <ul style="list-style-type: none"> Formative teacher observations | <ul style="list-style-type: none"> Economic fair |
| The student will be able to describe geographical elements that affect changes in society and the environment. | Knowledge of information from maps and globes. | <ul style="list-style-type: none"> I can illustrate geographical elements to understand the concept of location. I can understand the concept of location to make predictions about change. | <ul style="list-style-type: none"> Formative teacher observations | |

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4th Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|--|--|
| <ul style="list-style-type: none"> Government | <ul style="list-style-type: none"> Economics |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Geography | <ul style="list-style-type: none"> Cultural History |

| | | | | |
|--|-------------------------|------------------|--|--|
| <u>4th Grade</u> | | | Last Revised (Date & Name): 11/28/18 Hammond | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| Knowledge of the principles expressed in documents shaping constitutional democracy in the United States | Knowledge of continuity and change in the history of Missouri and the United States | <ul style="list-style-type: none"> • Knowledge of economic concepts and principles | <ul style="list-style-type: none"> • Formative teacher observations | <ul style="list-style-type: none"> • Activities involving the Constitution, Bill of Rights, Declaration of Independence, etc. |
| The student will be able to analyze major elements of geographical study and their relationship to changes in society and the environment. | | <ul style="list-style-type: none"> • I can read and construct maps while describing the relationship between and among places. • I can explain the concept of location to make predictions and solve problems. • I can compare relationships between regions. | <ul style="list-style-type: none"> • Formative teacher observations | <ul style="list-style-type: none"> • Wonders stories hit different regions • Regions activities |
| The student will be able to evaluate the principles expressed in documents shaping a republic in the United States. | | <ul style="list-style-type: none"> • I can compare the functions of the three branches of state government. • I can explain the purpose of the Constitution and the Bill of Rights. | <ul style="list-style-type: none"> • Formative teacher observations | <ul style="list-style-type: none"> • Interactive Notebooks • Review basics of historical documents |
| The student will be able to interpret the principles of economic concepts. | | <ul style="list-style-type: none"> • I can explain supply and demand. • I can explain how decisions of households, businesses, and government affect one another. | <ul style="list-style-type: none"> • Formative teacher observations | <ul style="list-style-type: none"> • Economics trade fair • Closed reads • Sorts |
| The student will be able to justify the continuity and change in the history of Missouri and the United States. | | <ul style="list-style-type: none"> • I can describe ways Missourians have interacted, survived, and progressed from the distant past to present times. • I can describe the explorations, discoveries, and settlements of Missouri and the United States. • I can summarize the Westward Expansion and settlements in the United States. • I can evaluate the causes and consequences of the Revolutionary War. | <ul style="list-style-type: none"> • Formative teacher observations | <ul style="list-style-type: none"> • Westward Expansion journals • Revolutionary War notebooks |

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5th Grade Year At-A-Glance: Pacing Guide

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> • Geography • Pre Revolutionary War Review (Native Americans, exploration, and colonization) | <ul style="list-style-type: none"> • Revolutionary War and Government • Westward Expansion |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> • Civil War • World War 1 • World War 2 • Cold War | <ul style="list-style-type: none"> • Civil Rights Movement • Social Science Inquiry Project |

5th Grade

Last Revised (Date & Name): 1-7-2019 Plowman

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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| Analyze the difference between primary and secondary sources in historical and modern contexts. | | <ul style="list-style-type: none">I can research stories and songs that reflect the cultural history of the United States 1800-2000. (6C) | <ul style="list-style-type: none">Quarter 2 CFA | <ul style="list-style-type: none">Interactive Notebook |
| Identify causes of major conflicts after 1800. | | <ul style="list-style-type: none">I can examine the changing roles among Native Americans, Immigrants, and African Americans, women, and others from 1800-2000. (6E) | <ul style="list-style-type: none">Quarter 3 CFA | |

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| <p>Explain economic concepts and factors that influence the nation.</p> | | <ul style="list-style-type: none"> • I can explain how scarcity, supply and demand, opportunity cost, and other economic concepts affect our nation's past, present, and future. (4A) • I can apply the principles of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights to the historical time periods being studied and to current events. (1A, B and C) • I can distinguish between powers and functions of local, state, and national government in the past and present. (2D) • I can explain how scarcity, supply and demand, opportunity cost, and other economic concepts affect our nation's past, present, and future. (4A) • I can identify political, economic, and social causes and consequences of the Civil War and Reconstruction. (3G) • I can explain factors past and present that influence changes in our nation's economy. (4D) • I can identify political, economic, and social causes and consequences of World War I. (3 I) • I can explain factors past and present that influence changes in our nation's economy. (4D) • I can identify political, economic, and social causes and consequences of the Cold War. (3 I) • I can explain factors past and present that influence | <ul style="list-style-type: none"> • Quarter 3 CFA | |
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| | | changes in our nation's economy. (4D) | | |
| Recognize and describe geographic impact on U.S. history. | | <ul style="list-style-type: none"> I can use geography to understand past events, explain present conditions, and prepare for the future. (5A) I can construct maps for relevant social studies topics. (5A) I can name and locate specific regions, states, capitals, river systems, and mountain ranges in the United States based on historical or current topics. (5B) I can locate and describe real place using absolute and relative location. (5B) I can describe different regions of the United States and analyze how their characteristics affect people who live there. (5F) | <ul style="list-style-type: none"> Quarter 1 CFA | |
| Identify and select sources to create and present a product of social science inquiry. | | <ul style="list-style-type: none"> I can analyze ways by which citizens have effectively voiced opinions, monitored government, and brought about change both past and present. (1D) | <ul style="list-style-type: none"> Rubric for Living Museum | <ul style="list-style-type: none"> Living Museum Project |

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6th Grade Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> • Geography and Early Humans | <ul style="list-style-type: none"> • Early River Civilizations • Classical Civilizations |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> • Middle Ages • Renaissance and the Age of Exploration | <ul style="list-style-type: none"> • Sub Saharan Africa • Mesoamerica • Andean South America |

6th Grade

Last Revised (Date & Name):

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| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |
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| SS 1 Geographical Study | | <ul style="list-style-type: none"> I can use geography to understand past events, explain present conditions, and prepare for the future. (1:1E) I can construct and utilize maps for relevant social studies topics. (3:1A) I can name and locate specific regions, major geographical landforms, locations of river civilizations and trade routes of ancient world. (3:1E,F) I can locate and describe real place using absolute and relative location. (3:1A) I can describe different regions and analyze how their characteristics shaped the civilizations located there. (3:2C) | <ul style="list-style-type: none"> Teacher created map practice with scenarios Pacing Guide Teacher created tests and quizzes. | <ul style="list-style-type: none"> Historical Maps practice and questions. Student created maps of varied topics; classroom, school, bedroom, etc. Standard geographical maps worksheets with identifying and labeling landforms, bodies of water, etc. Blindfolded directions game for absolute and relative locations. Classroom discussion and National Parks Service Archaeology game. |
| SS 2 Continuity and Change | | <ul style="list-style-type: none"> I can create tools to analyze chronological sequence of man's cultural development. (1:1A) I c I can explain the concept of economic surplus and the emergence of specialization.(4:2A) I can identify polytheism and monotheism and explain their importance to early human civilizations. (5:2A) I can identify the social institutions created in partnership with organized settlements. (5:4C) I can identify and explain the emergence of multiple governance systems.(2:2A) | <ul style="list-style-type: none"> Pacing Guide Teacher created tests and quizzes. Exit ticket checks of understanding for classroom discussions and lecture. | <ul style="list-style-type: none"> Create a timeline of given events and place them in correct sequence. Use timeline to create questions to be shared with class and answerable using the timeline. Create a flowchart detailing the chronological events from early man and evolving technology to the Agricultural Revolution and through the emergence of specialization with examples. Textbook with Close Reading and outlining. |

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| SS 3 People, Institutions, and Cultures | | <ul style="list-style-type: none">• I can describe the physical characteristics of the river valleys that supported the rise of the early civilizations. (3:2A)• I can analyze the characteristics of the major river civilizations; Mesopotamia, Egypt, India, and China for their similarities and differences. (3:2B)• I can explain the functions and structures of city-states and monarchies. (2:2A)• I can analyze the technological and artistic advances of the river civilizations and provide modern examples of their influence. (5:2D) | <ul style="list-style-type: none">• Pacing Guide• Venn Diagram or Column charts for comparing and contrasting various civilizations.• GRAPES Chart quizzes and tests.• Dig report sheet. | <ul style="list-style-type: none">• Create a poster or infographic of a given ancient river civilizations with details to be shared and compared with other group posters.• Examine the beginnings of written language and explore how this affected the progress of civilization. Practice cuneiform and hieroglyphic writing.• Continuous update of GRAPES chart, choosing, classifying, and recording details of each civilization.• Student created, teacher led, graphic organizers.• Archaeology dig for discovering, recording, and classifying “artifacts”, as a means to learn about the past.• Study of Seven Wonders of the Ancient World: video, maps, and researching modern architecture that displays their influence. |
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| <p>SS 4 Classical Civilizations</p> | | <ul style="list-style-type: none"> I can explain the origins of the Greek culture and the contributing cultures. (1:3A, 1:3B) I can apply the significance of physical geography to the development of government to explain why Athens was the birthplace of democracy. (3:3A, 3:3B) I can recognize the differences between direct democracy and representative democracy. (2:3B) I can analyze the differences between the city-states of Athens and Sparta to understand and explain the reasons for conflict between them and the other city-states. (1:3B) I can identify trade relationships and their influence on the classical Greeks. (4:3A) I can identify the achievements of the classical Greek culture and their influence on modern history. (5:3A, 5:3B) I can explain the origins of the Roman Republic and the contributing cultures. (1:3A, 1:3B) I can analyze and explain the effects of geographical location to the success of the Roman Republic as masters of the Mediterranean region. (4:3A, 4:3C) I can explain the structure of the government of the Roman Republic. (2:3A, 2:3C) I can describe the forces | <ul style="list-style-type: none"> Pacing Guide GRAPES quizzes and graphic organizer quizzes. Teacher created quizzes and tests including crossword puzzles for vocabulary. Student created visual graphic organizer. CFA CFA Link (Permission Needed) Exit tickets for comprehension checks. Teacher created end of unit test or GRAPES test. Student choice. | <ul style="list-style-type: none"> Student created charts comparing and contrasting Sparta and Athens. Comic book readings and comparisons from the 10 Minute History Series. Information added to GRAPES Charts. Examination of the invention of catapults, build a catapult, experiment on website with manipulating variables to change outcomes and put into practice with student created catapults. Textbook reading with Close notes and questions. Students will create a visual graphic organizer with a list of required elements to be explained and illustrated as the major points of information about the civilization. Venn diagram comparing and contrasting the Roman and US Republics Roman Empire webquest Textbook reading, surfing game to check for comprehension. Flowcharts comparing and contrasting the Roman Republic and the U.S. Map practice for examination of the depth of empire, trade |
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| | | <p>leading to the end of the Republic and the subsequent rise of the Roman Empire. (5:4C)</p> <ul style="list-style-type: none">• I can trace the convergence of religious beliefs into the Roman Empire and their effects on the society. (5:3C, 5:3D)• I can analyze the scientific, artistic, and intellectual achievements of the Roman Empire and the legacy to the modern world. (5:3A, 5:3B)• I can determine the relationships and causes for the fall of the Roman Empire and the resulting shift to the Middle Ages. (2:4C, 1:4A) | | <p>routes, and spread of culture.</p> <ul style="list-style-type: none">• Continuing GRAPES charts. |
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| SS 5 Middle Ages | | <ul style="list-style-type: none"> I can explain the consequences of the fall of the Roman Empire and analyze how this led to the rise of feudalism. (1:4A) I can explain the connections between social classes in the feudal system and how it met their needs. (5:4D) I can explain the effects of the Crusades on cultural and religious outlooks prior to the beginning of the Renaissance. (5:4D) I can analyze the factors that led to the decline of the feudal system, including technology, empire building, the effects of the Black Death, and the influence of Islam and the Crusades. (5:4A, 1:4B, 1:4C) | <ul style="list-style-type: none"> Pacing Guide Graphic organizer quizzes. Student researched, chosen, and created medieval castle model. | <ul style="list-style-type: none"> Textbook reading with Close notes. Examine and evaluate primary source documents and artifacts for historical information drawing conclusions. Black Death interactive game. Castle presentations. |
| SS 6 The Renaissance and the Age of Exploration | | <ul style="list-style-type: none"> I can trace the effects of the Crusades and Islam to an awakening of learning and new attitudes to the role of government in Europe. (1:4C) I can describe the changing role of the Catholic Church and people's movement towards Humanism and scientific discovery. (2:4C) I can identify the European explorers, the countries they represented, and the new geographic regions they discovered and claimed for empire expansion and colonization. (3:2B) | <ul style="list-style-type: none"> Pacing Guide Crossword vocabulary checks. | <ul style="list-style-type: none"> Kids Discover reading and questions. Create an Explorer's chart of the major countries and explorers that discovered the new world. Comparing and contrasting their routes, discoveries, and the countries they represented. Map examination and practice. Graphic organizers. |

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| SS 7 Africa and sub Saharan Cultures | | <ul style="list-style-type: none"> I can identify the major empires in sub Saharan Africa and their economic contributions to trade. (1:4B) I can explain the effects of the Crusades and the Black Death on the expansion of these empires and the spread of Islam. (1:4B, 1:4C) I can explain how increased trade between Africa and the European kingdoms expanded the flow of knowledge and ideas. (1:4B) | <ul style="list-style-type: none"> Pacing Guide Map quiz. | <ul style="list-style-type: none"> Kids Discover reading and vocabulary. Textbook reading and Close notes. Map practice and study. |
| SS 8 Mesoamerica and Andean South America | | <ul style="list-style-type: none"> I can list, describe, and compare the major Indian cultures of Mesoamerica and Andean South America. (1:4D), (3:2B) I can analyze the effects of the introduction of Christianity on the native populations. (2:4C) I can explain how the characteristics of the Indian cultures were connected to their environment and experiences. (3:2C) (3:2A) I can trace the current political issues of these regions to the past experiences of the native populations and their interactions with the European explorers. (1:5A) | <ul style="list-style-type: none"> Pacing Guide Latin America map quizzes Create a three column chart comparing and contrasting the Inca, Maya, and Aztec civilizations. | <ul style="list-style-type: none"> Kids Discover reading and questions. Map practice. Video introduction. Latin America webquest Research influences on modern language, customs, and foods in the U.S. Create a Mexican Sugar Skull. |

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7th Grade Year At-A-Glance: Pacing Guide

| Quarter 1 | Quarter 2 |
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| <ul style="list-style-type: none"> Citizenship and Society - Diversity and Citizenship Rights, Duties, and Responsibilities | <ul style="list-style-type: none"> Laws, the Criminal Justice System and Individual Rights |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Foundations of U.S. Government- Origin of Rights and Declaration of Independence | <ul style="list-style-type: none"> Structure of Constitution, Bill of Rights Applied |

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| <u>7th Grade</u> | | | Last Revised (Date & Name): Moore 1-7-2019 7th SS CFA Proficiency Scale Common Formative Assessments | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments Proficiency Scale |

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| <p>SS1: Knowledge of the principles expressed in documents shaping republic in the United States.</p> | | <ul style="list-style-type: none"> I can create diagrams depicting the principles of limited government found in the Constitution including the checks and balances system, separation of powers, and federalism. I can identify violations of rights and which amendments protect those rights. I can describe the Great Compromise and its' impact on the design of the legislative branch in the Constitution. I can use a flowchart dealing with the Amendment process found in Article V of the Constitution to answer questions about the Amendment process. I can identify those amendments/rights which make up the Bill of Rights. I can describe the three ways in which the Constitution is made to be flexible. I can use pertinent vocabulary correctly to describe various concepts. | <ul style="list-style-type: none"> Teacher created quizzes and tests. Diagrams demonstrating the three principles of limited government. (Separation of powers and Checks and Balances; and Federalism with examples) Apply rights guaranteed in the Bill of RIghts to everyday situations. Develop a flow chart describing the steps in the adult criminal justice system identifying constitutions rights and Supreme court cases clarifying those protections. Using a flowchart depicting the Amendment process students will answer questions either verbally or on a teacher made test or quiz. Diagram showing the make-up and result of the Great Compromise. | <ul style="list-style-type: none"> Diagrams demonstrating the three principles of limited government. (Separation of powers and Checks and Balances; and Federalism with examples) Apply rights guaranteed in the Bill of RIghts to everyday situations. Develop a flow chart describing the steps in the adult criminal justice system identifying constitutions rights and Supreme court cases clarifying those protections. |
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| <p>SS1B. Role of citizens, government, and constitutional principles</p> | | <ul style="list-style-type: none">• Using U.S. Census statistics, I can identify tendencies and trends in American society since 1780.• I can describe the concepts which unite American society.• I can describe the impact of Immigration on diversity in American society.• I can explain the socialization process in American society.• I can list the social institutions found in all societies and explain how they meet needs and teach values.• I can explain the rights, duties, and responsibilities of citizenship in American society.• I can use pertinent vocabulary correctly to describe various concepts.• I can apply knowledge of rights, duties, and responsibilities of citizens needed to carry out principles found in the Declaration of Independence, the Constitution, and Bill of Rights. | <ul style="list-style-type: none">• Teacher created scenarios.• Teacher created tests and quizzes.• Formative assessment during class discussion. | <ul style="list-style-type: none">• Apply rights guaranteed in the Bill of Rights to everyday situations. In everyday scenarios, identify rights being violated and the Amendment which protect those rights.• White-board formative assessment.• “Roll the Dice” activity |
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| <p>SS1C. Understanding of the main purposes of United States documents</p> | | <ul style="list-style-type: none">• I can explain the main purpose of the Declaration of Independence, The U.S. Constitution, and the Bill of Rights.• I can apply knowledge of rights, duties, and responsibilities of citizens needed to carry out principles found in the Declaration of Independence, the Constitution, and Bill of Rights. | <ul style="list-style-type: none">• Teacher created quizzes and tests.• Formative assessment during class discussion. | <ul style="list-style-type: none">• Active discussion of the major documents, the wording, their purpose, origin, and theory behind and within the documents. |
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| <p>SS2: Knowledge of principles and processes of governmental systems</p> | | <ul style="list-style-type: none"> • I can apply rights and responsibilities of individuals to events in US history and everyday life • I can identify and explain the functions of the three branches of government. • I can explain how laws are made, interpreted and enforced. • I can analyze landmark Supreme Court Cases concerning the major impact and part of the Constitution being clarified or defined. • I can apply court cases which define/clarify safeguards in the criminal justice system. (due process) • I can list, explain, and describe Amendments found in the Bill of Rights and identify those which safeguard the rights applicable to due process. • I can compare and contrast the steps in the adult and juvenile justice systems. • I can use pertinent vocabulary correctly to describe various concepts. • I can describe the basic roles of judge, jury, attorneys for prosecution, plaintiff and defense; civil vs. criminal law; court procedure. | <ul style="list-style-type: none"> • Teacher created quizzes and tests. • Teacher created scenarios. • Diagram depicting checks and balances and separation of powers. • Diagram depicting Federalism. • Analyze Supreme Court decisions. • Create flowchart describing the steps in the adult criminal justice system. | <ul style="list-style-type: none"> • Diagrams demonstrating the three principles of limited government. • (Separation of powers and Checks and Balances; and Federalism with examples) • Apply rights guaranteed in the Bill of Rights to everyday situations. • Develop a flow-chart describing the steps in the adult criminal justice system identifying constitutions rights and Supreme court cases clarifying those protections. |
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| <p>SS4: Knowledge of basic economic concepts (including the market system and the laws of supply and demand.)</p> | | <ul style="list-style-type: none"> I can apply the following economic concepts to real life scenarios: <ul style="list-style-type: none"> Supply and demand Market price Profit Economic freedoms Capitalism Types of economies (traditional, communist, capitalism, mixed) | <ul style="list-style-type: none"> Formative assessment during active discussion of concepts. | <ul style="list-style-type: none"> Class created supply and demand diagram curve demonstrating the concept of market price. Compare and contrast type of economic systems during in class discussions. |
| <p>SS6D. Knowledge of how needs of individuals are met and values taught.</p> | | <ul style="list-style-type: none"> I can explain the socialization process through societies social institutions, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system | <ul style="list-style-type: none"> Formative assessment during class discussion. | <ul style="list-style-type: none"> Students create comparison table from numerous biographies of everyday Americans using skills of inference to look for trends and tendencies in American society. |
| <p>SS7: Identify, select, use, analyze and/or create appropriate resources, primary and secondary, for social science inquiry</p> | | <ul style="list-style-type: none"> I can select, investigate, and present a topic. Interpret primary and secondary resources, such as oral interviews, quotes, artifacts, journals, political cartoons, documents, photos and letters, music, etc. | <ul style="list-style-type: none"> Oral presentations. Practice skill of inferring from a variety of sources. Compiling/summarizing information from numerous sources. | <ul style="list-style-type: none"> Interpretation of the day activity. Class Introductions. Current Events and Issues Last Day in the Life project Analyzing landmark Supreme Court cases. |

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8th Grade Year At-A-Glance: Pacing Guide

| Quarter 1 | Quarter 2 |
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| <ul style="list-style-type: none"> America’s beginnings to 1783 | <ul style="list-style-type: none"> War for Independence |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Building a new nation | <ul style="list-style-type: none"> Growth and Disunion/American Civil War |

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| <u>8th Grade</u> | | | Last Revised (Date & Name): Henderson - 1/7/19 8th SS CFA Proficiency Scale | |
| | | | Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: |

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| <p>SS 3a Knowledge of continuity and change in the history of Missouri and the United States</p> | | <ul style="list-style-type: none"> • Interpret the American Revolution, including the perspectives of patriots and loyalists and factors that explain why the American colonists were successful • Assess the significance of Westward Expansion including: <ul style="list-style-type: none"> ○ Louisiana Purchase ○ Lewis and Clark Expedition ○ Missouri Compromise ○ Texas and the Mexican War ○ Oregon Territory ○ California Gold Rush • Interpret political, economic and social causes and consequences of the Civil War | <ul style="list-style-type: none"> • Teacher created scenarios. • Teacher created tests and quizzes. • Formative assessment during class discussion. • Five paragraph paper - topic Compare colonial governmental systems - royal, charter and self-governing colonies | <ul style="list-style-type: none"> • Notes - Jamestown, Plymouth, & other colonies • Quia.com activities • Founding of the 13 Colonies worksheet • Colonial Ways of Living • Independent Study Guide |
| <p>SS 4 Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)</p> | | <ul style="list-style-type: none"> • Identify different forms of taxes, such as tariffs, sales taxes and income taxes, and their purposes | | |

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| <p>SS 5 Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment</p> | | <ul style="list-style-type: none"> Analyze physical characteristics, such as climate, topography, relationship to water and ecosystems Analyze human characteristics, such as people's education, language, diversity, economies, religions, settlement patterns, ethnic background and political system Explain how changes in transportation, communication and other technologies affect the movement of people, products and ideas Explain how regions of the United States relate to one another and change over time Use geography to interpret the past, explain the present and plan for the future | <ul style="list-style-type: none"> Teacher created tests and quizzes. Five paragraph papers on the topics of - changes in transportation, etc, affect the movement of people, how regions of U.S. relate to one another and human characteristics being influenced by geography. | <ul style="list-style-type: none"> U.S. Geography Powerpoint with student map Big History video - water and mountains Physical Features map Yourchildlearns.com - physical features map puzzle Map activities on quia.com |
| <p>SS 6 Knowledge of relationships of the individual and groups to institutions and cultural traditions</p> | | <ul style="list-style-type: none"> Analyze how ideas, concepts, and traditions have changed over time (e.g., women's role in society) | <ul style="list-style-type: none"> Teacher created scenarios. Teacher created tests and quizzes. Formative assessment during class discussion. | |

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| <p>SS 7 Knowledge of the use of tools of social science inquiry (such as surveys, statistics, maps and documents)</p> | | <ul style="list-style-type: none">• Select, investigate, and present a topic using primary and secondary resources, such as oral interviews, artifacts, journals, documents, photos and letters• Use maps, graphs, statistical data, timelines, charts and diagrams to interpret, draw conclusions and make predictions• Create maps, graphs, timelines, charts and diagrams to communicate information• Use technological tools for research and presentation | <ul style="list-style-type: none">• Teacher created scenarios.• Teacher created tests and quizzes.• Formative assessment during class discussion. | <ul style="list-style-type: none">• Evaluating sources• Lunchroom Fight - The Evidence• Make Your Case• Boston Massacre - Engraving vs. sworn statements• Ceiling Tile project |
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American History I Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|--|--|
| <ul style="list-style-type: none"> Standard 1: Analyze the period of Reconstruction to determine its effect on separation of powers, checks & balances, power of the central Govt. Standard 2: Explain the varying impact of industrialization on culture, work, education and other social institutions | <ul style="list-style-type: none"> Standard 2: Explain the varying impact of industrialization on culture, work, education and other social institutions Standard 3: Evaluate the impact of US participation in WWI and the resulting peace efforts. |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Standard 3: Evaluate the impact of US participation in WWI and the resulting peace efforts. Standard 4: Evaluate how the programs and policies of the New Deal changed the relationships among the govt, groups, and individuals. | <ul style="list-style-type: none"> Standard 5: Evaluate the motivations for US abandonment of isolationism and entry into WWII. |

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|--|-------------------------|------------------|---|--|
| High School American History I | | | Last Revised (Date & Name): 1/7/19 Proficiency Scale | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| <p>1. Analyze the period of Reconstruction to determine its effect on separation of powers, checks & balances, power of the central Govt.</p> | <p>MS</p> | <ul style="list-style-type: none"> I can discuss the different Reconstruction plans in terms of their impact on separation of powers, checks and balances, and the power of the central government citing examples to support my claim. | <ul style="list-style-type: none"> 1.A. graphic organizer 1.B. primary sources | <p>Level 1</p> <ul style="list-style-type: none"> Pretest Notes <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Formative 2 Create your own Reconstruction plan <p>Level 3</p> <ul style="list-style-type: none"> Summative Summative S.A. |
| <p>2. Explain the varying impact of industrialization on culture, work, education and other social institutions</p> | <p>Analyze the period of Reconstruction to determine its effect on separation of powers, checks & balances, power of the central Govt.</p> | <ul style="list-style-type: none"> I can construct a written argument concerning the impact of industrialization on social institutions citing primary source materials to support a claim. | <ul style="list-style-type: none"> 2.A. Political Cartoon 2.B. Triangle Shirtwaist 2.C. primary sources 2.D. primary sources and newspapers | <p>Level 1</p> <ul style="list-style-type: none"> Pretest Notes Notes 2 <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Formative 2 Haymarket Riot Evidence Practice <p>Level 3</p> <ul style="list-style-type: none"> Summative M.C. Summative S.A. |
| <p>3. Evaluate the impact of US participation in WWI and the resulting peace efforts.</p> | <p>Explain the varying impact of industrialization on culture, work, education and other social institutions</p> | <ul style="list-style-type: none"> I can effectively argue from a WWI country perspective to create a peace treaty using examples and evidence of the time period. | <ul style="list-style-type: none"> 3.A. Newspapers, town meeting (pro/con), poem, map 3.B. poster analysis, quote analysis 3.C. simulation 3.D. cause/effect graphic organizer | <p>Level 1</p> <ul style="list-style-type: none"> Pretest Notes 1 Notes 2 <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Formative 2 M.A.I.N. Factors leading to war <p>Level 3</p> <ul style="list-style-type: none"> Summative M.C. Paris Peace Talks Simulation |

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| <p>4. Evaluate how the programs and policies of the New Deal and changed the relationships among the govt, groups, and individuals.</p> | <p>Evaluate the impact of US participation in WWI and the resulting peace efforts.</p> | <ul style="list-style-type: none"> I can analyze the effectiveness of New Deal programs and describe how the federal government expanded during the Great Depression. | <ul style="list-style-type: none"> 4.A. graphic organizer, stock market sim 4.B. FDR fireside chats, programs graphic org, cause/effect, photo analysis | <p>Level 1</p> <ul style="list-style-type: none"> Pretest Notes Notes 2 <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Formative 2 New Deal Billboards <p>Level 3</p> <ul style="list-style-type: none"> Summative M.C. Summative S.A. |
| <p>5. Evaluate the motivations for US abandonment of isolationism and entry into WWII.</p> | <p>Evaluate how the programs and policies of the New Deal changed the relationships among the govt, groups, and individuals.</p> | <ul style="list-style-type: none"> I can evaluate political and military decisions of US leaders from the entrance in the war to the end of the war. | <ul style="list-style-type: none"> 5.A. speeches, foldable - graphic org. 5.B. speeches, graphic org, primary docs 5.C. pri sources, cause/effect graphic org., compare contrast on leadership and resources | <p>Level 1</p> <ul style="list-style-type: none"> Pretest Notes 1 Notes 2 <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Rise of Totalitarianism <p>Level 3</p> <ul style="list-style-type: none"> Summative M.C. Summative S.A. |

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American History II Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> Standard 1: Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War. Standard 2: Trace changes in military strategies and technologies as a response to the challenges of the Cold War. Standard 3: Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. | <ul style="list-style-type: none"> Standard 1: Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War. Standard 2: Trace changes in military strategies and technologies as a response to the challenges of the Cold War. Standard 3: Distinguish the powers and responsibilities of citizens and institutions to address and solve problems. |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> N/A | <ul style="list-style-type: none"> N/A |

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|--|-------------------------|------------------|------------------------------------|--|
| <u>High School American History II</u> | | | Last Revised (Date & Name): 1/7/19 | |
| | | | Proficiency Scale | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| Describe the causes, major conflicts, consequences, and enduring legacy of the Cold War. | US1 - 5. Evaluate the motivations for US abandonment of isolationism and entry into WWII. | <ul style="list-style-type: none"> I can analyze the causes and consequences of the Cuban Missile Crisis through primary source documents and discussion. | <ul style="list-style-type: none"> Graphic organizer, vocab paragraph Map analysis, Primary source, essay | Unit 1 Level 1 <ul style="list-style-type: none"> JFK Pretest JFK Notes Level 2 <ul style="list-style-type: none"> JFK Formative 1 JFK Formative 2 Causes, conflicts, consequences & legacy Decision point 2 Level 3 <ul style="list-style-type: none"> Sales Pitch Unit 4 |
| Trace changes in military strategies and technologies as a response to the challenges of the Cold War. | US1 - 5. Evaluate the motivations for US abandonment of isolationism and entry into WWII. | <ul style="list-style-type: none"> I can compare and contrast military strategies of WWII and Vietnam by using primary and secondary source material from the documentary "Fog of War" | <ul style="list-style-type: none"> Graphic organizer Map analysis Primary source and discussion | Unit 2 Level 1 <ul style="list-style-type: none"> VIETNAM Pretest VIETNAM Notes Fog of war video guide Level 2 <ul style="list-style-type: none"> VIETNAM Formative 1 VIETNAM Formative 2 Level 3 <ul style="list-style-type: none"> Vietnam Summative mc Vietnam Summative SA Unit 5 Level 1 <ul style="list-style-type: none"> Middle East Pretest Middle East Notes Level 2 <ul style="list-style-type: none"> Socratic Seminar Level 3 <ul style="list-style-type: none"> Lincoln/Douglas debate |

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| <p>Distinguish the powers and responsibilities of citizens and institutions to address and solve problems.</p> | <p>N/A</p> | <ul style="list-style-type: none">I can evaluate the effectiveness of the modern day protest and also compare it to Civil Rights protest. | <ul style="list-style-type: none">Cartoon analysisPrimary course executive order, Venn Diagram | <p>Unit 3</p> <p>Level 1</p> <ul style="list-style-type: none">Civil rights PretestCivil rights Notes <p>Level 2</p> <ul style="list-style-type: none">Formative 1Civil Right organizations/tacticsMLK v. M.X. <p>Level 3</p> <ul style="list-style-type: none">Evaluate protest planSummative MCSummative SA <p>Unit 4</p> <p>Level 3</p> <ul style="list-style-type: none">Nixon-watergate investigation |
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Government Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • NA |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> • Explain the powers and responsibilities of citizens and institutions to address and solve problems. • Analyze the Enlightenment and the Articles of Confederation to determine their success in implementing the ideals of the Declaration of Independence. <ul style="list-style-type: none"> ◦ | <ul style="list-style-type: none"> • Describe and give examples of how the constitutional principle of checks and balances and election methods limit the powers of government and leaders • Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law. • Explain the powers and responsibilities of citizens and institutions to address and solve problems. |

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|--|-------------------------|------------------|---|--|
| Government | | | Last Revised (Date & Name): 1/7/19 Proficiency Scale | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| <p>Analyze the Enlightenment, Articles of Confederation and the Constitution to determine their success in implementing the ideals of the Declaration of Independence.</p> | | <ul style="list-style-type: none"> I can connect elements of the Enlightenment to the principles of the Declaration of Independence. I can connect to the weaknesses of the Articles of Confederation to specific references in the Declaration of Independence. | | <p>Level 1</p> <ul style="list-style-type: none"> Pretest #1 Pretest #2 Direct Instruction - Enlightenment Direct Instruction - Constitutional Convention <p>Level 2</p> <ul style="list-style-type: none"> Quiz #1 Primary Document - English Bill of Rights Primary Document - Declaration of Independence Graphic Organizer - Weaknesses of the Articles Quiz #2 <p>Level 3</p> <ul style="list-style-type: none"> Project - Declaration of Independence Break Up Letter <ul style="list-style-type: none"> Rubric Summative <ul style="list-style-type: none"> Multiple Choice Short Answer |
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| <p>Describe and give examples of how the constitutional principle of checks and balances and election methods limit the powers of government and leaders</p> | <ul style="list-style-type: none"> I can give generic examples of checks and balances and explain how they limit the power of the government. I can give generic examples of election methods of the prominent officials in US Government and explain how these procedures protect democratic principles. I can connect the elements of the Constitution to specific references in the Declaration of Independence. | | | <p>Level 1</p> <ul style="list-style-type: none"> Pretest - Checks and Balances Pretest - Legislative Direct Instruction - Legislative Branch Pretest - Executive DI - Executive Branch Pretest - Judicial DI - Judicial Branch <p>Level 2</p> <ul style="list-style-type: none"> Quiz Checks and Balances Scenarios Quiz - Legislative Quiz - Executive Quiz - Judicial <p>Level 3</p> <ul style="list-style-type: none"> Sales Pitch - Bill into Law |
| <p>Explain how the Bill of Rights and subsequent amendments limit the power of government, protect individual liberty, and provide for equality under the law.</p> | <ul style="list-style-type: none"> I can explain how the Amendments limit the power of the government, and secure freedoms for individuals | | | <p>Level 1</p> <ul style="list-style-type: none"> Pretest DI - Bill of Rights <p>Level 2</p> <ul style="list-style-type: none"> Quiz - Bill of Rights Graphic Organizer - Voting <p>Level 3</p> <ul style="list-style-type: none"> Socratic Seminar Summative Assessment |
| <p>Explain the powers and responsibilities of citizens and institutions to address and solve problems.</p> | <ul style="list-style-type: none"> I can identify problems in the US and discuss how citizens and government groups can address the problems. | | | <p>Level 1</p> <ul style="list-style-type: none"> Pretest DI - Introduction <p>Level 2</p> <ul style="list-style-type: none"> Quiz <p>Level 3</p> <ul style="list-style-type: none"> Socratic Seminar - Hurricane Katrina |

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Western Civilization Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|--|
| <ul style="list-style-type: none"> Standard 1: Analyze the historical context of the Protestant Reformation and the Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. | <ul style="list-style-type: none"> Standard 2: Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Standard 3: Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation. | <ul style="list-style-type: none"> Standard 4: Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today. |

Western Civilization

Last Revised (Date & Name): 1/7/19

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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| <p>Standard 1: Analyze the historical context of the Protestant Reformation and the Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.</p> | | <ul style="list-style-type: none"> I can explain the causes and effects of the Reformation | <p>Proficiency Scale</p> | <p>Protestant Reformation Unit Level 1</p> <ul style="list-style-type: none"> Pretest Notes reformation Notes Counter reformation <p>Level 2</p> <ul style="list-style-type: none"> Reformation quiz Catholic V protestant comparison 30 years war SHEG <p>Level 3</p> <ul style="list-style-type: none"> Reformation Sales Pitch Scientific Revolution and Enlightenment Unit |
| <p>Standard 2: Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.</p> | | <ul style="list-style-type: none"> I can understand patterns of history and key changes in history as they related to intellectual thought. | <ul style="list-style-type: none"> Proficiency Scale | <p>Scientific Revolution and Enlightenment Unit Level 1</p> <ul style="list-style-type: none"> Pretest Notes <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 Formative 2 <p>Level 3</p> <ul style="list-style-type: none"> Summative- lincoln-douglas debate over enlightenment thinkers |
| <p>Standard 3: Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation.</p> | | <ul style="list-style-type: none"> I can explain the differences and similarities of liberalism, conservatism, socialism, nationalism, and communism while using context. | <ul style="list-style-type: none"> Proficiency Scale | <p>Revolution Unit Level 1</p> <ul style="list-style-type: none"> Pretest Notes <p>Level 2</p> <ul style="list-style-type: none"> Formative 1 quiz Formative 2 quiz <p>Level 3</p> <ul style="list-style-type: none"> Summative- DBQ |

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| <p>Standard 4: Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today.</p> | | <ul style="list-style-type: none">I can explain the cause and effect relationships from 1914-1962 using political and economic context. | <ul style="list-style-type: none">Proficiency Scale | <p>WWI</p> <p>Level 1</p> <ul style="list-style-type: none">PretestNotes <p>Level 2</p> <ul style="list-style-type: none">Formative 1 quizFormative 2 quiz <p>Level 3</p> <ul style="list-style-type: none">Summative- testWWII <p>Level 1</p> <ul style="list-style-type: none">Pretestnotes <p>Level 2</p> <ul style="list-style-type: none">Formative 1 quizFormative 2 quiz <p>Level 3</p> <ul style="list-style-type: none">Summative- test |
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AP European History Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> Analyze the historical context of the Protestant Reformation and the Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. | <ul style="list-style-type: none"> Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation. |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation. | <ul style="list-style-type: none"> Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today. |

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| AP European History | | Last Revised (Date & Name): 1/7/19 | | |
| | | Proficiency Scale | | |
| Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: | Learning Target: | Assessment Methods: | Instructional Activities & Assignments |

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| Standard 1: Analyze the historical context of the Protestant Reformation and the Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact. | | <ul style="list-style-type: none"> I can explain the wider social, political, and religious context of the Reformation by writing a DBQ essay. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> FA Quiz Primary Source Analysis Socratic Seminar DBQ |
| Standard 2: Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo. | | <ul style="list-style-type: none"> I can explain with ample context how the ideas of the Enlightenment impacted society and governments by referencing continuities and changes in short answer constructed responses. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> FA Quiz Primary Source Analysis Short Answer |
| Standard 3: Analyze political, social, cultural, artistic and economic revolutions to determine how they impacted concepts of class, race, tribe, slavery, and caste affiliation. | | <ul style="list-style-type: none"> I can connect the ideologies of liberalism, conservatism, socialism, nationalism, and communism to modern day events by constructing a LEQ essay. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> FA Quiz Primary Source Analysis Short Answer LEQ |
| Standard 4: Trace the origins, and relationships among the world wars, revolutions, and global conflicts of the twentieth century to determine their impact on the key concepts world today. | | <ul style="list-style-type: none"> I can compare and contrast Nazi Germany and Soviet Russia to determine causes, effects, continuities, and changes in an LEQ essay. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> FA Quiz Short Answer LEQ |

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Sociology Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|--|
| <ul style="list-style-type: none"> Standard 1: Students will identify, differentiate among, and apply a variety of sociological theories. Standard 2: Students will describe the components of culture. | <ul style="list-style-type: none"> Standard 3: Students will describe the process of socialization across the life course Standard 4: Students will assess responses to social inequality. |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> NA | <ul style="list-style-type: none"> NA |

Sociology

Last Revised (Date & Name):1/7/19

[Sociology Proficiency Scale](#)

Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs)

Prerequisite Standards:

Learning Target:

Assessment Methods:

Instructional Activities & Assignments

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| Standard 1: Students will identify, differentiate among, and apply a variety of sociological theories. | N/A | <ul style="list-style-type: none"> I can create and deliver a eulogy for a prominent sociologist that explains and compare/contrast other sociological theories. | | Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative 1 Level 3 <ul style="list-style-type: none"> Eulogy + Outline Summative - SA |
| Standard 2: Students will describe the components of culture. | N/A | <ul style="list-style-type: none"> I can create and deliver a presentation that explains each component of culture of a foreign culture. | <ul style="list-style-type: none"> Sociology Proficiency Scale | Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative Level 3 <ul style="list-style-type: none"> Summative Presentation |
| Standard 3: Students will describe the process of socialization across the life course | N/A | <ul style="list-style-type: none"> I can create an artwork that uses symbolism to display the agents of socialization as they apply to my life. | <ul style="list-style-type: none"> Sociology Proficiency Scale | Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Level 3 <ul style="list-style-type: none"> Summative <ul style="list-style-type: none"> Part 2 Artwork |
| Standard 4: Students will respond to family problems | N/A | <ul style="list-style-type: none"> I can create a detailed plan of action to address family problems as I roleplay as family counselors. | <ul style="list-style-type: none"> Sociology Proficiency Scale | Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative Level 3 <ul style="list-style-type: none"> Project <ul style="list-style-type: none"> Part 2 |

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Psychology Year At-A-Glance:

| Quarter 1 | Quarter 2 |
|---|---|
| <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • NA |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> • Standard 1: Scientific Inquiry 2. Major Subfields within Psychology 2.3 - Identify the important role psychology plays in benefiting society and improving people's lives. • Standard 2: Biopsychology 1.3 - Differentiate between the structures and functions of the various parts of the central nervous system | <ul style="list-style-type: none"> • Standard 3: Development and Learning 1.3 - Apply classical and operant conditioning to everyday life • Standard 4: Individual Variations 1.2 - Explain cognitively based theories of motivation. |

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|-------------------|--|--|--|-------------------------|
| Psychology | | | Last Revised (Date & Name): 1/7/19 | |
| | | | Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: |

Proudly Serving Knob Noster And Whiteman Air Force Base In Partnership With:





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| Scientific Inquiry Major Subfields within Psychology 2.3 - Identify the important role psychology plays in benefiting society and improving people's lives. | N/A | <ul style="list-style-type: none"> I can demonstrate the psychological tools used by historical and modern psychologists. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative Level 3 <ul style="list-style-type: none"> Summative |
| Biopsychology 1.3 - Differentiate between the structures and functions of the various parts of the central nervous system | N/A | <ul style="list-style-type: none"> I can identify the structures and functions on the nervous system while dissecting a sheep brain | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative Level 3 <ul style="list-style-type: none"> Summative |
| Development and Learning 1.3 - Apply classical and operant conditioning to everyday life | N/A | <ul style="list-style-type: none"> I can use scenarios to identify and explain stimuli, responses, and reinforcers of classical and operant conditioning. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Level 1 <ul style="list-style-type: none"> Pretest Notes <ul style="list-style-type: none"> Part 1 Part 2 Level 2 <ul style="list-style-type: none"> Quiz Formative 1 Formative 2 Level 3 <ul style="list-style-type: none"> Summative |
| Individual Variations 1.2 - Explain cognitively based theories of motivation. | N/A | <ul style="list-style-type: none"> I can create a plan for student motivation using psychological theories. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Level 1 <ul style="list-style-type: none"> Pretest Notes Level 2 <ul style="list-style-type: none"> Quiz Formative Level 3 <ul style="list-style-type: none"> Summative Part 2 |

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Contemporary Issues:

| Quarter 1 | Quarter 2 |
|--|--|
| <ul style="list-style-type: none"> Standard 1: Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation | <ul style="list-style-type: none"> Standard 2: Enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings Standard 3: enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause Misunderstanding |
| Quarter 3 | Quarter 4 |
| <ul style="list-style-type: none"> NA | <ul style="list-style-type: none"> NA |

| | | | | |
|----------------------------|--|--|---|-------------------------|
| Contemporary Issues | | | Last Revised (Date & Name): 1/7/19 | |
| | | | Priority Standards: (Based on Missouri Learning Standards / CLEs / GLEs) | Prerequisite Standards: |

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Social Studies Curriculum

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|--|-----|---|---|--|
| Standard 1: Enable learners to examine the rights and responsibilities of the individual in relation to their families, their social groups, their community, and their nation. | N/A | <ul style="list-style-type: none"> I can analyze current events and apply them to either my life or past events in American History | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Current Events Tech companies influence |
| Standard 2:enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings. | N/A | <ul style="list-style-type: none"> I can analyze and write a research paper on topics related to a changing society and apply it to my future by contacting multiple individuals during my research. | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Smartphone Addiction Research Essay Capital Punishment Rubric |
| Standard 3: enable learners to explain how interactions among language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. | N/A | <ul style="list-style-type: none"> I can analyze a culturally relevant documentary and explain its past and future consequences in a performance assessment | <ul style="list-style-type: none"> Proficiency Scale | <ul style="list-style-type: none"> Documentary Rubric World in Disarray |

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