

Pottsville Year at a Glance Curriculum Social Science

Grades K-3: Social Science and AR History are integrated into Literacy Block

Grade 4

	Chapter or Unit(s)Geography	Chapter or Unit(s)History	Chapter or Unit(s)Civics/Government	Chapter or Unit(s) Economics
	Target Dates:1 st 9 weeks	Target Dates:2 nd 9 weeks	Target Dates: 3 rd 9 weeks	Target Dates: 4 th 9 weeks
Standards	<p>G.8.4.1 G.8.4.2 G.8.4.3 G.9.4.1 G.9.4.2 G.9.4.3 G.10.4.1 G.10.4.2 G.10.4.3 G.11.4.2 G.11.4.1</p> <p>Relative/Absolute Location Geographic Representation Physical Map Physical Characteristic</p>	<p>H.12.4.1 H.12.4.2 H.12.4.3 H.12.4.4 H.12.4.5 H.13.4.1 H.13.4.2 H.13.4.3 H.13.4.4 H.13.4.5 H.13.4.6</p> <p>Revolution Act (Stamp Act...) Taxes Boston Tea Party 13 Colonies Westward Expansion</p>	<p>C.1.4.1 C.1.4.2 C.1.4.3 C.2.4.1 C.2.4.2 C.2.4.3 C.2.4.4 C.3.4.1 C.3.4.2 C.3.4.3</p> <p>Founding Documents Citizenship State Government Local Government Natural Disasters Human Disasters</p>	<p>E.4.4.1 E.4.4.2 E.5.4.1 E.5.4.2 E.5.4.3 E.6.4.1 E.6.4.2 E.6.4.3 E.6.4.4 E.7.4.1 E.7.4.2</p> <p>Scarcity Human/Capital Productivity Income Entrepreneurs Human Natural Capital Resources Supply/Demand Exchange</p>
Foundational Skills	<p>G.8.3.1 G.8.3.2 G.9.3.2 G.10.3.1 G.10.3.2 G.11.3.2</p> <p>Relative location, distance, direction, scale, thematic maps(climate/physical), physical and human characteristics, population distribution and cultural</p>	<p>H.12.3.2 H.12.3.5 H.13.3.3</p> <p>People and events on timeline, National symbols, holidays, historic places, primary vs. secondary sources, compelling questions from those sources,</p>	<p>C.1.3.1 C.1.3.2 C.1.3.3 C.2.3.1 C.2.3.2 C.2.3.3 C.3.3.1 C.3.3.3</p> <p>US Founding documents, responsibilities of government officials and different branches of</p>	<p>E.4.3.1 E.6.3.1 E.6.3.4 E.7.3.2</p> <p>Scarcity, opportunity cost, regions of Arkansas, functions/characteristics of money, economy/factors that influence, trade affected by region</p>

	characteristics, natural resources, goods and communities, natural vs. human made disasters, civically, geographically, economically		government, structure and function of government, origin of state and national symbols, songs mottos, proper procedure and etiquette for pledge, rights and responsibilities different times and places, process for creating rules and laws, benefit/challenge of working together in response to local/state problems	
Key Strategies or Action Words	Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Padlet Empowering Writers Vocabulary.Com Flocabulary.com Observation Exit Tickets Cooperative group/partner Marzano's strategies Nonfiction close-reading passages and primary sources Projects	Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Padlet Empowering Writers Vocabulary.Com Flocabulary.com Observation Exit Tickets Cooperative group/partner Marzano's strategies Nonfiction close-reading passages and primary sources Projects	Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Padlet Empowering Writers Vocabulary.Com Flocabulary.com Observation Exit Tickets Cooperative group/partner Marzano's strategies Nonfiction close-reading passages and primary sources Projects	Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Padlet Empowering Writers Vocabulary.Com Flocabulary.com Observation Exit Tickets Cooperative group/partner Marzano's strategies Nonfiction close-reading passages and primary sources Projects
Assessments of Power Standards: Formative and Summative	Construct maps and other graphic representations of Arkansas and the United States, including physical and human characteristics, title, legend, and compass rose Quizzes/Test, exit Slips, projects/Performance based tests, 2 facts already knew,	Create historical narratives using Chronological sequences/regions Examine why individuals and groups during the same time period/region had different perspectives using evidence from a variety of primary and secondary sources	Examine and evaluate the creation and enforcement as well as the reciprocal relationships between people and rules, laws, and policies Quizzes/Test, exit Slips, projects/Performance based tests, 2 facts already knew, and 1	Show how trade has affected the regional and global economy Compare, examine and explain the exchange of goods and services and the role of producers, consumers and government in the marketplace

	<p>and 1 question you still have, text-based questions on close-reading passages, Lincoln Learning-Buzz(AMI & Choice Lessons), IXL</p>	<p>Quizzes/Test, exit Slips, projects/Performance based tests, 2 facts already knew, and 1 question you still have, text-based questions on close-reading passages, Lincoln Learning-Buzz(AMI & Choice Lessons), IXL</p>	<p>question you still have, text-based questions on close-reading passages, Lincoln Learning-Buzz(AMI & Choice Lessons), IXL</p>	<p>Quizzes/Test, exit Slips, projects/Performance based tests, 2 facts already knew, and 1 question you still have, text-based questions on close-reading passages, Lincoln Learning-Buzz(AMI & Choice Lessons), IXL</p>
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Grade 5

	Chapter or Unit(s) Civic rights, Citizenship; Pre Columbian people of North America	Chapter or Unit(s) Early Explorers, Colonization	Chapter or Unit(s) Revolution and the New Nation
	Target Dates: Q1	Target Dates:Q 2 & 3	Target Dates:Q 3 & 4
Standards	<p>C.2.5.1 C.2.5.2 C.2.5.3 C.2.5.4 H.12.5.1 H.12.5.2 H.12.5.3 H.12.5.4 G.9.5.1 G.9.5.3 G.9.5.3 G.10.5.1 G.10.5.2</p>	<p>E.5.5.1 E.5.5.2 H.12.5.3 E.7.5.1 H.12.5.4 C.1.5.1 H.12.5.5 H.12.5.6 H.12.5.7 G.10.5.1 G.10.5.2 G. 10.5.3 G.11.5.1</p>	<p>H.12.5.8 G.10.5.1 H.12.5.9 G.10.5.2 H.12.5.10 G.8.5.3 H.12.5.11 H.12.5.12 H.12.5.13 H.12.5.14 H.12.5.15 H.12.5.16 C.1.5.1 C.1.5.2 C.3.5.1 C.3.5.2</p>
Foundational Skills	geographic region	geographic regions, explorations, colonies	Revolution, Declaration of Independence
Key Strategies or Action Words	9/11 project Pledge of Allegiance Native American Project Citizenship	Early Explorers Unit Colonies Unit	American Revolution Unit A New Nation Unit Westward Expansion Louisiana Purchase
Assessments of Power Standards: Formative and Summative	IXL, Quizzizz, Quizlet, Kahoot, projects Unit tests quizzes Presentations Brain Pop Exit Tickets	IXL, Quizzizz, Quizlet, Kahoot, projects Unit tests quizzes Presentations Brain Pop Exit Tickets	IXL, Quizzizz, Quizlet, Kahoot, projects Unit tests quizzes Presentations Brain Pop Exit Tickets

Pottsville School District "Year at a Glance" 2021-2022 Grade 6 S.S.

	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)
	Target Dates: 1 st Nine Weeks	Target Dates: 2 nd Nine Weeks	Target Dates: 3 rd Nine Weeks	Target Dates: 4 th Nine Weeks
Standards	H.13.6.1 H.13.6.2 H.13.6.3 H.13.6.4 H.13.6.5 H.13.6.6 C.1.6.1 C.1.6.3 C.1.6.4 C.2.6.3 C.2.6.4 C.3.6.1	E.4.6.2 E.5.6.2 E.5.6.3 G.9.6.3 E.4.6.2 E.5.6.2 E.5.6.3 H.13.6.3 H.13.6.4 H.13.6.5 H.13.6.6 H.13.6.7 H.13.6.8 H.13.6.9 H.13.6.10 C.1.6.4 C.2.6.3 C.2.6.4 C.3.6.3	G.9.6.3 E.4.6.2 E.5.6.2 E.5.6.3 H.13.6.7 H.13.6.8 H.13.6.9 H.13.6.10 H.13.6.11 H.13.6.12 H.13.6.13 H.13.6.14 C.3.6.3 G.9.6.3	H.13.6.11 G.8.6.1 H.13.6.12 G.8.6.3 H.13.6.13 H.13.6.14 H.13.6.15 H.13.6.16 H.13.6.17 H.13.6.18 H.13.6.19 H.13.6.20
Prerequisite skills (prior knowledge, skills needed for student to master the standard)	*map skills *study skills *ability to read, *draw conclusions *basic writing skills	*map skills *study skills *ability to read *draw conclusions * basic writing skills	*map skills *study skills *ability to read, *draw conclusions * basic writing skills	*map skills *study skills *ability to read *draw conclusions *basic writing skills
Key Strategies or Action Words	Interactive Journals Assessments- formal/informal Rubrics Inquiry based lessons Student projects/choice Brain Pop History For Kids Exit Slips	Interactive Journals Assessments- formal/informal Rubrics Inquiry based lessons Student projects/choice Brain Pop History For Kids Exit Slips	Interactive Journals Assessments- formal/informal Rubrics Inquiry based lessons Student projects/choice Brain Pop History For Kids Exit Slips	Interactive Journals Assessments- formal/informal Rubrics Inquiry based lessons Student projects/choice Brain Pop History For Kids Exit Slips
Assessments of Power Standards: Formative and Summative	Unit test Exit Slips Quizzes Projects	Unit test Exit Slips Quizzes Projects	Unit test Exit Slips Quizzes Projects	Unit Test Exit Slips Quizzes Projects

Grade 7

	Chapter or Unit(s) Place	Chapter or Unit(s)	Chapter or Unit(s)	Chapter or Unit(s)
	Target Dates:	Target Dates:	Target Dates:	Target Dates:
Standards	<p>WST.1.7.1</p> <p>WST.1.7.3</p> <p>WST.2.7.2</p> <p>WST.2.7.3</p> <p>WST.3.7.2</p> <p>WST.4.7.1</p> <p>WST.4.7.2</p> <p>HS.5.7.1</p> <p>HS.5.7.2</p> <p>HS.7.7.3</p> <p>HS.8.7.1</p> <p>ES.9.7.1</p> <p>ES.9.7.2</p> <p>ES.9.7.3</p> <p>ES.10.7.1</p> <p>ES.10.7.2</p> <p>ES.10.7.3</p> <p>RH.6-8.4</p> <p>RH.6-8.8</p> <p>RH.6-8.10</p> <p>WHST.6-8.4</p> <p>WHST.6-8.10</p>	<p>WST.1.7.1</p> <p>WST.1.7.3</p> <p>WST.1.7.4</p> <p>WST.3.7.1</p> <p>WST.4.7.2</p> <p>HS.5.7.2</p> <p>HS.6.7.1</p> <p>HS.7.7.2</p> <p>HS.8.7.2</p> <p>HS.8.7.3</p> <p>ES.9.7.4</p> <p>RH.6-8.1</p> <p>RH.6-8.2</p> <p>RH.6-8.3</p> <p>RH.6-8.4</p> <p>RH.6-8.7</p> <p>RH.6-8.8</p> <p>RH.6-8.9</p> <p>RH.6-8.10</p> <p>WHST.6-8.4</p> <p>WHST.6-8.5</p> <p>WHST.6-8.6</p> <p>WHST.6-8.10</p>	<p>WST.1.7.1</p> <p>WST.1.7.4</p> <p>WST.2.7.2</p> <p>WST.2.7.3</p> <p>WST.3.7.1</p> <p>WST.3.7.2</p> <p>WST.4.7.2</p> <p>HS.5.7.1</p> <p>HS.5.7.2</p> <p>HS.6.7.1</p> <p>HS.6.7.2</p> <p>HS.7.7.2</p> <p>HS.7.7.3</p> <p>ES.9.7.1</p> <p>ES.9.7.4</p> <p>ES.10.7.1</p> <p>ES.10.7.2</p> <p>ES.10.7.3</p> <p>RH.6-8.4</p> <p>RH.6-8.8</p> <p>RH.6-8.10</p> <p>WHST.6-8.4</p> <p>WHST.6-8.6</p> <p>WHST.6-8.10</p>	<p>WST.1.7.1</p> <p>WST.1.7.2</p> <p>WST.1.7.3</p> <p>WST.2.7.1</p> <p>WST.2.7.2</p> <p>WST.2.7.3</p> <p>WST.4.7.1</p> <p>WST.4.7.2</p> <p>HS.6.7.1</p> <p>HS.6.7.2</p> <p>HS.7.7.1</p> <p>HS.8.7.1</p> <p>HS.8.7.2</p> <p>HS.8.7.3</p> <p>ES.9.7.2</p> <p>ES.9.7.4</p> <p>ES.10.7.2</p> <p>RH.6-8.1</p> <p>RH.6-8.4</p> <p>RH.6-8.5</p> <p>RH.6-8.6</p> <p>RH.6-8.7</p> <p>RH.6-8.8</p> <p>RH.6-8.10</p> <p>WHST.6-8.2</p> <p>WHST.6-8.4</p> <p>WHST.6-8.5</p> <p>WHST.6-8.6</p> <p>WHST.6-8.7</p> <p>WHST.6-8.8</p> <p>WHST.6-8.9</p> <p>WHST.6-8.10</p> <p>By this time of the year, most of these standards are just being reinforced.</p>

<p>Foundational Skills</p>	<p>Students should have a general idea about human and physical geography, even if they are unfamiliar with the actual terms and definitions.</p> <p>Students should have basic skills in reading and interpreting maps, charts, and graphs.</p> <p>Students should be generally familiar with the features of nonfiction news articles.</p>	<p>Students should have a general idea about the location of the 50 states of the U.S., the location of some of the provinces in Canada, the location of the larger countries of Central and South Americas, and how these countries work together.</p> <p>In 5th & 6th grades students should have gained a basic understanding of different cultures, climates, resources, economics (global trade), and government systems.</p> <p>They will know about native peoples and colonization, so some of this content will be applying that knowledge to the countries of North & Central Americas.</p>	<p>Students have studied ancient civilizations such as the Greeks and the Romans, so they are familiar with much of the same concepts we will learn about in Europe.</p> <p>Students have some knowledge of both world wars.</p>	<p>Students are familiar with how to conduct research; however, I have to make sure they understand how to determine if information found on the internet is credible or not.</p> <p>Most students are not familiar with Africa at all. (Most think it is one big country!)</p> <p>Students have read nonfiction novels prior to this one, so they should know what to look for such as headings, photos, etc</p>
<p>Key Strategies or Action Words</p>	<p>Students will become familiar with both the hard copy and the digital textbook.</p> <p>5 themes of geography</p> <p>Human and physical geography</p> <p>Authenticity: why is geography important?</p> <p>IXL lessons: latitude & longitude, continents &</p>	<p>Daylight savings time</p> <p>Veterans Day: students will write a thank you letter to a veteran.</p> <p>The effects of NAFTA: developing map skills</p> <p>JS activity: comparing map types</p> <p>JS article: "The Real Story of Plymouth"</p>	<p>"The Chunnel" Online Scavenger Hunt</p> <p>Conflicting Political Views Chart</p> <p>Authentic examples: students will watch and respond to videos that were made by several of my former exchange students in which they explain what life is like for a young person living in their country.</p>	<p>Gandhi</p> <p>Nelson Mandela</p> <p>Taj Mahal</p> <p>Documentary: <i>The Most Dangerous Ways to School: Nepal</i></p> <p>Country Research Project (Students must present their projects to the class.)</p> <p>Student reflection on the research project (and then a</p>

	<p>oceans, the 50 U.S. states, economic basics</p> <p>Time Zones</p> <p>Junior Scholastic (JS) articles: "How to Fact-check the Internet" and "Women Take the Wheel in Saudi Arabia"</p>	<p>JS article: "Out of School - Forced to Work"</p> <p>New Vocabulary: GDP, infrastructure, push-pull factors, ethnicity, cultural diffusion, cultural convergence, cultural divergence, deforestation</p>	<p>Chris: England Clara: Germany Carlota: Spain Misha: Russia</p> <p>JS article: "What's Our Quality of Life"</p> <p>JS article: "Learning to Skate in a War Zone"</p> <p>Interactive Charts: Contemporary Governments of SW Asia</p>	<p>reflection on the entire class)</p> <p>JS article: "The Well That Changed Her World"</p> <p>Nonfiction Novel: <i>A Long Walk to Water</i> by Linda Sue Park</p> <p>Flipbooks: project based assignment on the novel</p> <p>Written response to Salva Dut's message of hope & perseverance in his TedTalks.</p> <p>Documentary: <i>The Most Dangerous Ways to School: Ethiopia</i></p> <p>Documentary: <i>God Grew Tired of Us</i> (about the Lost Boys of the Sudan)</p> <p>ReadWorks article: "Antarctica"</p>
<p>Assessments of Power Standards: Formative and Summative</p>	<p>Formative assessments: Daily checks for understanding: exit tickets, bell-work in Google Classroom (GCR)</p> <p>Formative assessments: World Almanac Scavenger Hunt in the digital Junior Scholastic Magazine</p> <p>Formative assessments: Google forms about the JS articles (These are skills based,</p>	<p>Formative assessments: Daily checks for understanding: exit tickets, bell-work in GCR</p> <p>Formative assessments: Google forms about the JS articles (These are skills based, not simply reading comprehension.)</p> <p>Summative assessment on the location of the 50 U.S. states</p>	<p>Formative assessments: Daily checks for understanding: exit tickets, bell-work in GCR</p> <p>Summative assessment (quiz) on Ch. 5 Lesson 8</p> <p>Summative assessment (4 separate map quizzes) on the location of the countries in Northern, Southern, Eastern, & Western Europe</p>	<p>Formative assessments: Daily checks for understanding: exit tickets, bell-work in GCR</p> <p>Summative assessments on Ch. 11</p> <p>Summative assessment (map quiz) on the location of the countries of South Asia</p>

	<p>not simply reading comprehension.)</p> <p>Summative assessment (quiz) on the 5 themes of geography</p> <p>Summative assessment on Ch. 1</p>	<p>Summative assessment on the location of the Canadian provinces</p> <p>Summative assessment (map quiz) on the location of specific countries of Central and South America</p> <p>Summative assessment on Ch. 2</p> <p>Summative assessment on Ch. 3</p> <p>Summative assessment (quiz) on Lessons 5, 6, & 7 of Ch. 4</p>	<p>Summative assessment (map quiz) on the location of the countries of the former Soviet Union</p> <p>Summative assessments on Ch. 6, 7, & 10</p> <p>Formative assessments: Google forms about the JS articles (These are skills based, not simply reading comprehension.)</p>	<p>The final product of the research project is a summative assessment.</p> <p>Formative assessments: Google forms about the JS article <u>and</u> the ReadWorks article (These are skills based, not simply reading comprehension.)</p> <p>Formative assessments throughout the novel</p> <p>For the Summative assessment on the novel students must demonstrate their understanding of keys concepts by creating a Flipbook. (paper or digital options)</p> <p>Summative assessments (2 separate map quizzes) on the location of the countries of Africa north of the Equator and south of the Equator</p>
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Pottsville School District Grade 8 Social Studies “Year at a Glance”

	Chapter or Unit(s): 1- The Natural State, 2- Two Worlds Meet, 3- Americans Settle Arkansas, 4- From a Territory to a State, 5- A Nation Divided, 6- The Second Civil War	Chapter or Unit(s) 7- Growth and Reform, 8- Years of Plenty, Years of Challenge, 9- From World War II to Civil Rights, 10- Modern Arkansas, 11- Our State Economy, 12- Government for the People	Chapter or Unit(s) PrologueUS History to 1860, 1- The Civil War, 2- Reconstruction	Chapter or Unit(s) 3- Westward Expansion, 4- The Industrial Age, 5- Immigrants and Urban Life
	Target Dates:	Target Dates:	Target Dates:	Target Dates:
Standards	<ul style="list-style-type: none"> ● G.1.AH.7-8.1 ● G.1.AH.7-8.2 ● G.1.AH.7-8.3 ● G.1.AH.7-8.4 ● G.2.AH.7-8.1 ● G.2.AH.7-8.2 ● G.2.AH.7-8.3 ● CG.6.AH.7-8.2 ● H.7.AH.7-8.1 ● H.7.AH.7-8.3 	<ul style="list-style-type: none"> ● E.3.AH.7-8.1 ● E.3.AH.7-8.2 ● E.3.AH.7-8.3 ● E.3.AH.7-8.4 ● E.4.AH.7-8.1 ● E.4.AH.7-8.2 ● CG.5.AH.7-8.1 ● CG.5.AH.7-8.2 ● CG.5.AH.7-8.3 ● CG.5.AH.7-8.4 ● CG.6.AH.7-8.1 ● H.7.AH.7-8.2 ● H.7.AH.7-8.4 ● H.7.AH.7-8.6 ● H.7.AH.7-8.7 ● H.7.AH.7-8.8 ● H.7.AH.7-8.9 ● H.7.AH.7-8.10 ● H.7.AH.7-8.11 	<ul style="list-style-type: none"> ● Era4.1.8.1 ● Era4.1.8.2 ● Era4.1.8.3 ● Era4.1.8.4 ● Era4.1.8.5 ● Era4.1.8.6 ● Era5.2.8.1 ● Era5.2.8.2 ● Era5.2.8.3 ● Era5.2.8.4 ● Era5.2.8.5 ● Era5.2.8.6 	<ul style="list-style-type: none"> ● Era6.3.8.1 ● Era6.3.8.2 ● Era6.3.8.4 ● Era6.3.8.5 ● Era6.3.8.6 ● Era6.3.8.7
Foundational Skills	<ul style="list-style-type: none"> ● Interpreting graphs and maps ● Chronological thinking ● Historical comprehension ● Historical analysis and interpretation ● Research skills ● Historical decision-making 	<ul style="list-style-type: none"> ● Interpreting graphs and maps ● Chronological thinking ● Historical comprehension ● Historical analysis and interpretation ● Research skills ● Historical decision-making 	<ul style="list-style-type: none"> ● Interpreting graphs and maps ● Chronological thinking ● Historical comprehension ● Historical analysis and interpretation ● Research skills ● Historical decision-making 	<ul style="list-style-type: none"> ● Interpreting graphs and maps ● Chronological thinking ● Historical comprehension ● Historical analysis and interpretation ● Research skills ● Historical decision-making
Key Strategies or Action Words	<ul style="list-style-type: none"> ● Choice Board assessments ● emphasizing macro trends and ideas 	<ul style="list-style-type: none"> ● Choice Board assessments ● emphasizing macro trends and ideas 	<ul style="list-style-type: none"> ● Choice Board assessments ● emphasizing macro trends and ideas 	<ul style="list-style-type: none"> ● Choice Board assessments ● emphasizing macro trends and ideas

	<ul style="list-style-type: none"> ● utilizing primary and secondary sources beyond the textbook ● focus on writing skills to prepare for future high school and college classes ● “See. Think. Wonder.” ● “Color, Symbol, Image” 	<ul style="list-style-type: none"> ● utilizing primary and secondary sources beyond the textbook ● focus on writing skills to prepare for future high school and college classes ● “See. Think. Wonder.” ● “Color, Symbol, Image” 	<ul style="list-style-type: none"> ● utilizing primary and secondary sources beyond the textbook ● focus on writing skills to prepare for future high school and college classes ● “See. Think. Wonder.” ● “Color, Symbol, Image” 	<ul style="list-style-type: none"> ● utilizing primary and secondary sources beyond the textbook ● focus on writing skills to prepare for future high school and college classes ● “See. Think. Wonder.” ● “Color, Symbol, Image”
Assessments of Power Standards: Formative and Summative	<ul style="list-style-type: none"> ● Chapter 1, 2, 3, 4, 5, & 6 Tests ● Buffalo National River reading passage exit ticket ● State park/ nature in Arkansas tourist project ● Bellwork assessments ● Native Americans in Arkansas Quiz ● Interactive Nearpods ● Lewis and Clark postcard project ● debate: President Jefferson Davis vs. President Abraham Lincoln * Interactive Worksheets 	<ul style="list-style-type: none"> ● Chapter 7, 8, 9, 10, 11, & 12 Tests ● Reading Quizzes and test over the book “Warriors Don’t Cry” ● “Gallery Walk” analysis: students will observe photographs of the Little Rock 9 ● Book annotations ● Interactive Nearpods ● Bellwork assessments ● Exit Tickets 	<ul style="list-style-type: none"> ● Prologue, Module 1, and Module 2 Tests ● Civil War “Escape Room” ● Interactive nearpods ● Bellwork assessments ● Monitored Debate ● Exit Tickets 	<ul style="list-style-type: none"> ● Module 3, 4, and 5 tests ● Bellwork assessments ● Exit Tickets ● Interpreting primary and secondary sources

Pottsville School District Grade 9 Social Studies “Year at a Glance”

9th Grade US History

	Imperialism and Progressivism 1890- 1920	The 1920s/Great Depression/WWII 1920-1945	Postwar America & The Cold War 1945-1990	The Civil Rights Movement 1954-1968	The Vietnam War, Politics, and Economics 1954-1975	A Time of Change and Challenges for a New Century 1975-Present
	<i>Target Dates: Aug- Sept. 30th</i>	<i>Target Dates: Oct. 1st- December 23rd.</i>	<i>Target Dates: Jan 4- Feb. 1st.</i>	<i>Target Dates: Feb. 2- Feb 28</i>	<i>Target Dates: March 1-April 30th</i>	<i>Target Dates: May 1-May 28th</i>
Standards	<p>Era7.1USH1-7; Era7.2USH1-6 Find out about the factors that led to the growth of imperialism around the world.</p> <p>Learn about the ways in which the United States began to expand its interests abroad in the 1800s.</p> <p>Find out about events leading up to and following the SpanishAmerican War.</p> <p>Examine the main arguments raised by the anti imperialists.</p>	<p>Era8.3USH1-3; Era8.4USH1-6 Realize why the 1920s was called the Jazz Age, and how the jazz spirit affected the arts.</p> <p>Learn about the effects of Prohibition on society.</p> <p>Find out how racial tensions changed after World War I.</p> <p>See how Republican leadership during the Harding and Coolidge presidencies shaped the 1920s. Discover the ways in which industrial growth affected the</p>	<p>Era 9.5USH1-6 Investigate the origins of the Counter Culture Movement of the mid-20th century (e.g., beat generation, hippies)</p> <p>Research the trends in popular culture through literature, cinema, music, art, and television (e.g. rock and roll, pop art, sitcoms, MTV, mass media, science fiction, professional sports)</p> <p>Examine the forces of change on the nuclear family (e.g., divorce rate, planned parenthood, single</p>	<p>Era9.6USH1-5 Research the Civil Rights Movement in the United States (e.g., desegregation of the United States military, Brown v Board of Education, National Association for the Advancement of Colored People, Southern Christian Leadership Conference, Congress of Racial Equality, freedom rides, Black Panthers)</p> <p>Compare and contrast the views of various civil rights</p>	<p>Era10.7USH1-5 Research sources of conflict and confrontation during the Cold War (e.g., atomic/hydrogen bomb, Korea, Vietnam, China, United Nations, Berlin, Afghanistan, Cuba, Truman Doctrine, U2 spy plane, division of Germany, espionage)</p> <p>Analyze the role of alliances and treaties in shaping the world during the Cold War (e.g., North Atlantic Treaty Organization,</p>	<p>Era10.8USH1-4 Investigate the role technology has played in improved health care (e.g., Human Genome Project, vaccinations, food preparation and storage, medical technology, surgical procedures)</p> <p>Analyze technological improvements in communication and information processing (e.g., computers, microchips, Internet, cell phones, email)</p> <p>Analyze technological improvements in transportation (e.g., cars, airplanes,</p>

	<p>Find out how American imperialism was viewed from abroad.</p> <p>Learn the key goals of Progressives.</p> <p>Understand why Progressive reforms met with resistance.</p> <p>Discover the limitations placed on the achievements of Progressivism.</p> <p>Read about the status of the suffrage movement by the turn of the century.</p> <p>Identify events that moved the United States toward war.</p> <p>Explain the main points of the peace treaty and describe Wilson's efforts to gain approval for the treaty</p>	<p>economy of the 1920s.</p> <p>Observe the danger signs that were present in the economy of the late 1920s.</p> <p>Become familiar with the main causes of the Great Depression.</p> <p>See the signs of change Americans began to notice in the early 1930s.</p> <p>Realize why the election of 1932 was a significant turning point in American politics.</p> <p>Learn about some of the New Deal's shortcomings and limitations.</p> <p>See what lasting effects can be attributed to the New Deal.</p> <p>Find out why the United States chose neutrality in the 1930s.</p>	<p>parents, welfare system, working women, birth control)</p> <p>Discuss the changing cultural landscape (e.g., fast food, theme parks, family vacation, hotels/motels, automobile)</p> <p>Examine the changing roles of women in society (e.g., National Organization of Women, Equal Rights Amendment, Title IX, Equal Employment Opportunity Commission, women in corporate America, key female politicians in the United States and the world)</p> <p>Research the influence of the Baby Boom generation on society</p>	<p>leaders (e.g., Martin Luther King Jr., Malcolm X)</p> <p>Examine the role of government in securing civil rights (e.g., federal court cases, federal legislation, Twenty Fourth Amendment)</p>	<p>Warsaw Pact, Marshall Plan, Molotov Plan, Strategic Arms Limitation Treaties, Intermediate Nuclear Forces Treaty)</p> <p>Investigate the consequences of the space race on the Cold War (e.g., education, technology, National Aeronautics and Space Administration, satellites, Strategic Defense Initiative)</p> <p>Analyze the effects of the Red Scare on United States society (e.g., McCarthyism, Hollywood black list ,Rosenbergs, Federal Bureau of Investigation, Central Intelligence Agency, bomb shelters)</p> <p>United States has played in religious conflict in the world (e.g., Northern Ireland, India,</p>	<p>subways, bullet trains, public transit)</p> <p>Analyze technological improvements in energy production (e.g., nuclear power, solar power, wind power, alternate energy sources, biotechnology)</p> <p>Examine continuity and change in domestic policies over multiple administrations since 1968 using a variety of primary and secondary sources</p> <p>Analyze effects of domestic policies on Americans in various social and economic groups (e.g., inflation, recession, taxes, unemployment, deficits, national debt, financial crisis, economic stimulus)</p> <p>Examine continuity and change in foreign policies over multiple</p>
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		<p>See how American involvement in the European conflict grew from 1939 to 1941.</p> <p>Discover why Japan's attack on Pearl Harbor led the United States to declare war.</p> <p>Learn about ways in which the government prepared the economy for war.</p> <p>See how the war affected daily life on the home front.</p> <p>Discover some events that marked the end of the war in Europe.</p> <p>See which Allied victories turned the tide of war in the Pacific.</p>			Eastern Europe, Pakistan)	administrations since 1968 using a variety of primary and secondary sources (e.g., policies that resulted from Strategic Arms Limitation Talks/Treaty I [SALT I], Camp David Accords, Organization of the Petroleum Exporting Countries [OPEC], Strategic Defense Initiative, Iran-Contra Affair, North American Free Trade Agreement [NAFTA], Japanese markets, Dayton Accords)
Prerequisite skills (prior knowledge, skills needed for student to master the standard)	<p>Understanding of primary and secondary sources</p> <p>Understanding reliable sources</p> <p>Using MLA format</p>	<p>Understanding of primary and secondary sources</p> <p>Understanding cause and effect relationships.</p>	<p>Understanding of primary and secondary sources</p> <p>Understanding cause and effect relationships.</p>	<p>Understanding of primary and secondary sources</p> <p>Understanding cause and effect relationships.</p>	<p>Understanding of primary and secondary sources</p> <p>Understanding cause and effect relationships.</p>	<p>Understanding of primary and secondary sources</p> <p>Understanding cause and effect relationships.</p>

	<p>Reading Comprehension skills</p> <p>Thesis statements</p> <p>Forming a historical argument and writing an historical essay.</p> <p>Gathering information from a variety of sources</p> <p>Understanding cause and effect relationships.</p> <p>Civil War and Reconstruction</p> <p>Understanding the Constitution and foundation of the United States.</p>	<p>Forming a historical argument and writing an historical essay.</p> <p>Use evidence from multiple sources to develop arguments and claims.</p> <p>Understand how WWI causes WW2.</p>	<p>Forming a historical argument and writing an historical essay.</p> <p>Use evidence from multiple sources to develop arguments and claims.</p> <p>Understand how WW2 affected women.</p>	<p>Forming a historical argument and writing an historical essay.</p> <p>Use evidence from multiple sources to develop arguments and claims.</p> <p>Understand the beginning of slavery in the colonies and the effects of the Civil War.</p>	<p>Forming a historical argument and writing an historical essay.</p> <p>Use evidence from multiple sources to develop arguments and claims.</p> <p>Understand how the Cold War and 1st Red Scare contributed to this era.</p>	<p>Forming a historical argument and writing an historical essay.</p> <p>Use evidence from multiple sources to develop arguments and claims.</p> <p>Understand how America became a world power.</p>
Key Strategies or Action Words	<p>Alfred Thayer Mahan, Imperialism, Anti-Imperialist League, William Jennings Bryan, Muckrakers, Pure Food and Drug Act, Theodore Roosevelt, Progressive Party, American</p>	<p>Teapot Dome, Fundamentalism, Prohibition, Franklin Delano Roosevelt, New Deal, Appeasement, concentration camp, strategic materials, Pearl Harbor, "DoubleV" campaign, "Rosie the Riveter", rationing,</p>	<p>Iron Curtain, containment, subversive, censure, brinkmanship, baby boom, generation gap, juvenile delinquency</p> <p>Performance based tests Inquiry based lessons Rubric based assessments</p>	<p>Separate but equal, Brown v. Board, racism, segregation of schools, Civil Rights Act of 1964</p> <p>Performance based tests Inquiry based lessons Rubric based assessments</p>	<p>Domino theory, Agent Orange, dove, hawk, Vietnamization, counterculture, hippies, feminism,</p> <p>Performance based tests Inquiry based lessons Rubric based assessments</p>	<p>Liberal, conservative, deficit, yuppie, amnesty, global warming, telecommute, terrorism, WMD</p> <p>Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards</p>

	<p>Expeditionary Force, Fourteen Points, League of Nations</p> <p>Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Flocabulary.com Kahoot.com</p>	<p>Japanese internment camps, Manhattan Project, United Nations</p> <p>Performance based tests Inquiry based lessons Rubric based assessments Student options on projects/test Discussion boards Flocabulary.com Kahoot.com</p>	<p>Student options on projects/test Discussion boards Flocabulary.com Kahoot.com</p>	<p>Student options on projects/test Discussion boards Flocabulary.com Kahoot.com</p>	<p>Student options on projects/test Discussion boards Flocabulary.com Kahoot.com</p>	<p>Flocabulary.com Kahoot.com</p>
<p>Assessments of Power Standards: Formative and Summative</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept maps, dialectical Journals</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>Create a political cartoon</p> <p>Interview a progressive titan project.</p> <p>WW1 Research Project</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept map, dialectical Journals,</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>Socratic Seminar</p> <p>WW2 Research Project</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept maps, dialectical Journals</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>1950s webquest</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept maps, dialectical Journals</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>Civil Rights Research Project.</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept maps, dialectical Journals</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>Atomic Bomb Research/Cold War</p>	<p>Formative: Group activities, Questioning, Weekly Quizzes, Exit Slips, reflection, Bell ringer, concept maps, dialectical Journals</p> <p>Summative: Exam includes multiple choice, short answer, essay</p> <p>6 Degrees of Separation Project.</p>

Pottsville School District World History “Year at a Glance”

	Chapter or Unit(s) Emergence of First Global Age 1450-1770	Chapter or Unit(s) Age of Revolution 1750-1900	Chapter or Unit(s) Crisis and Achievement 1900-1945	Chapter or Unit(s) Contemporary World since 1945
	Target Dates: 1st 9 weeks	Target Dates: 2nd 9 weeks	Target Dates: 3rd 9 weeks	Target Dates: 4th 9 weeks
Standards	Era6.1.WH.1 Era6.1.WH.6 Era6.1.WH.2 Era6.1.WH.7 Era6.1.WH.3 Era6.1.WH.8 Era6.1.WH.4 Era6.1.WH.9 Era6.1.WH.5	Era7.2.WH.1 Era7.2.WH.6 Era7.2.WH.2 Era7.2.WH.7 Era7.2.WH.3 Era7.2.WH.8 Era7.2.WH.4 Era7.2.WH.9 Era7.2.WH.5 Era7.2.WH.10	Era8.3.WH.1 Era8.3.WH.6 Era8.3.WH.2 Era8.3.WH.7 Era8.3.WH.3 Era8.3.WH.8 Era8.3.WH.4 Era8.3.WH.9 Era8.3.WH.5 Era8.3.WH.10	Era9.4.WH.1 Era9.4.WH.6 Era9.4.WH.2 Era9.4.WH.7 Era9.4.WH.3 Era9.4.WH.8 Era9.4.WH.4 Era9.4.WH.5
Prerequisite skills (prior knowledge, skills needed for student to master the standard)	World Geography Mapping World Cultures Governmental Systems Religions	World Geography Mapping World Cultures Governmental Systems Religions	World Geography Mapping World Cultures Governmental Systems Religions	World Geography Mapping World Cultures Governmental Systems Religions
Key Strategies or Action Words	Analyze - motivations for explorations - global trade networks - expansion of empires - ground-breaking inventions - globalization & scarcity - interpretations of the past Evaluate - primary & secondary sources from different perspectives Construct - historical arguments or explanations for transformations and innovations	Analyze - influential social, economic, and political ideas - protests of government - mass immigration - labor systems - spheres of influence Evaluate - development, expansion, and effects of industrialization in Europe, Asia, and the Americas Construct - global changes are connected to revolutions	Analyze - 20th century rebellions - causes of WW1 & WW2 - outcomes from WW1 & WW2 - advances in science/tech - warfare & tactics - Axis vs Allied Powers Compare - Leadership in WW1/WW2 - Treaties Construct - explanations for early 20th century events	Analyze - global power shifts after WW2 - causes and effects of disease, famine, genocide, loss of natural resources, terrorism - ways historical contexts continue to shape perspectives Assess - costs of war - global trade Construct - consequences of man-made and natural disasters on global trade, politics, human migration
Assessments of Power Standards: Formative and Summative	Exit Slip Checks Section Quizzes Chapter Tests Geography Quizzes Primary/Secondary Sources Projects	Exit Slip Checks Section Quizzes Chapter Tests Geography Quizzes Primary/Secondary Sources Projects	Exit Slip Checks Section Quizzes Chapter Tests Geography Quizzes Primary/Secondary Sources Projects	Exit Slip Checks Section Quizzes Chapter Tests Geography Quizzes Primary/Secondary Sources Projects

Pottsville School District Civics/Econ “Year at a Glance”

	Civic & Political Institutions	Participation, Deliberation, Processes, Laws	Economic Decision Making, Exchange and Markets	Global Economy, Personal Financial Management
	Target Dates: 1st 9 Weeks	Target Dates: 2nd 9 Weeks	Target Dates: 3rd 9 Weeks	Target Dates: 4th 9 Weeks
Standards	CPI.1.C.1 CPI.2.C.3 PD.4.C.2 CPI.1.C.2 CPI.2.C.4 PD.4.C.3 CPI.1.C.3 PD.3.C.1 PD.4.C.4 CPI.1.C.4 PD.3.C.2 CPI.2.C.1 PD.3.C.3 CPI.2.C.2 PD.4.C.1	PD.4.C.5 PD.5.C.4 PRL.7.C.3 PD.4.C.6 PRL.6.C.1 PRL.7.C.4 PD.4.C.7 PRL.6.C.2 PD.5.C.1 PRL.6.C.3 PD.5.C.2 PRL.7.C.1 PD.5.C.3 PRL.7.C.2	EDM.1.E.1 EM.3.E.3 NE.6.E.2 EDM.1.E.2 EM.4.E.1 NE.6.E.3 EM.2.E.1 EM.4.E.2 NE.6.E.4 EM.2.E.2 NE.5.E.1 EM.3.E.1 NE.5.E.2 EM.3.E.2 NE.6.E.1	GE.7.E.1 PFM.8.E.4 GE.7.E.2 PFM.8.E.5 GE.7.E.3 PFM.9.E.1 PFM.8.E.1 PFM.9.E.2 PFM.8.E.2 PFM.9.E.3 PFM.8.E.3 PFM.9.E.4
Prerequisite skills	Basic understanding of Government. Historical background of the US.	Basic understanding of Government. Historical background of the US.	US Currency and Basic knowledge of consumption	US Currency and Basic knowledge of consumption
Key Strategies or Action Words	Analyze - establishment/purpose of Government - structure of Constitution - 3 Branches of Government - historical documents/events - Enlightenment thinkers - framers, amendments Construct - explanations comparing other forms of government - arguments about strengths & weaknesses of Checks and Balances/ Separation of Power - paths to citizenship changes Evaluate - federal, state, local powers - contested powers - rights and responsibilities - citizen vs noncitizen roles	Analyze - Civil Rights legislation - the election process - roles of the US Supreme Court - criminal vs civil law Evaluate - Arkansas Laws that impact students - influences on political parties - media influence - methods of making laws - amending the Constitution - Federalism - public policy Construct - arguments analyzing citizens rights protected Critique - roles of political parties	Evaluate - scarcity, trade-offs, and opportunity costs - marginal cost/benefit - economic systems - supply and demand - Government Policy - impact of tech and investing - financial institutions Analyze - role of consumers - Market Economy - competition of markets - economic indicators - monetary policy - fiscal policy - national debt - federal budget	Analyze - comparative advantage in trade - globalization - international trade policy Personal Finance - career/job selection - explore jobs - steps needed for careers - applying for jobs - job interviews - social skills - employee benefits - personal money management - methods of payment - renting/buying, insurance - investing, retirement - Taxes, household budget
Assessments of Power Standards: Formative and Summative	Exit Slip Assessments Section Quizzes Chapter Tests Projects	Exit Slip Assessments Section Quizzes Chapter Tests Projects	Exit Slip Assessments Section Quizzes Chapter Tests Projects	Exit Slip Assessments Section Quizzes Chapter Tests Projects

Pottsville School District “Year at a Glance” Psychology/Sociology

	Chapter or Unit(s) Understanding Psychology	Chapter or Unit(s) Behavior	Chapter or Unit(s) Sociological Perspective	Chapter or Unit(s) Social Relationships
	Target Dates: 1 st 9 Weeks	Target Dates: 2 nd 9 Weeks	Target Dates: 3 rd 9 Weeks	Target Dates: 4 th 9 Weeks
Standards	<p>PR.1.P.1 R.CCR.1, 3, 7 W.XXR. 7, 9 D2.PSY.3.9-12</p> <p>PR.1.P.2 R.CCR.1, 7 W.CCR.2, 7 SL.CCR. 1, 2, 4 L.CCR.6 D2.PSY.2, 3.9-12</p>	<p>BB.3.P.1 BB.4.P.1 & BB.4.P.2 R.CCR. 1, 3 SL.CCR.1, 4 L.CCR.6 D2.PSY.8, 10.9-12</p> <p>BB.3.P.2 R.CCR. 1, 3 W.CCR.7 SL.CCR. 1, 4 L.CCR.6 D2. PSY. 22.9-12</p>	<p>SPMI.1.S.1 R.CCR.1, 2, 4, 7 9 W.CCR.2, 4, 7,8, 9 SL.CCR. 1, 2, 4</p> <p>SPMI.1.S.2 R.CCR.1, 2, 3, 4, 7, 8, 9, 10 W.CCR. 2, 4, 7, 8,9 SL.CCR.1, 4</p>	<p>SR.5.S.1 R.CCR.1, 2, 7,8,9 W.CCR.2, 7, 8, 9 SL.CCR.1,4</p> <p>SR.5.S.2 R.CCR.1,2,7,8,9 W.CCR.2,7,8,9 SL.CCR.1,2,4</p> <p>SR. 5.S. 3 R.CCR.1,2,3,7,8,9</p> <p>SR.5.S.4</p>
Prerequisite skills (prior knowledge, skills needed for student to master the standard)	NONE	NONE	NONE	NONE
Key Strategies or Action Words	<p>Analyze - methods used by psychologists</p> <p>Evaluate - ethical treatment of participants</p> <p>Compare - perspectives used</p> <p>Contrast - perspectives used</p>	<p>Analyze - interactions between life experiences & influences on behavior</p> <p>Explain - effects of brain, nervous system, & endocrine systems</p> <p>Compare - different stages of consciousness</p> <p>Contrast - different stages of consciousness</p>	<p>Analyze - methods & tools of research used - development of field of sociology</p> <p>Compare - theoretical perspectives (functional, conflict, interaction)</p> <p>Collect - data to answer sociological questions</p>	<p>Analyze - role of socialization in human development</p> <p>Evaluate - role of norms and values in society</p> <p>Examine - social changes over time and factors influencing those changes</p>
Assessments of Power Standards: Formative and Summative	Quizzes Exit Slips Student Projects Unit Exams	Quizzes Exit Slips Student Projects Unit Exams	Quizzes Exit Slips Student Projects Unit Exams	Quizzes Exit Slips Student Projects Unit Exams

