

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Camdenton R-III Science curriculum will support and promote the district mission and goals through a number of avenues. In trying with the district mission, teachers will work with patrons, parents and staff in a collective effort to prepare students for the work place and/or institutions of higher learning. Individual student achievement will be promoted through social interaction, problem solving, and by addressing individual learning styles through a variety of teaching strategies. Every opportunity for success will be given to each student in an effort to generate self-esteem and quality citizens.

In addition to these, the science curriculum will promote district goals by teaching technological skills, environmental responsibility, critical thinking and problem solving, while acquiring the necessary scientific knowledge and skills to become lifelong learners.

The Camdenton R-III Science Program offers a unique learning experience for students by utilizing a variety of teaching theories, methodologies, and beliefs. Hands-on lab activities, cooperative learning, field work, lecture, and individualized research offer a number of learning situations in and out of the classroom.

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Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, social studies, and Art are integrated at various levels of instruction.

The Camdenton R-III Science Program is taught in grades K-12. Grades kindergarten through ten is a required program with all students receiving the same instruction. Each grade level meets the required instructional minutes. Students need to take course coming from the remaining courses offered for grades ten through twelve.

Focus Areas are:

1. Scientific Theory
2. Scientific Relevance

- 3. Earth Processes
- 4. The Universe
- 5. Matter and Energy
- 6. Forces and Motion
- 7. Ecology
- 8. Living Systems

COURSE POWER STANDARDS:

Course Scope and Sequence:

Alignment to State Standards:

71A&D- Scientific Inquiry, 31B- Characteristics and Interactions of Living Organisms, 81A&B- Impact of Science, Technology , and Human Activity

SUGGESTED INSTRUCTIONAL ACTIVITIES: GUIDED READING OF LEVELED SCIENCE TOPICS, RESEARCH & EXPERIMENT ACTIVITIES

COMMON ASSESSMENTS:

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SUGGESTED INTERVENTIONS: RETEACH/REVIEW AS INTERVENTION USING SCOTTS FORESMAN MATERIALS FOR 2ND GRADE click here to enter text

SUGGESTED ENRICHMENTS: EXPERIMENT OR RESEARCH OF EXTENDED IDEAS/TOPICS RELATED TO 2ND GRADE OBJECTIVES. click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): PROFICIENT OR HIGHER ON POST TEST/ ASSESSMENT REQUIREMENTS FOR 2ND GRADE OBJECTIVES

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN. 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Science

Course: Grade 5

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COURSE POWER STANDARDS:

Course Scope and Sequence:

Alignment to State Standards:

Power Standard 1: Students will develop an understanding of the scientific method.

Power Standard 2: Students will describe the composition of and motion of objects in the universe.

Power Standard 3: Students will classify plants and animals.

Power Standard 4: Students will explore and describe simple machines.

Power Standard 5: Students will describe the movement of water through the environment.

Power Standard 6: Students will define new technologies and measurement tools used by scientists.

SUGGESTED INSTRUCTIONAL ACTIVITIES:

[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI GRA DE 5 A%20DECONSTRUCT%20STANDARDS NEW%202.PDF](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI_GRA_DE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)

- Power Standard 1: pp. 44, 45, 46, 47, 53, 54, 55, 56, 57
- Power Standard 2: pp. 1, 11, 12, 13, 23, 26, 27, 32, 35, 42
- Power Standard 3: pp. 3, 6, 7, 9, 10, 21, 29
- Power Standard 4: pp. 16, 17, 19, 22, 24, 33
- Power Standard 5: pp. 2, 4, 5, 14, 18, 25, 28, 34, 38, 40, 41
- Power Standard 6: pp. 8, 15, 17, 30, 31, 36, 37, 48, 49, 50, 51, 52

COMMON ASSESSMENTS:

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SUGGESTED INTERVENTIONS:

[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI GRA DE 5 A%20DECONSTRUCT%20STANDARDS NEW%202.PDF](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI_GRA_DE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)

1. Small group instruction
2. Brain Pop
3. Smart Exchange Interactive Lessons
4. Computer Online Activities e.g. Edheads, Stellarium

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SUGGESTED ENRICHMENTS:

[HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI GRA DE 5 A%20DECONSTRUCT%20STANDARDS NEW%202.PDF](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/CMS/LIB01/MO01001301/CENTRICITY/DOMAIN/39/SCI_GRA_DE_5_A%20DECONSTRUCT%20STANDARDS_NEW%202.PDF)

1. Science Choice Boards-Students choose 3 or more activities to complete. These activities include all curriculum areas.
2. Independent Study Investigations-Students study science areas of interest.
3. Jeopardy/Board Games-Students complete and create their own games.

Phase II Curricular Revision Document

Content: Science

Course: Grade 5

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
Completion of Grade 4

TEXTBOOKS AND RESOURCES: 5th Grade needs an updated curriculum series. For example, our current 2006 textbook recognizes Pluto as a major planet.

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Cells and Life Processes Course: 6th grade Science

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COURSE POWER STANDARDS:

- Power Standard 1: Scientific Measurement
- Power Standard 2: Scientific Inquiry and Design
- Power Standard 3: Properties and Changes in Matter
- Power Standard 4: Classification of Living Organisms and their Characteristics
- Power Standard 5: Factors and Relationships within an Ecosystem
- Power Standard 6: Ecosystems and Interactions of their Organisms

Phase II Curricular Revision Document

Content: Cells and Life Processes Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem

Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- SmartNotebook cells and life processes notes
- Create a flow chart to show the photosynthesis process
- Create a song explaining photosynthesis process
- Compare and contrast plant and animal cells under a microscope
- Compare and contrast multi-cellular and unicellular organisms under a microscope
- Create a foldable illustrating the plant and animal cell and comparing it to the classroom
- Edhelper packets: Plant vs. Animal, Animal Cells: Cells without Walls, Plant Cells: Cells with Walls, PowerPoints
- BrainPop movies: Cells, Cell Structures, Cell Specialization, Mitosis, Photosynthesis
- Photosynthesis packet
- United Streaming videos
- LAB: viewing plant and animal cells with a microscope, using yeast to show the life process and do an inquiry based investigation to see how temperatures affect the growth of the yeast and how different types of sweetener would affect the growth.

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Edmodo activities connected with Brainpop activities

Phase II Curricular Revision Document

Content: Cells and Life Processes Course: 6th grade Science

SUGGESTED ENRICHMENTS:

- Edhelper packets: Mitosis, Egg-citing Osmosis
- Creating a 3D model of a plant or animal cell
- Dichotomy Wheel

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Earth's Processes Interactions and Landforms

Course: 6th grade Science

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Power Standard 6: Ecosystems and Interactions of their Organisms

Phase II Curricular Revision Document

Content: Earth's Processes Interactions and Landforms

Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem

Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- SmartNotebook on Earth's Processes, Interactions and Landforms
- Create a diorama or model showing examples of the erosion processes
- Create a plate tectonics foldable illustrating transform boundaries, divergent boundaries, and convergent boundaries (continental-continental, oceanic-continental) and the landforms created at each type of boundary
- Dr. Birdley Convection Connection packet
- Create a Earth's layers flip-book
- BrainPop movies: Earth's Structure, Plate Tectonics, Volcanoes, Weathering
- Types of Weathering vocabulary flip-book
- United Streaming videos
- LAB: the erosion process, convection currents

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Picture dictionary of earth science terms

SUGGESTED ENRICHMENTS:

- Design an earthquake proof model of a house

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

Phase II Curricular Revision Document

Content: Earth's Processes Interactions and Landforms

Course: 6th grade Science

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Environmental Changes Course: 6th grade Science

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Phase II Curricular Revision Document

Content: Environmental Changes Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- SmartNotebook on Environmental Changes
- Web-based inquiry on renewable and non-renewable resources and solutions to preserve our resources
- Journal activity: What are examples of beneficial activities/organisms and harmful activities/organisms
- BrainPop movies: Renewable and Nonrenewable resources
- United Streaming videos
- LAB: Pollution Dilution

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://camdentonschools.schoolwires.net/page/183)

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SUGGESTED INTERVENTIONS:

- Edmodo activities and Brainpop activities

SUGGESTED ENRICHMENTS:

- Compare environmental changes of today to geological history in the past
- Write a persuasive letter to a company to help preserve our natural resources

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Light & Sound Course: 6th grade Science

VISION: Everyone learning every day.

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Phase II Curricular Revision Document

Content: Light & Sound Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- BrainPop movies: Light, Rainbows, Color, Refraction & Diffraction, Forms of Energy, Electromagnetic Spectrum
- United Streaming videos
- LAB: mirror activity, pinhole viewer activity, How does the Sun's energy reach Earth? activity

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Vocabulary cards: transparent, translucent, opaque, convex, concave,
- Creating a diagram with arrows showing how light reflects off of: mirror, smooth/rough, shiny/dull, moon surfaces

SUGGESTED ENRICHMENTS:

- Designing lighting for a house

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Living Organisms Course: 6th grade Science

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Phase II Curricular Revision Document

Content: Living Organisms Course: 6th grade Science

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Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/1900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- SmartNotebook files on living organisms
- Word study of the meaning of "bio"
- Create mini-posters of biotic factors and abiotic factors
- Research activity: research different ecosystems and record factors that limit organisms
- Create food chains, food webs, and energy pyramids for both unicellular/multi-cellular organisms
- Create a unique animal with different adaptations and explain why they need each to live in their ecosystem
- Animal Adaptation packet
- Create a biome brochure and include information on: weather, plants, animals, geography, and facts about the specific biome
- Edhelper packets: Animal Classification, Plant Adaptations, Bird Adaptations
- Triorama depicting the population, community, ecosystem, environment, and biome
- BrainPop movies: Land Biomes, Taiga, Desert, Tropical Rainforest, Tundra, Ecosystems, Savanna, Underwater World, Camouflage, Genetic Mutations, Natural Selection, Human Evolution, Food Chains, Energy Pyramid
- United Streaming videos
- LAB: dissecting owl pellets

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Edmodo activities connected with Brainpop activities

Phase II Curricular Revision Document

Content: Living Organisms Course: 6th grade Science

SUGGESTED ENRICHMENTS:

- Edhelper packets: Mitosis, Egg-citing Osmosis
- Creating a 3D model of a plant or animal cell
- Dichotomy Wheel

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

**TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY**

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Matter Course: 6th grade Science

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Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Matter/Non Matter sort activity
- Story board/comic strip that shows the concept that mass is conserved
- SmartNotebook matter notes
- What is Matter? Packet
- Dr. Birdley Unit 6: boiling point, phases of matter, properties of matter, and gas/liquid transitions
- What's the matter? PowerPoint
- Mixtures PowerPoint
- BrainPop movies: States of Matter, Matter Changing States, Measuring Matter
- United Streaming videos
- LAB: Classify pure substances and mixtures, classifying chemical and physical changes, It's a matter of stuff and space activity, Oh, dear what can this matter be? activity, Change matters activity

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Vocabulary cards: weight, matter, mass, density, volume
- Marvelous Matter booklet

SUGGESTED ENRICHMENTS:

- Adopt an Element activity
- Product testing
- Creating a 3D model of an atom project

Phase II Curricular Revision Document

Content: Matter

Course: 6th grade Science

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Measurement Course: 6th grade Science

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The Camdenton R-III science program offers a unique learning experience for students by utilizing a variety of teaching theories, methodologies, and beliefs. Hands-on lab activities, cooperative learning, field work, lecture, and individualized research offer a number of learning situations in and out of the classroom.

In addition to these methodologies, guest speakers from within the school system, community, and surrounding areas will provide valuable information to students.

Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, Social Studies, Music and Art is integrated at various levels of instruction.

COURSE POWER STANDARDS:

Course Scope and Sequence:

Alignment to State Standards:

Power Standard 1: Scientific Measurement

Power Standard 2: Scientific Inquiry and Design

Power Standard 3: Properties and Changes in Matter

Power Standard 4: Classification of Living Organisms and their Characteristics

Phase II Curricular Revision Document

Content: Measurement Course: 6th grade Science

Power Standard 5: Factors and Relationships within an Ecosystem

Power Standard 6: Ecosystems and Interactions of their Organisms

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem

Power Standard 8: Earth's Processes, Interactions, and Landforms

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Metric Mania –Power Points
- Metric Mania conversion sort
- Brain Pop Movies: Metric vs. Customary, Metric Units, Measuring Matter, Customary Units
- Mark Twain book packet pgs: (13,17-27)—Instruments and measuring
- Metric Tool Shop packet: length, mass, volume, temperature
- LAB: measure volume (regular and irregular), mass, length, density, and use of graduated cylinder, triple-beam balance, double-pan balance, metric ruler, meter stick, spring scale, thermometer, and stopwatch.

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

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SUGGESTED INTERVENTIONS:

- Practice with measuring volume (regular and irregular), mass, length, and density using a graduated cylinder, triple-beam balance, double-pan balance, metric ruler, and meter stick.
- SmartNotebook files with practice activities.

SUGGESTED ENRICHMENTS:

- Dr. Birdley activity pages
- Converting customary and metric measurements

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

Phase II Curricular Revision Document

Content: Measurement Course: 6th grade Science

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Rocks, Fossils, & Soils Course: 6th grade Science

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Camdenton R-III Science curriculum will support and promote the district mission and goals through a number of avenues. In tying with the district mission, teachers will work with patrons, parents, and staff in a collective effort to prepare students for the work place and/or institutions of higher learning. Individual student achievement will be promoted through social interaction, problem solving, and by addressing individual learning styles through a variety of teaching strategies, every opportunity for success will be given each student in an effort to generate self-esteem and quality citizens.

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In addition to these methodologies, guest speakers from within the school system, community, and surrounding areas will provide valuable information to students.

Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, Social Studies, Music and Art is integrated at various levels of instruction.

COURSE POWER STANDARDS:

- Power Standard 1: Scientific Measurement
- Power Standard 2: Scientific Inquiry and Design
- Power Standard 3: Properties and Changes in Matter
- Power Standard 4: Classification of Living Organisms and their Characteristics
- Power Standard 5: Factors and Relationships within an Ecosystem
- Power Standard 6: Ecosystems and Interactions of their Organisms

Phase II Curricular Revision Document

Content: Rocks, Fossils, & Soils Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem

Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- SmartNotebook on Earth's Processes, Interactions and Landforms
- Create a story from the viewpoint from a particular piece of sediment or fossil taking a journey through the rock cycle
- Create a graphic organizer to show how sedimentary rocks are formed
- Compare and contrast rock samples brought in from home
- Jeopardy game
- Claude the soil head activity
- Venn diagram to compare and contrast fossils
- Activity to identify similarities and differences of fossils and living organisms
- Web Hunt: searching for information that supports continental drift and create collage of information
- Journal activity: explain the difference/similarities of the fossils in different layers of Earth
- Create a rock cycle illustration
- Journey through the rock cycle game
- BrainPop movies: Rock Cycle, Soil
- Rock Cycle vocabulary flip-book
- United Streaming videos: Mudpies,
- LAB: use of rock samples, soil texture lab, erosion tray

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183)

CREATED YES-BUT NEED TO BE REVISED

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Phase II Curricular Revision Document

Content: Rocks, Fossils, & Soils Course: 6th grade Science

SUGGESTED INTERVENTIONS:

- Flip-book of the soil profile
- Picture book of fossil and rock types with a brief explanation

SUGGESTED ENRICHMENTS:

- Create each type of fossil and create a display with a explanation
- Create a detailed soil profile

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Scientific Method Course: 6th grade Science

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Camdenton R-III Science curriculum will support and promote the district mission and goals through a number of avenues. In tying with the district mission, teachers will work with patrons, parents, and staff in a collective effort to prepare students for the work place and/or institutions of higher learning. Individual student achievement will be promoted through social interaction, problem solving, and by addressing individual learning styles through a variety of teaching strategies, every opportunity for success will be given each student in an effort to generate self-esteem and quality citizens.

In addition to these, the science curriculum will promote district goals by teaching scientific inquiry, technology skills, environmental responsibility, critical thinking, and problem solving, while acquiring the necessary scientific knowledge and skills to become lifelong learners.

The Camdenton R-III science program offers a unique learning experience for students by utilizing a variety of teaching theories, methodologies, and beliefs. Hands-on lab activities, cooperative learning, field work, lecture, and individualized research offer a number of learning situations in and out of the classroom.

In addition to these methodologies, guest speakers from within the school system, community, and surrounding areas will provide valuable information to students.

Finally, the Camdenton Science Program is unique in its cross-curricular approach. Math, Communication Arts, Literature, Health, Physical Education, Social Studies, Music and Art is integrated at various levels of instruction.

COURSE POWER STANDARDS:

- Power Standard 1: Scientific Measurement
- Power Standard 2: Scientific Inquiry and Design
- Power Standard 3: Properties and Changes in Matter
- Power Standard 4: Classification of Living Organisms and their Characteristics
- Power Standard 5: Factors and Relationships within an Ecosystem
- Power Standard 6: Ecosystems and Interactions of their Organisms

Phase II Curricular Revision Document

Content: Scientific Method Course: 6th grade Science

Power Standard 7: Energy Transformations and Adaptations within an Ecosystem
Power Standard 8: Earth's Processes, Interactions, and Landforms

Course Scope and Sequence:

<http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/900/Focus%20Calendar1314.pdf>

Alignment to State Standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Scientific method flipbook-using the steps of the scientific method to evaluate an experiment
- Steps of the scientific method powerpoint
- BrainPop movies: Scientific Method, Precision and Accuracy, Science Projects
- United Streaming videos
- LAB: Whirly Bird activity, Pop your top activity, Mixture and solution experiment, what's in the bag activity, how many drops of water can fit on a penny? activity

COMMON ASSESSMENTS: [HTTP://CAMDENTONSCHOOLS.SCHOOLWIRES.NET/PAGE/183](http://camdentonschools.schoolwires.net/page/183)

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SUGGESTED INTERVENTIONS:

- SpongeBob blurbs to practice identifying parts of the scientific method
- SmartNotebook files with practice activities.

SUGGESTED ENRICHMENTS:

- Dr. Birdley activity pages
- Chromatography Lab

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

- Completion of grade 5

**TEXTBOOKS AND RESOURCES: SCOTT FORESMAN: SCIENCE COPYRIGHT: 2006
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY**

Phase II Curricular Revision Document
Content: Scientific Method Course: 6th grade Science

BOE APPROVAL DATE ___/___/___

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

The Social Studies Department of Camdenton R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
- All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
- All students' learning is enhanced through social interaction.
- Teachers are key facilitators of learning and problem solving rather than just providers of information.
- The curriculum will address the requirements of the workplace and institutions of higher learning.
- All students should be encouraged to develop their talents in school and other community activities.
- Students and staff should be aware and show consideration for individual and cultural differences.

The rationale for the Social Studies curriculum is to establish a guideline for Camdenton School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology. The Social Studies Department of the Camdenton School District believe Social Studies is a diverse subject area that encompasses many fields of investigation and interests. History, geography, economics, government, social development, tolerance, and multicultural education, decision making and civic responsibility are all a part of Social Studies education. The real life connections are easily recognized, thus the importance of Social Studies in the curriculum is paramount. We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives. We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes. We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them. Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE POWER STANDARDS:

Role of citizens and governments in carrying out constitutional principles

- 4-7 Identify principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see amendment 9). 1.A.G.5
- 4-7 Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy. 1.A.6
- 4-7 Define the following: limited government, rule of law, majority rule, minority rights.
- 4-7 Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy and compare/contrast the following: limited government, rule of law, majority rule, minority rights. 1.A.7

Processes of Governmental Systems

- 4-7 Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government. 1.A.5
- 4-7 Distinguish between powers and functions of local, state and national government. 2.C.5
- 4-7 Identify and explain the functions of the three branches of government in the state government. 2.C.b.4
- 4-7 Describe how authoritative decisions are made, enforced and interpreted within the state government. 2.C.a.4
- 4-7 Explain the major purpose of the Constitution and Bill of Rights. 1.C.4

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) and being able to explain them to interpret historical and current events.

- 4-7 Compare Savings and investment. 4.A.a.4
- 4-7 Explain supply and demand. 4.A.b.4
- 4-7 Interpret and apply the following economic concepts: scarcity, supply and demand, trade-offs. 4.A.5
- 4-7 Apply the following economic concepts: scarcity, supply and demand, specialization of regions, nations, and individuals, tradeoffs, income, wealth and sources of wealth. 4.A.6
- 4-7 Apply the following economic concepts: investment, productivity, Gross Domestic Product, inflation, profit and profit motive. 4.A.7
- 4-7 Interpret past; explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decision made by consumers and decisions pertaining to the environment. 4.B.4

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. Reading and constructing maps.

- 4-7 Construct and interpret maps. 5.A.4
- 4-7 Use geographic research sources to acquire information and answer questions and construct maps. 5.A.5
- 4-7 Use geographic research sources to acquire and process information to answer questions and solve problems and construct maps. 5.A.6
- 4-7 Use geographic research sources to process and report information to solve problems

Course Scope and Sequence:
see attached (this should be a visual representation of the course scope and sequence 7th Grade- Western Civilization

LINK Focus Calendar here

Alignment to State Standards:

- 1) Students should be capable of explaining the origins of democracy and the principles and structures of the U.S. government and how they relate to citizens responsibilities. (1A, 6D)
- 2) Students should be able to recognize and explain the difference between majority/minority rights and limited/unlimited government. (1A, 3A, 6D)
- 3) Students must be capable of interpreting and expressing key economic concepts such as investment, productivity, profit, inflation, and GDP. (4A, 4B, 4F, 6D)
- 4) Students must be capable of using history and geography to interpret the past, explain the present and predict the future using geographic information such as absolute and relative location, physical characteristics and human characteristics in geography. (6D, 4F, 5A, 5B, 5C, 5D, 5I, 5E, 5F, 5J)
- 5) Use maps, graphs, timelines, charts, diagrams, and documents to gather and communicate information for the use of recognizing bias and distinguishing between fact and opinion. (5A, 6D, 7A, 7B, 7D, 7C, 7G)
- 6) Identify, understand and connect the important contributions and innovations of early Western Europeans Civilizations and our modern. (5I, 5E, 5F, 5J, 6F, 6G)
- 7) Recognize the relationship between laws and how they affect people. (6G)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Power Standard 1
 - Create a chart showing the duties of citizens.
 - Create a help wanted ad for each of the of three branches of government (including: requirements, length of term, salary, and responsibilities.)
 - Create a chart to show the three branches of government check and balance each other.
- Power Standard 2
 - Define and explain listed terms (limited government, rule of law, majority rule, and minority rights).
 - Hold a mock vote to explain majority rule.
 - Research examples of limited and unlimited governments.
- Power Standard 3
 - Construct a T-chart over wants and needs.
 - Have students compare /contrast the GDP of small and large countries.
 - Students will make a concept map that shows and defines the five concepts above.
 - Create an economic simulation that demonstrates how to buy and sell goods or services which reflects the principles of the free enterprise/market system.
- Power Standard 4
 - Provide students with geographic information and ask them to create a series of if/then statements.
 - Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - Students will pair off and choose a variety of locations. Each will take turns at describing and directing the other, using relative location. The other student will report the location using absolute location.
- Power Standard 5
 - Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - Students will create maps for the various continents and countries they will study in geography.
 - Map location of major landforms, oceans and any other physical barriers.
 - Students create a map and map key relating to the particular area of study, i.e., Mexico, Canada.
 - Students will create facts and opinions about a specific topic using a graphic organizer.
- Power Standard 6
 - Students will research and create a poster that shows use of various technological tools relating to Ancient Latin America Civilizations.
 - Students will give a presentation that shows use of various technological tools over Ancient Greece and Rome.
- Power Standard 7
 - Give the students laws and they come up with the effect those laws have on people.
 - Students will create their own set of laws and punishment for not obeying the laws.

Phase II Curricular Revision Document

Content World Geography Course 7th Social Studies

COMMON ASSESSMENTS: 1, 2, 3, 4, 5, 6A, 6B

CREATED

POSTED

IMPLEMENTED given 3 times a school year (August: Pre-Test; February: Progress Test; May: Post-Test)

SUGGESTED INTERVENTIONS:

- three branches of government (responsibilities, qualifications, terms, leaders)
- basic map skills (how to read a map, scale, directions, political vs. physical)
- economics (supply and demand, free market economy)

SUGGESTED ENRICHMENTS:

- Period 1 advanced Social Studies class
- National History Day ASI (Area of Special Interest) and competition
- Students who have excelled in areas of Social Studies are chosen for upper level activities during interventions

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

Completion of prior grade level

TEXTBOOKS AND RESOURCES:

Class set of tablets (30) with one printer for each of the three 7th Grade S.S. classes

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE POWER STANDARDS:

Role of citizens and governments in carrying out constitutional principles

- 8-12 Explain the relevance and connection of constitutional principals in the following documents (4). U.S. Constitution, Amendments to Constitution. 1.B
- 8-12 Explain the relevance and the connection of constitutional principles in the following documents. (2, 13): 1.B
- 8-12 Give examples of how local, state, and national governments impact people's lives.
- 8-12 Determine the civic responsibilities of individual citizens. 1.A.b
- 8-12 Apply knowledge of the responsibilities that government and citizens need to accept in order to carry out the principals of the Bill of Rights. 1.B.2
- 8-12 Describe how to participate in government (i.e. voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). 6.N; 3a.M; 1.A.b

Knowledge of principals and processes of governance systems

- 8-12 Analyze the important principals in the Declaration of Independence, including inalienable rights and government by the consent of the governed. 1.A.d;3a.l;1.A.d
- 8-12 Analyze the important principals of the constitution including: limited government, rule of law, majority rule, separation of powers, checks and balances, amendment process. 2.A.b
- 8-12 Apply important principals of the Bill of Rights: basic freedoms, protection against government. 1.A.a
- 8-12 Compare and contrast governmental systems, current and historical, including those that are democratic, totalitarian, monarchies, oligarchic, and theocratic and describe their impact. 2.B
- 8-12 Describe the structure of government and the purposes of laws (with emphasis on the federal and state governments) in general. 2.A.a
- 8-12 Explain the importance of the following principles of government: limited government, majority rule and minority rights, constitution and civil rights, checks and balances, merits of the aforementioned principles. 2.A.b
- 8-12 Explain how laws are made interpreted and enforced.
- 8-12 Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a
- 8-12 Analyze processes pertaining to: selection of political leaders, functions and styles of leadership (authoritarian, democratic, and laissez faire), governmental systems, how laws are made enforced, changed and interpreted.
- 8-12 Explain the processes pertaining to: selection of political leaders, functions and styles

of leadership, governmental systems, how laws and rules are made, enforced, changed, and interpreted. 2.C

Processes of Governmental Systems

8-12 Evaluate the roles and influence of political parties and interest groups. 2.C.b

8-12 Apply the following principles of constitutional democracy to historical and

contemporary issues: checks and balances, separation of powers, federalism,

representation, popular sovereignty, due process of law, judicial review. 1.A.a

8-12 Justify the drafting of the Constitution and its effects on the formation of the new nation.

8-12 Identify important principals in the Constitution including: limited government, rule of law majority rule, minority rights, separation of powers, checks and balances. 2.A.b

Course Scope and Sequence:
8th Grade- American History (Early American History through the Civil War)

Alignment to State Standards:

1. Analyze the important principals in the Declaration of Independence, including inalienable rights and government by the consent of the governed. 1.A.d;3a.l;1.A.d
2. Analyze the important principals of the constitution including: limited government, rule of law, majority rule, separation of powers, checks and balances, amendment process. 2.A.b
3. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Legislative Branch)
4. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Executive Branch)
5. Explain how leaders are selected and power is distributed among individuals and branches of government. 1.A.a (Judicial Branch)
6. Apply important principles of the Bill of Rights: 1) basic freedoms (Amendments 1-8) and 2) protection against government (fair trial, right of the accused, due process)
7. Describe how to participate in government (i.e. voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion, etc.). 6.N;3a.M; 1.A.a

SUGGESTED INSTRUCTIONAL ACTIVITIES:

Power Standard #1

Compare the two above-mentioned terms in regard to how the terms have changed from 1776 to the present
Define inalienable and consent of the governed

Power Standard #2

Create a Venn diagram to apply separation of powers and/or checks and balances
Create a flow chart that establishes the basic powers of the federal government

Power Standard #3

Role play an activity where students demonstrate their knowledge of the power of three branches of governments
Divide class into House and Senate with elected President signing and vetoing bills

Power Standard #4

Examine historical electoral college maps to illustrate how the states' vote affect the electoral college outcome
Analyze the powers the President has based on the Constitution and powers that are not in the Constitution

Power Standard #5

Role play a Mock trial
Examine Supreme court decisions including *Madison v. Marbury* to see how they affect US law

Power Standard #6

Prepare a skit to illustrate one amendment
Write articles defending the passage of the Bill of Rights

Power Standard #7

Utilize a computer program or website that creates a mock election and uses the terms **voting, campaigning, lobbying, participating in a political party, petitioning, influencing public opinion**
Examine methods taken by polling companies, political parties, and political action committees

COMMON ASSESSMENTS

CREATED 1 2 3 4 5 6 7 8TH GRADE COMMON ASSESSMENT
POSTED
IMPLEMENTED

• **SUGGESTED INTERVENTIONS:**

- three branches of government (responsibilities, qualifications, terms, leaders)
- basic map skills (how to read a map, scale, directions, political vs. physical)
- economics (supply and demand, free market economy)
- Reteach power standards content and enrich as needed

SUGGESTED ENRICHMENTS: Period 1 Advanced Social Studies class

National History Day ASI and competition

Students who have excelled in areas of social studies are chosen for upper level activities during intervention

**READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF PRIOR GRADE LEVEL**

TEXTBOOKS AND RESOURCES: class set of tablets (30) with one printer for each of the three 8th Grade S.S. classes
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

- To provide a balanced foundation of college and career-readiness mathematics skills in the areas of problem solving with fractions, ratios and proportions, measurement, and integers all of which are necessary for successful participation in post-secondary education and/or industry.
- To improve entrance-exam scores for college or further technical training.
- To recognize and become proficient in math skills specific to the career pathway of the student.
- To provide students a necessary transition from theoretical math to industry-applied math.

COURSE POWER STANDARDS AND ALIGNMENT TO STATE STANDARDS:

Power Standard: Integers (TM1c)	Missouri CLE:	CAS:
<p>Kid Friendly Objective(s): <i>I will be able to perform/apply math concepts as follows:</i> (Check all concepts that apply to the activity.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Order of operation <input type="checkbox"/> Basic operations (+, -, *, /) <input type="checkbox"/> Word problems <input type="checkbox"/> Calculator operations <input type="checkbox"/> Personal/business finance 	N2B9, N2C9 N2B8, N3C8 N2D10, N2D9 N2D10, N3C9 N2D10, N3B9, N3D10	

Grade: 10-12 - LCTC

Power Standard: Fractions, Decimals, and Percent (TM1a)	Missouri CLE:	CAS:
<p>Kid Friendly Objective(s): <i>I will be able to perform/apply math concepts as follows:</i> (Check all concepts that apply to the activity.)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Basic operations – decimals <input type="checkbox"/> Basic operations – fractions <input type="checkbox"/> Conversions (f-d) (d-f) (f, d - %) (% - f, d) <input type="checkbox"/> Estimations 	N2B6, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9 N2B6, N2B7, N2B8, N2C9, N1B5, N1B6 N3D12, N3D8	

Phase II Curricular Revision Document

Content _____ Course _____

<input type="checkbox"/> Applications (Personal/Business Finance)	N2B6, N2B7, N2D10, N3D12	
Grade: 10-12 - LCTC		
Power Standard: Ratio and Proportion (TM1d)	Missouri CLE:	CAS:
Kid Friendly Objective(s): <i>I will be able to perform/apply math concepts as follows:</i> (Check all concepts that apply to the activity.) <ul style="list-style-type: none"> <input type="checkbox"/> Write and interpret <input type="checkbox"/> Basic operations <input type="checkbox"/> Applications <input type="checkbox"/> Calculator 	N3E10, N3E8, N2D9 N3E10, N3E8, N2D9 N3E10, N3E8, N2D9 N3E10, N3E8, N2D9	
Grade: 10-12 - LCTC		
Power Standard: Units of Measure (TM1c)	Missouri CLE:	CAS:
Kid Friendly Objective(s): <i>I will be able to perform/apply math concepts as follows:</i> (Check all concepts that apply to the activity.) <ul style="list-style-type: none"> <input type="checkbox"/> Conversion within systems <input type="checkbox"/> Conversion between systems <input type="checkbox"/> Reading tools of measurement <input type="checkbox"/> Measurement <input type="checkbox"/> Accuracy, precision, tolerance <input type="checkbox"/> Estimation 	M1A5, M1B5, M2E5, M2E6, M2E7 M1A5, M1B5, M2E5, M2E6, M2E7 M1A5, M1B5 M1A5, M1C7 M2D10 N3D10, M2A6, M2D10	
Grade: 10-12 - LCTC		

Course Scope and Sequence:

Math 7

Math 8 (Or some other pre-algebra course)

Technical Math 1

Technical Math 2

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- I. Tm1a- Fractions, decimals, and percent
 - a. Compass-style achievement
 - i. Direct instruction
 - ii. Tape measure or wrench fractions
 1. Order
 2. Compare
 - iii. Coop-learning- pencil-paper lesson on common denominator through unlike denominators
 - b. Common Assessment- students gauge their mastery and analyze their weaknesses.
 - c. Practical application
 - i. Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - ii. Expand or extend an existing student project to "force" the use of math topic.
- II. Tm1b- Measurement
 - a. Compass-style achievement
 - i. Direct instruction
 - ii. Tape measure worksheets
 1. Order
 2. Compare
 - iii. Coop-learning lab project- Students create a measuring activity for another group. Then each group completes an assessment.
 - b. Common Assessment- students gauge their mastery and analyze their weaknesses.
 - c. Practical application
 - i. Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - ii. Expand or extend an existing student project to "force" the use of math topic.
- III. Tm1c- Integers
 - a. Compass-style achievement
 - i. Direct instruction
 - b. Common Assessment- students gauge their mastery and analyze their weaknesses.
 - c. Practical application
 - i. Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - ii. Expand or extend an existing student project to "force" the use of math topic.

IV. Ratio

- a. Compass-style achievement
 - i. Direct instruction
 - ii. Classroom examples of paper-pencil problems often found in the lab.
- b. Common Assessment- students gauge their mastery and analyze their weaknesses.
- c. Practical application
 - i. Utilize 4 pt. scoring guide to gauge student mastery on existing student projects
 - ii. Expand or extend an existing student project to "force" the use of math topic.

COMMON ASSESSMENTS:

CREATED	x
POSTED	X
IMPLEMENTED	<input type="checkbox"/>

Fractions, Decimals and Percents

Ratio and Proportion

Integers

Units of Measure

SUGGESTED INTERVENTIONS:

- I. Fractions(TM1a), Measurement(TM1b), Integers(TM1c), Ratios(TM1d)
 - a. Use common assessment to identify weaknesses
 - i. Small group direct instruction or coop-learning
 - ii. Tutorials online or pencil-paper-based tailored to identified weakness
 - b. Use 4-pt scoring guide to identify weaknesses and use project results, speed of completion, job efficiency, or materials cost to highlight math use and/or motivate use of math.

SUGGESTED ENRICHMENTS:

- I. Fractions(TM1a), Measurement(TM1b), Integers(TM1c), Ratios(TM1d)
 - a. SkillsUSA contest: Provide students prep-material for Related Technical Math contest.
 - b. Extend math concept for existing project. Consider owning a business and what new factors to include. Man-hours, costs, compensation, billing, insurance companies influence, etc.
 - c. Written projects or flowcharts
 - d. Instruction of peers.

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

STUDENTS SHOULD BE ABLE TO MAKE SENSE OF PROBLEMS AND PERSEVERE IN SOLVING THEM.
REASON ABSTRACTLY AND QUANTITATIVELY.

Phase II Curricular Revision Document

Content _____ Course _____

CONSTRUCT VIABLE ARGUMENTS AND CRITIQUE THE REASONING OF OTHERS.
USE APPROPRIATE TOOLS SAFELY AND STRATEGICALLY.
LOOK FOR AND MAKE USE OF STRUCTURE.

TEXTBOOKS AND RESOURCES:

FREE ONLINE TUTORIAL SITES.
FREE ONLINE MATH MATERIAL.

THE FOLLOWING TEXTBOOKS ARE USED TO SUPPLEMENT INSTRUCTION – NOT GIVEN TO STUDENTS.

MATH IN CONSTRUCTION TRADES
MACHINIST MATH
MATH FOR WELDERS
COLLISION REPAIR MATHEMATICS
MATH FOR THE TRADES
MATH IN THE TECHNICAL TRADES

FUTURE:

PLAN TO UTILIZE "ACCELERATED MATH FOR INTERVENTIONS" SOFTWARE TO DIFFERENTIATE INSTRUCTION.

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE ____ / ____ / ____

Phase II Curricular Revision Document

Content: Social Studies

Course: Psychology

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

The rationale for the Social Studies curriculum is to establish a guideline for Camdenon School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

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We recognize the importance of fostering responsible citizens who will be both active in the school and in their community throughout their lives.

We have a responsibility to educate students so that they can succeed in a culturally diverse work place. By using literature distinct to different cultures, students not only learn about that culture, but develop tolerance for other beliefs, values, and attitudes.

We believe that there are basic skills and facts each student needs to know. We also recognize that more information exists that can be assimilated. Because of this, it is important to teach students methods of using current technology and outside resources to research information to help them make informed decisions to better participate in the world around them.

Students develop new understanding through a process of active construction of knowledge. Students are expected to strive to accomplish the instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

COURSE POWER STANDARDS:

1. Demonstrate an understanding of the origins and early history of psychology.
2. Know significant figures in psychology and be able to demonstrate knowledge of the importance of their contributions to psychology.
3. Analyze and explain how the individual develops cognitively throughout the lifespan.
4. Identify the different structures of the brain and be able to explain their importance in the behavior of humans and

Phase II Curricular Revision Document

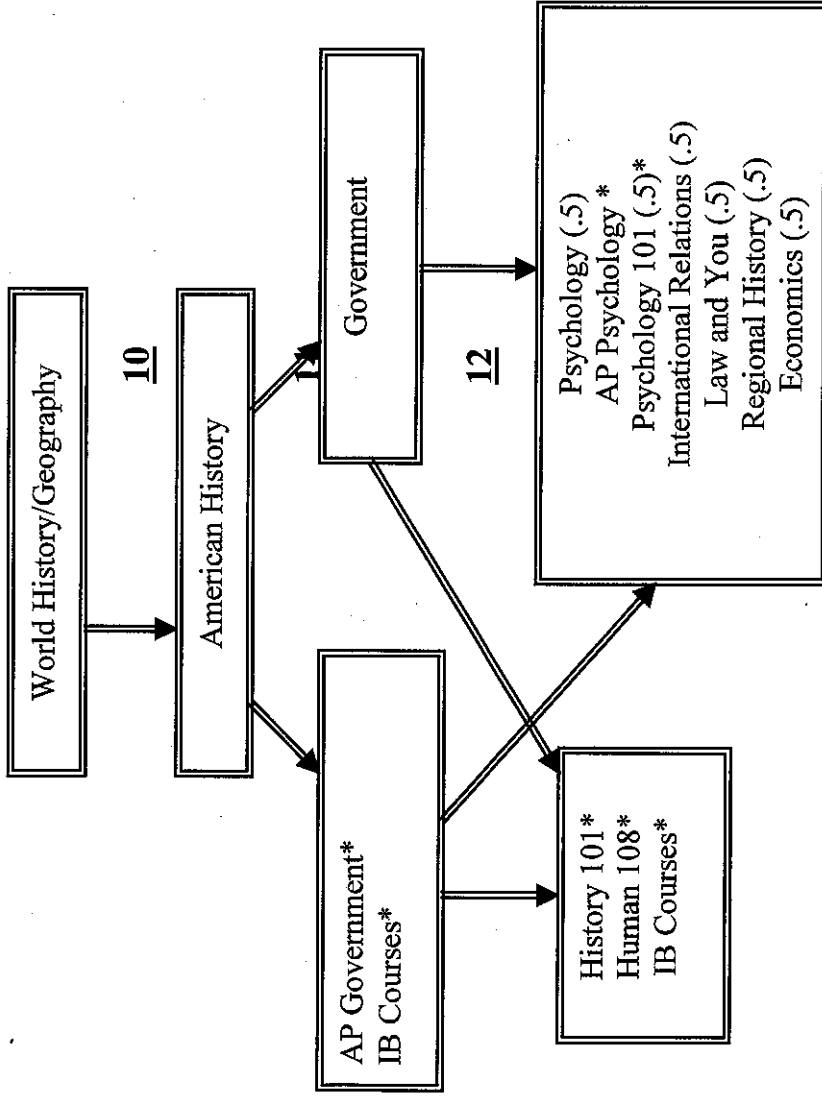
Content: Social Studies

Course: Psychology

- non-humans.
5. Identify the different structures that comprise the endocrine system and be able to explain their importance in the behavior of humans and non-humans.
 6. Compare and contrast the different types of conditioning that is involved in determining human behavior.
 7. Describe and evaluate the behavioral disorders that inhibit "normal" human behavior.

Course Scope and Sequence:

9



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:
COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: click here to enter text
SUGGESTED ENRICHMENTS:
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): No Prerequisite
TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE <u> </u> / <u> </u> / <u> </u>

Phase II Curricular Revision Document
Content: Social Studies Course: Regional History (Middle East)

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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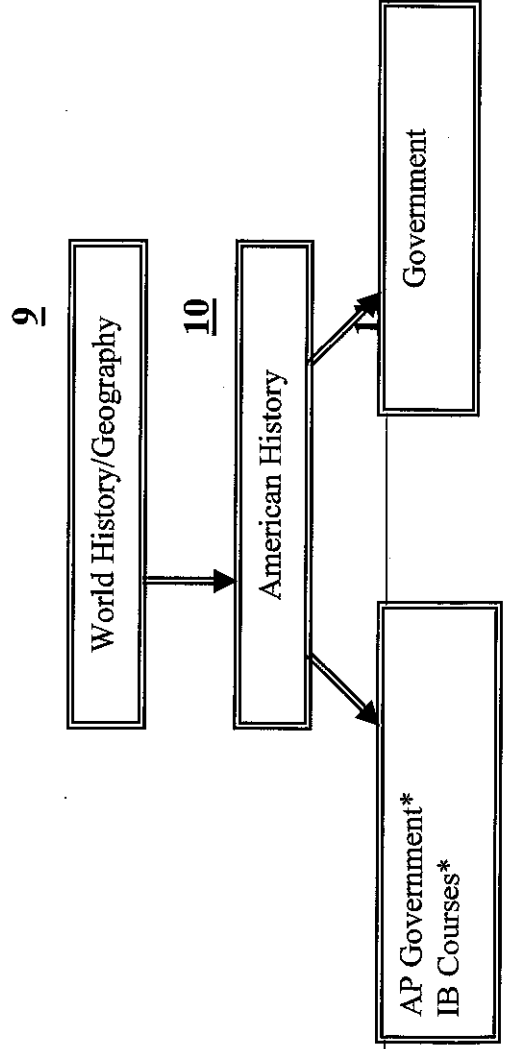
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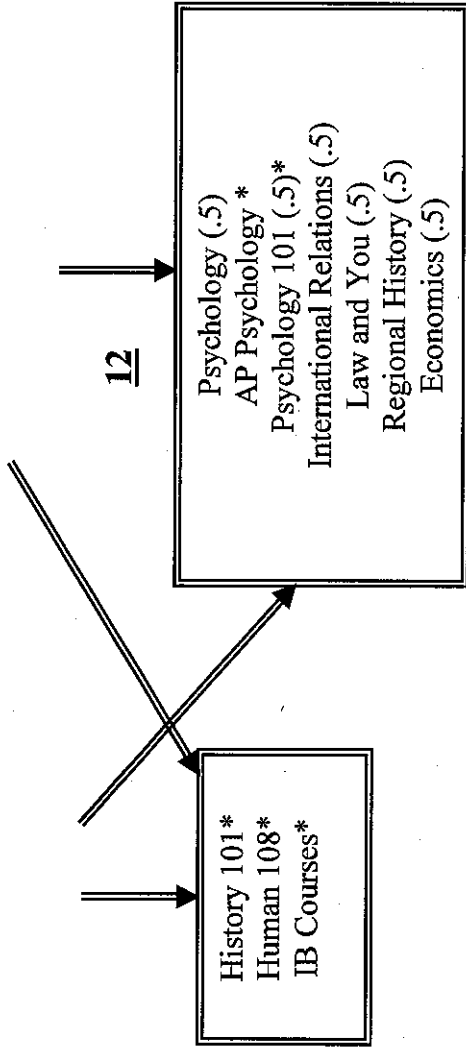
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COURSE POWER STANDARDS:

Course Scope and Sequence:





Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: [click here to enter text](#)

Readiness (suggested preparation for students prior to grade/course enrollment):

No Prerequisite

TEXTBOOKS AND RESOURCES:
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Social Studies

Course: American History

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

Camdenton School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

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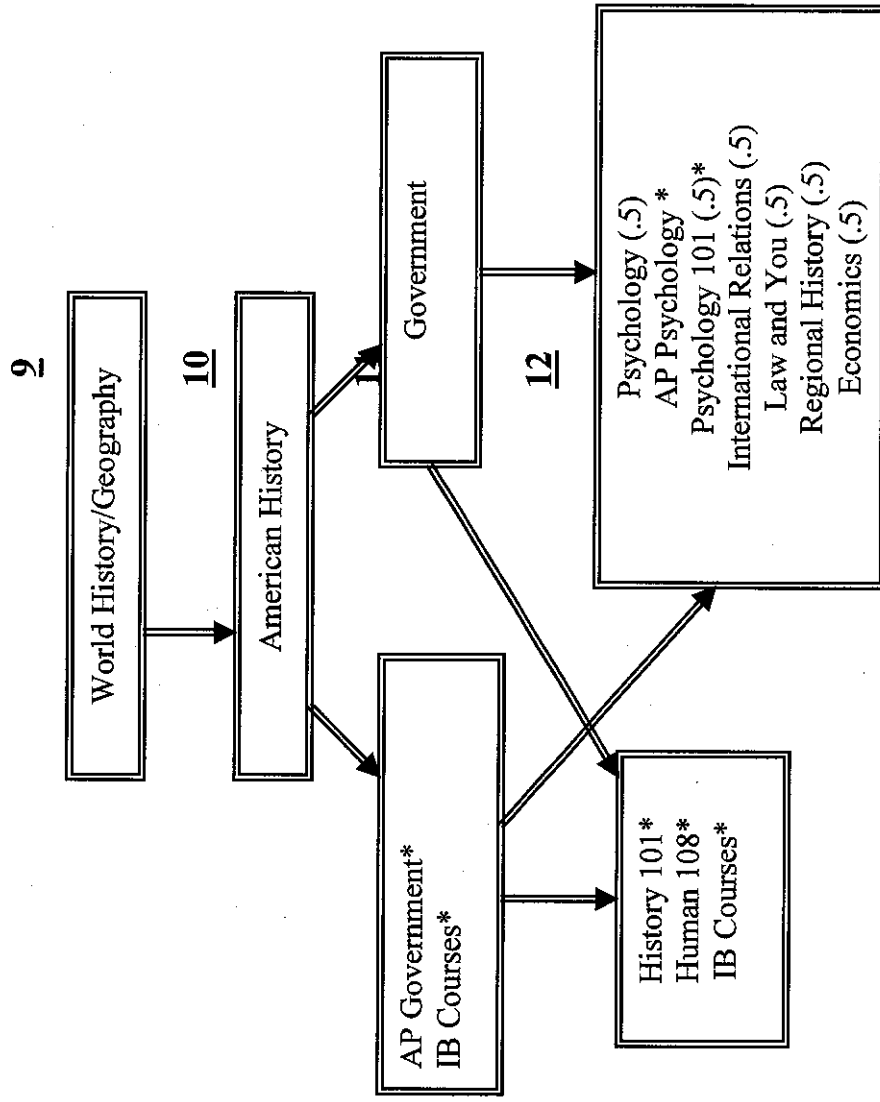
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COURSE POWER STANDARDS:

1. Describe the changing role in the federal government and how it impacted African Americans and the South's customs, culture and economy during Reconstruction
2. Trace the changing role of the federal government during America's westward expansion, describe how these changes impacted the migration of settlers westward and explain how this migration affected the Native American culture.

3. Analyze how immigration and the changing role of the federal government led to the United States transformation from an agrarian nation to an industrialized power and how this transformation affected the economic cycle of the era.
4. Describe how immigration led to the urbanization of America, analyze immigrant's contribution to the changing culture of America and evaluate their impact on the changes in our economy.
5. Trace the changing role of the federal government during the late 1800's and explains how these changes affected the populist movement and African Americans.
6. Evaluate the importance of the rise of Imperialism in the transformation of the United States from a fledgling nation to a world power.
7. Trace the changing role of the federal government, during the Progressive Era, on American society.
8. Analyze the factors that led to America's involvement in World War I, its effect on American society and its impact on the role of the government on society.
9. Trace the changing role of the federal government , and the contribution of various cultures on American society during the 1920's
10. Describe the changing role of the federal government on American society during the Great Depression and analyze how these changes impacted America's transition from a laissez-faire economy to a Keynesian economy.
11. Evaluate the importance of World War II on America's transition to a world power, its role in culture conflicts and contributions and its impact on the changing role of the American government
12. Discuss how post-war American government's role, culture conflicts and contributions, and major world conflicts were affected by the Cold War
13. Analyze how the civil rights movement impacted the changing role of the American government and cultural conflicts and contributions
14. Evaluate the importance of the Vietnam War as a major conflict and its impact on cultural conflicts and contribution, and its role in the changing role of the American government

Course Scope and Sequence:



Phase II Curricular Revision Document

Content: Social Studies

Course: American History

Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

Required for graduation

No Prerequisite

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies Course: AP Comparative Government and Politics

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The rationale for the Social Studies curriculum is to establish a guideline for Camdenon School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

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COURSE POWER STANDARDS:

9

World History/Geography

10

American History

AP Government*
IB Courses*

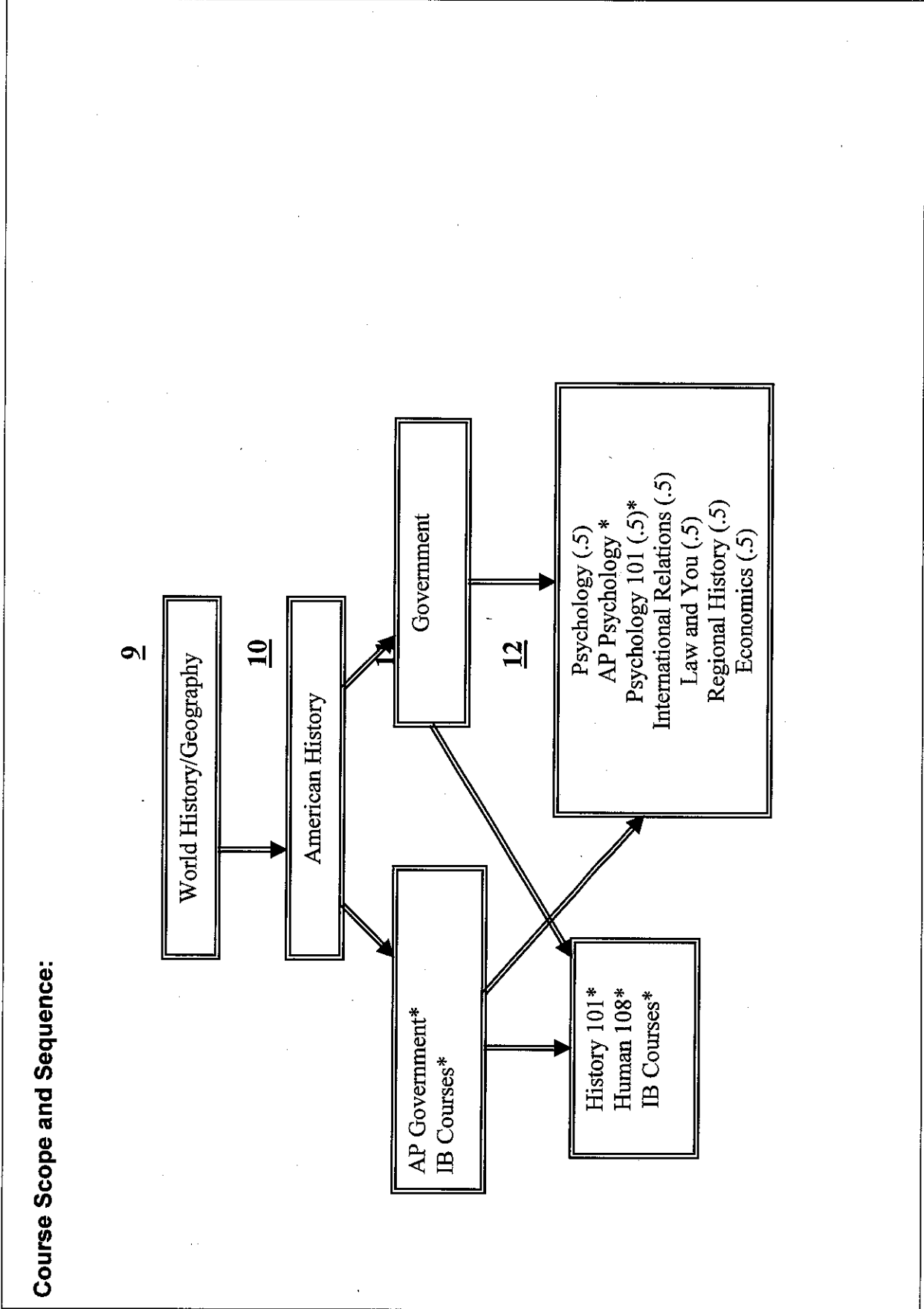
Government

12

Psychology (.5)
AP Psychology *
Psychology 101 (.5)*
International Relations (.5)
Law and You (.5)
Regional History (.5)
Economics (.5)

History 101*
Human 108*
IB Courses*

Course Scope and Sequence:



Alignment to State Standards (Identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

B OR HIGHER IN AMERICAN GOVERNMENT

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies Course: AP US Government and Politics

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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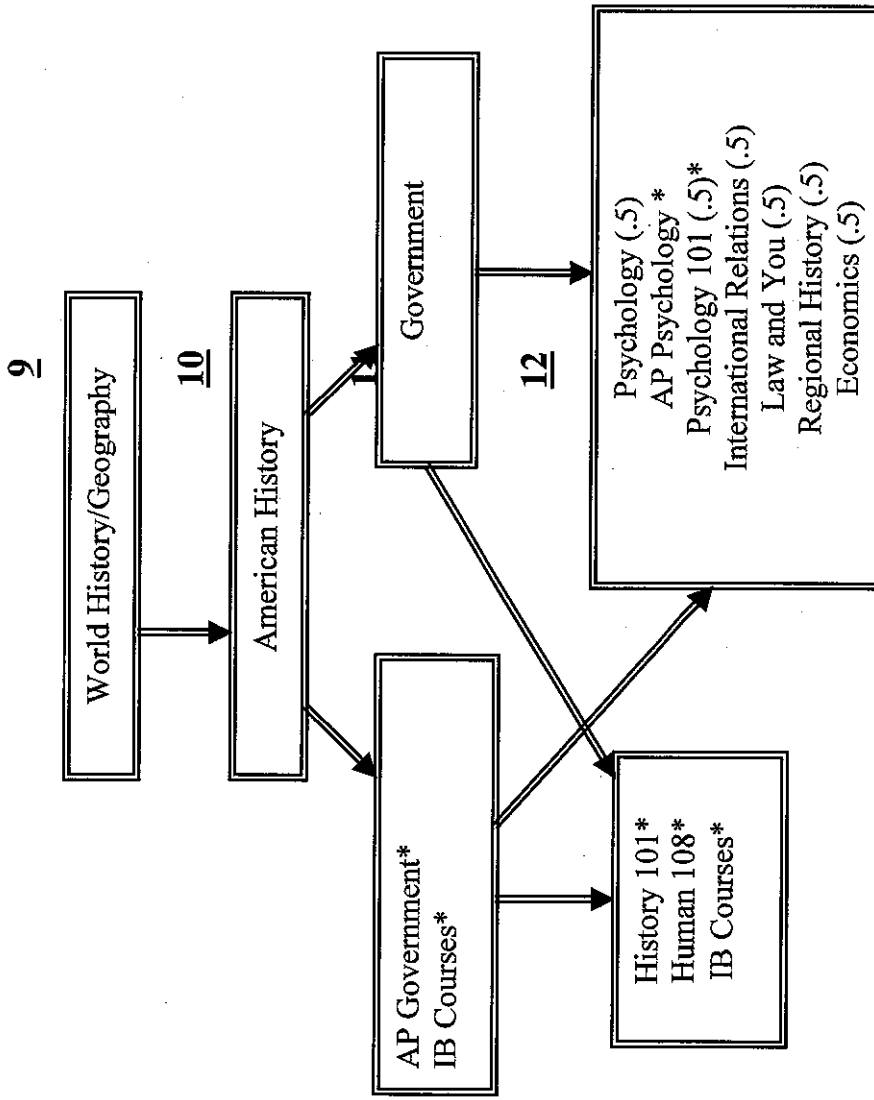
COURSE POWER STANDARDS:

1. Constitutional underpinnings of US Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups, and Mass Media
4. Institutions of National Government
5. Public Policy

6. Civil Rights and Civil Liberties

** Power Standard according to AP required curriculum*

Course Scope and Sequence:



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:
SUGGESTED INSTRUCTIONAL ACTIVITIES:
COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: click here to enter text
SUGGESTED ENRICHMENTS: click here to enter text
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): MUST HAVE RECEIVED A "B" OR ABOVE IN AMERICAN HISTORY
TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Social Studies

Course: AP Psychology

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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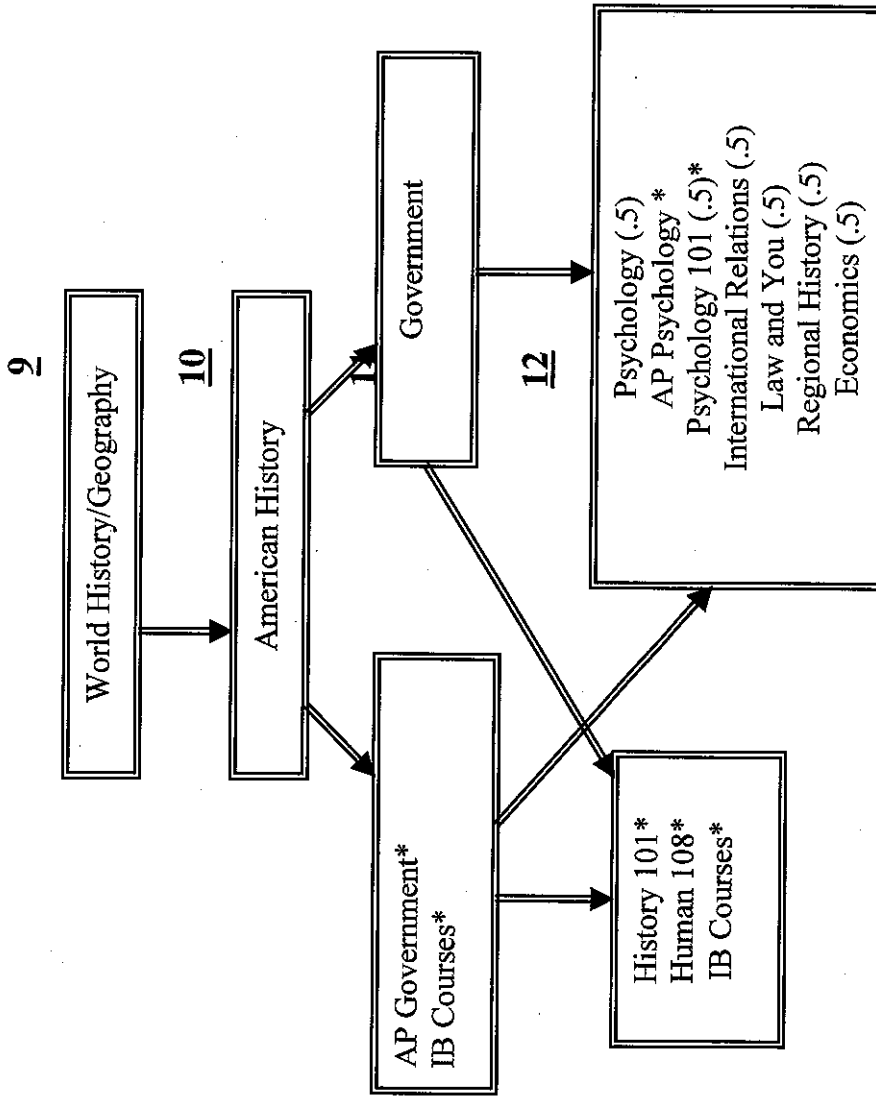
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COURSE POWER STANDARDS:

1. Demonstrate an understanding of the origins and early history of psychology.
2. Know significant figures in psychology and be able to demonstrate knowledge of the importance of their contributions to psychology.
3. Analyze and explain how the individual develops cognitively throughout the lifespan.
4. Identify the different structures of the brain and be able to explain their importance in the behavior of humans and non-humans.
5. Identify the different structures that comprise the endocrine system and be able to explain their importance in the behavior of humans and non-humans.
6. Compare and contrast the different types of conditioning that is involved in determining human behavior.
7. Describe and evaluate the behavioral disorders that inhibit "normal" human behavior.
8. Describe and evaluate the various methods used to treat "abnormal" behavior.
9. Describe and evaluate the different theories on intelligence and how to measure intelligence.
10. Explain socio-culture psychology and analyze how it applies to the behavior of individuals in different cultures.
11. Explain the cognitive explanation of memory, emotion, and motivation.

Course Scope and Sequence:



Phase II Curricular Revision Document

Content: Social Studies

Course: AP Psychology

Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

Must have taken Psychology and earned at least a "B"

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Social Studies

Course: AP US Government

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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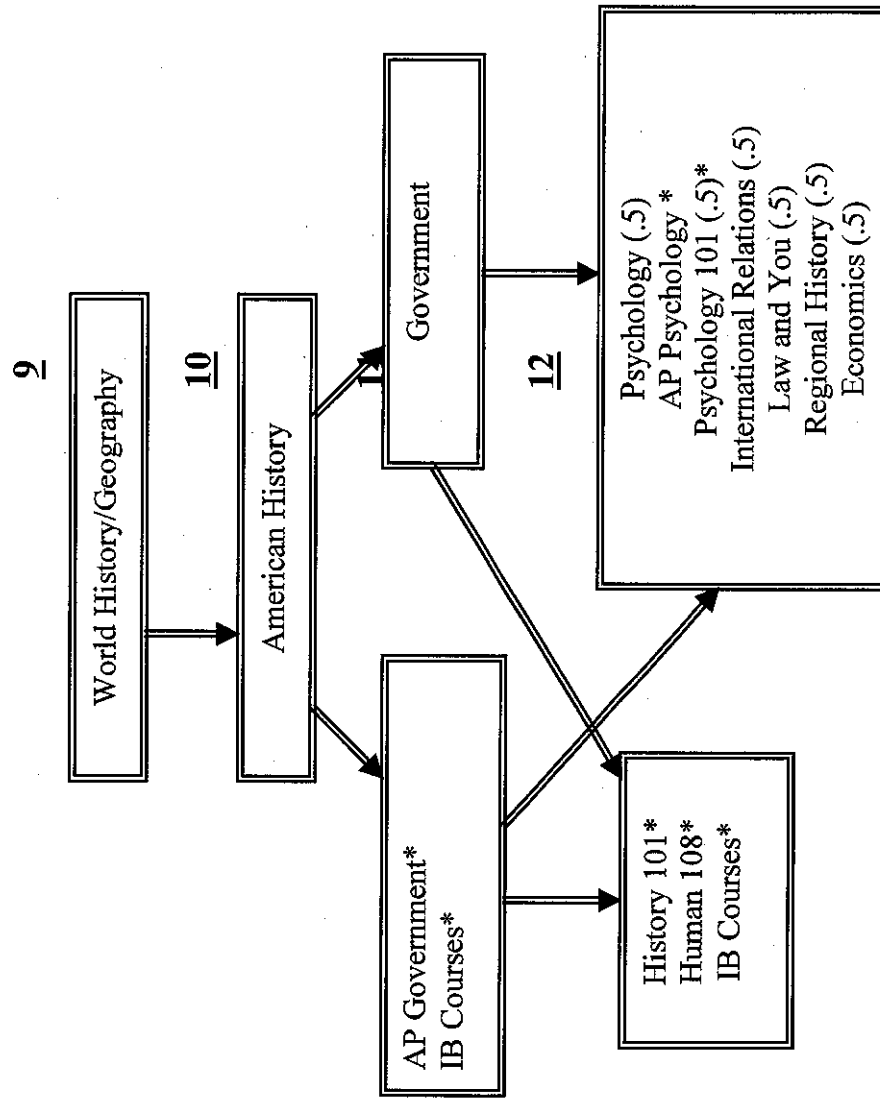
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COURSE POWER STANDARDS:

1. Constitutional underpinnings of US Government
2. Political Beliefs and Behaviors
3. Political Parties, Interest Groups, and Mass Media
4. Institutions of National Government
5. Public Policy
6. Civil Rights and Civil Liberties

** Power Standard according to AP required curriculum*

Course Scope and Sequence:



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:
SUGGESTED INSTRUCTIONAL ACTIVITIES:
COMMON ASSESSMENTS: CREATED <input type="checkbox"/> POSTED <input type="checkbox"/> IMPLEMENTED <input type="checkbox"/> click here to enter text
SUGGESTED INTERVENTIONS: click here to enter text
SUGGESTED ENRICHMENTS: click here to enter text
READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): Must have taken American History and received a t least a "B"
TEXTBOOKS AND RESOURCES: REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Social Studies

Course: Economics

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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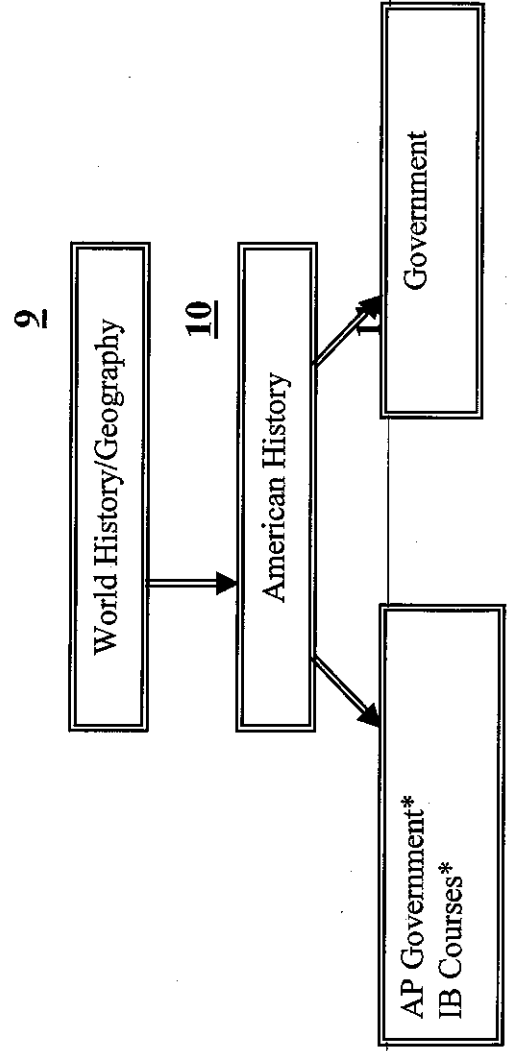
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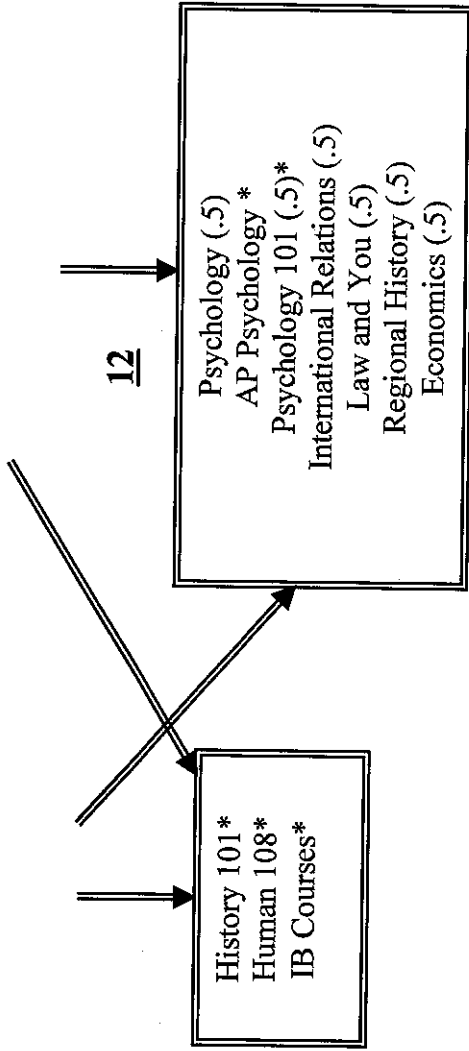
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COURSE POWER STANDARDS:

Course Scope and Sequence:





Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

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IMPLEMENTED [click here to enter text](#)

SUGGESTED INTERVENTIONS: [click here to enter text](#)

Phase II Curricular Revision Document

Content: Social Studies

Course: Economics

SUGGESTED ENRICHMENTS: [click here to enter text](#)

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

No Prerequisite

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies

Course: Government

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

Camdenton School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

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COURSE POWER STANDARDS:

1. Governmental Systems
2. Political Leaders, Selection, Styles of Leadership
3. Concepts of Democracy
4. Democracies and Republics
5. Economic Systems
6. Documents, Enlightenment Writing
7. Representation
8. Due Process
9. Changing Role of Government
10. Constitutional Principles
11. Constitution
12. Citizenship
13. Political Parties and Interest Groups

Phase II Curricular Revision Document

Content: Social Studies

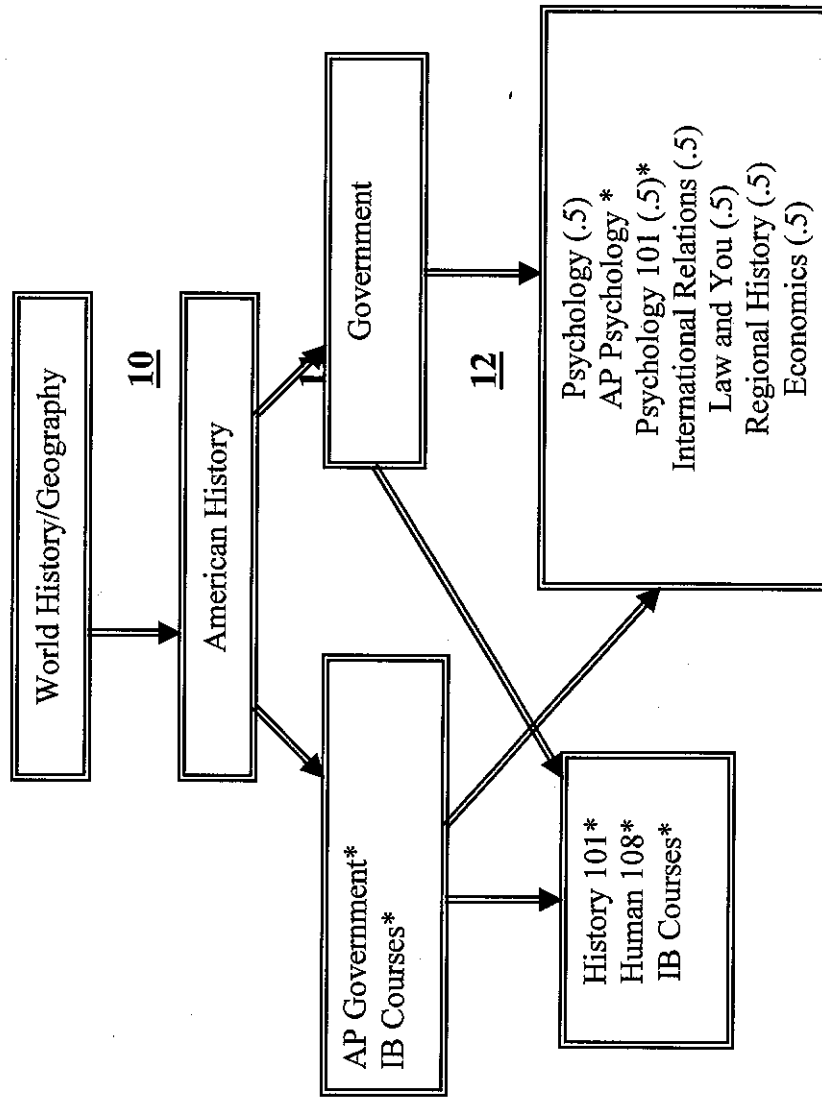
Course: Government

14. Legislative Branch
15. Executive Branch
16. Judicial Branch
17. Financing the Government
18. State and Local Government

Course Scope and Sequence:

see attached (this should be a visual representation of the course scope and sequence k-12) K-8th Grade Social Studies (4th- 6th Grade focusing on Government, American and Missouri History), 7th Grade- Western Civilization, 8th Grade- American History (Early American History through the Civil War)

9



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

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IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

No Prerequisite
Required for Graduation

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies

Course: IB History of Americas I

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

The rationale for the Social Studies curriculum is to establish a guideline for Camden-ton School district staff in order to promote uniform and consistent instructions. The department recognizes that the curriculum is dynamic and promotes the acceptance of change. This curriculum guide provides a framework of procedures and information while allowing instructors freedom of choice in methodology.

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COURSE POWER STANDARDS:

1. Prescribed subject 1: Peacemaking, Peacekeeping-international relations 1918-36.
2. Route 2 topic 1: Causes, practices and effects of wars.
3. Route 2 topic 5: The Cold War
4. Aspects of the history of Americas: Option 8 The Second World War and Americas 1933-45
5. Aspects of the history of Americas: Option 10 The Cold War and the Americas 1945-81

6. Aspects of the history of Americas: Option 11 The Civil Rights and Social Movements in the Americas

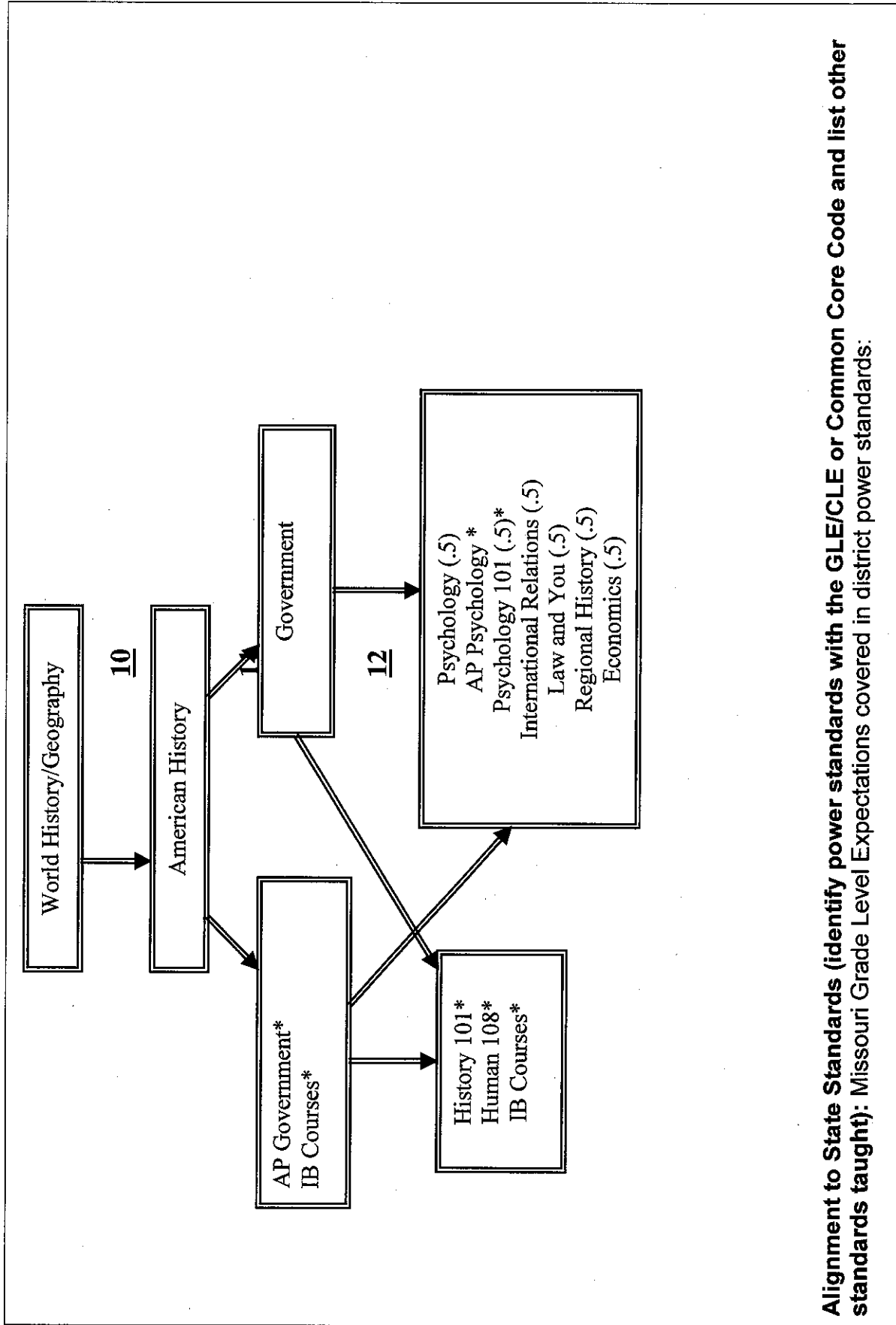
** Power Standard according to IB required curriculum*

Course Scope and Sequence:

Phase II Curricular Revision Document

Content: Social Studies

Course: IB History of Americas I



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

CREATED

POSTED

IMPLEMENTED click here to enter text

SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

World History/Geography-A and Government-A

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE ___ / ___ / ___

Phase II Curricular Revision Document

Content: Social Studies Course: IB History of Americas II

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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COURSE POWER STANDARDS:

1. Prescribed subject 1: Peacemaking, Peacekeeping-international relations 1918-36.
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 5. Aspects of the history of Americas: Option 10 The Cold War and the Americas 1945-81
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- * Power Standard according to IB required curriculum

9

World History/Geography

10

American History

AP Government*
IB Courses*

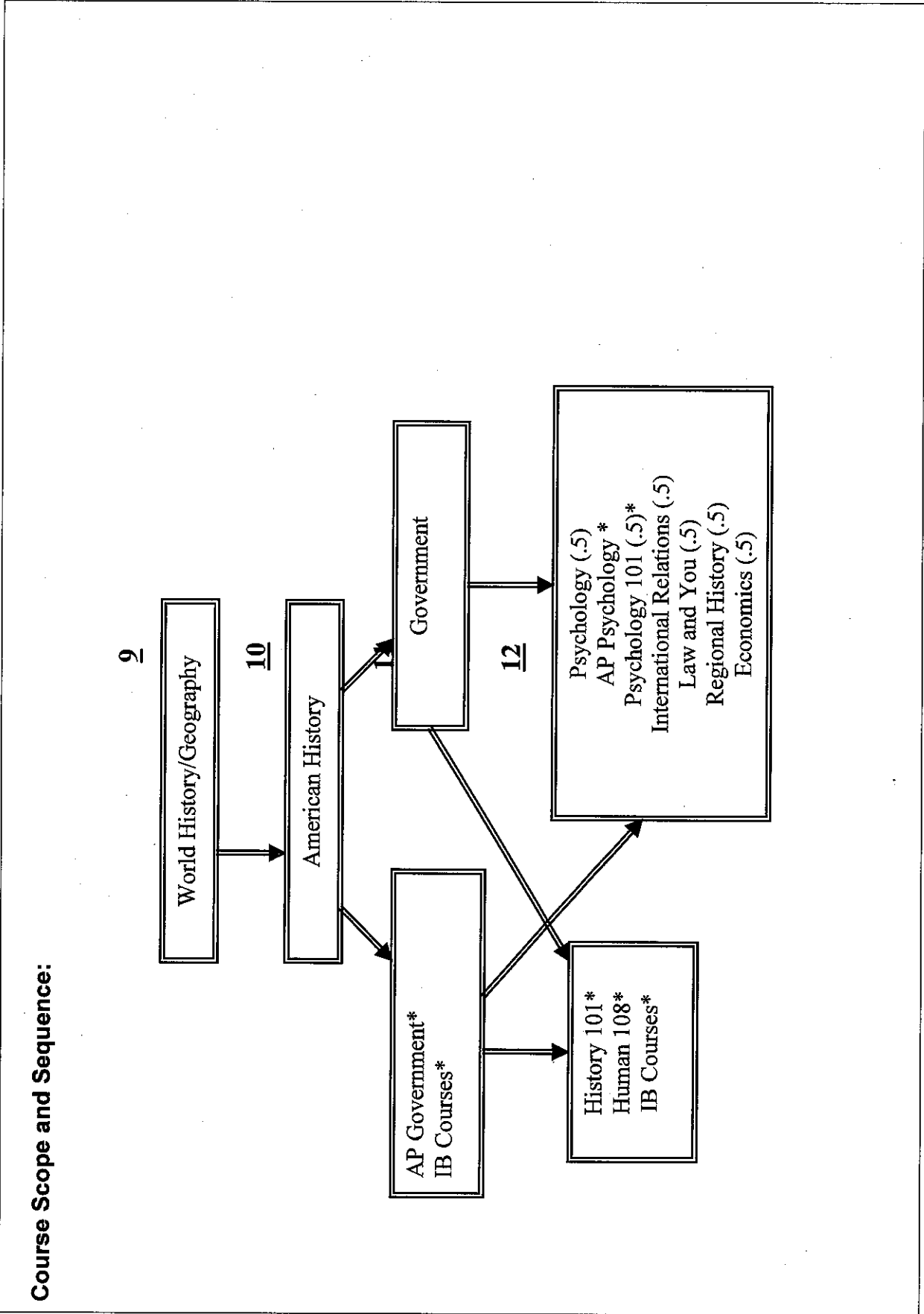
Government

12

Psychology (.5)
AP Psychology *
Psychology 101 (.5)*
International Relations (.5)
Law and You (.5)
Regional History (.5)
Economics (.5)

History 101*
Human 108*
IB Courses*

Course Scope and Sequence:



Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

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SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

IB History of Americas I

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies

Course: IB Psychology

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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COURSE POWER STANDARDS:

1. Explain, where appropriate, how culture, ethical, gender, and methodological considerations may affect the interpretation of behavior in humans and non-humans.
2. Describe, compare and evaluate the four content topics of the perspectives: development and cultural contents, frameworks, methodologies, and application as it applies to behavior to humans.
3. Describe and evaluate theories and empirical studies of the perspective.

Phase II Curricular Revision Document

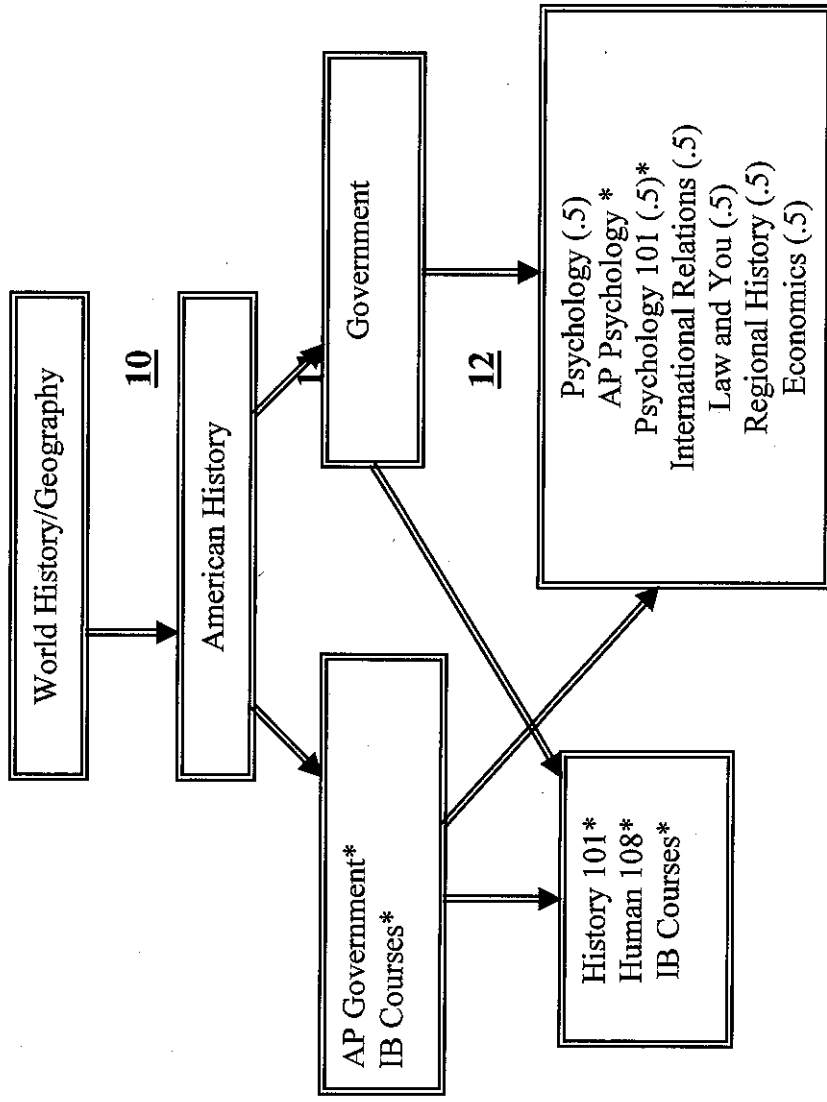
Content: Social Studies

Course: IB Psychology

4. Identify and explain the strengths and limitations of explanations of behavior of each perspective of IB Psychology.
5. Describe and evaluate theories related to abnormal behavior.
6. Identify, explain and evaluate empirical studies relevant to abnormal behavior.
7. Apply theories and findings of empirical studies to the explanations of human behavior.
8. Analyze and compare issues within abnormal behavior.
9. Demonstrate the acquisition of knowledge and skills required for experimental design, data collection, data analysis and interpretation.

Course Scope and Sequence:

9



standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

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SUGGESTED INTERVENTIONS: click here to enter text

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

Students must be enrolled in the IB program, or have the permission of the IB Coordinator and the IB course instructor.

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: Social Studies

Course: International Relations

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE:

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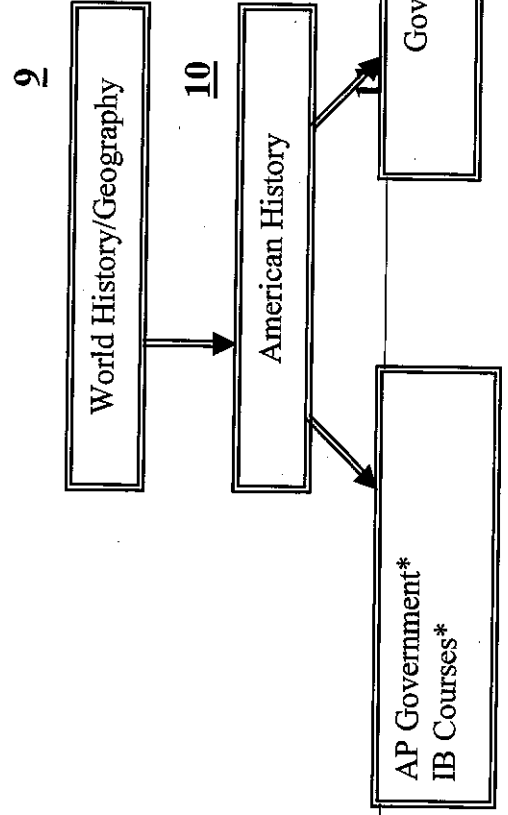
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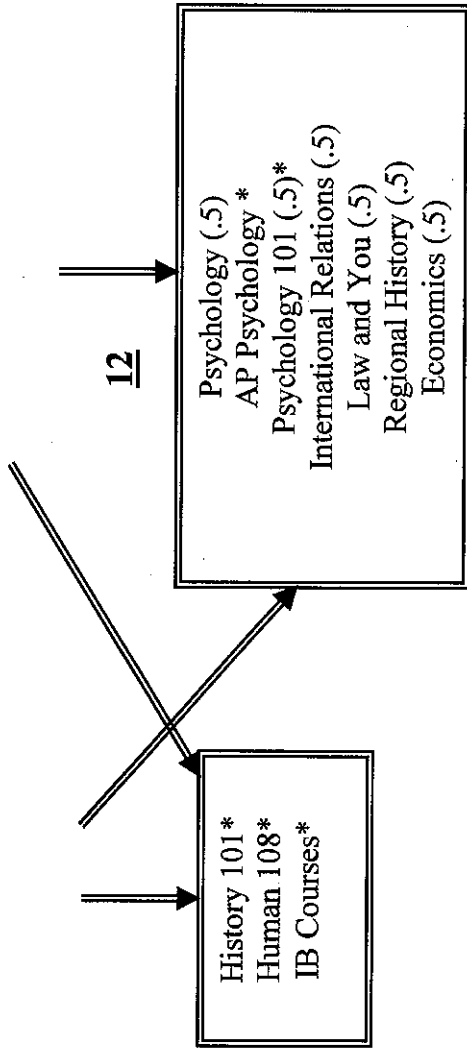
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COURSE POWER STANDARDS:

Course Scope and Sequence:





Alignment to State Standards (identify power standards with the GLE/CLE or Common Core Code and list other standards taught): Missouri Grade Level Expectations covered in district power standards:

SUGGESTED INSTRUCTIONAL ACTIVITIES:

COMMON ASSESSMENTS:

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SUGGESTED INTERVENTIONS: click here to enter text

Phase II Curricular Revision Document

Content: Social Studies

Course: International Relations

SUGGESTED ENRICHMENTS: click here to enter text

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

No Prerequisite

TEXTBOOKS AND RESOURCES:

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

Phase II Curricular Revision Document

Content: General Social Studies Course: First Grade Social Studies

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Social Studies Department of Camdenon R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
 - All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
 - All students' learning is enhanced through social interaction.
 - Teachers are key facilitators of learning and problem solving rather than just providers of information.
 - The curriculum will address the requirements of the workplace and institutions of higher learning.
 - All students should be encouraged to develop their talents in school and other community activities.
 - Students and staff should be aware and show consideration for individual and cultural differences.
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instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): First Grade Social Studies focuses on three core areas: geography, government and economics. Students are introduced to geographical elements and tools including maps, demonstrate skills of producers and consumers, and practice rights and responsibilities of citizens within our government.

Scope and Sequence: First Grade Focus Calendar

COURSE POWER STANDARDS: MISSOURI:

- 4.1: FOLLOWING CLASSROOM RULES- EXPALIN HOW RULES AND LAWS ARE MADE
- 3.3: PROPOSE/PLAN RESOLUTIONS OF DISPUTES IN THE CLASSROOM AND ON THE PLAYGROUND
- 1.5.1.10: IDENTIFY AND USE PRIMARY AND SECONDARY SOURCES

SUGGESTED INSTRUCTIONAL ACTIVITIES: FIRST GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS: 1ST GRADES.S.ASSESSMENTS

SUGGESTED INTERVENTIONS: ANCHOR CHARTS, EXTRA MODELING, MODIFYING STEPS, PICTURE CUES, THINK SHEETS, FOCUS ROOM

SUGGESTED ENRICHMENTS: STUDENT MODELING

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF KINDERGARTEN

TEXTBOOKS AND RESOURCES:

JOURNEYS BASAL TEXT- ALREADY IN USE

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Social Studies Department of Camdenton R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
 - All students are unique with varying learning styles, abilities, strengths, and interests, and should be offered opportunities to maximize their capabilities.
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Instructional goals, both as individuals and as group members. Because we believe in students taking an active role, we evaluate student achievement by performance assessment as well as traditional means.

Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

Phase II Curricular Revision Document

Content: General Social Studies Course: Kindergarten Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Kindergarten Social Studies focuses on introducing students to citizenship and working within their classrooms, communities, and country effectively.

COURSE POWER STANDARDS: MISSOURI:

- 4.1: FOLLOWING CLASSROOM RULES;
- 1.10: IDENTIFY PRIMARY AND SECONDARY SOURCES (DIARIES, LETTER, PEOPLE, INTERVIEWS, JOURNALS, PHOTOS)
- 4.2: DEMONSTRATE HOW TO PEACEFULLY SOLVE PROBLEMS

Scope and Sequence: Kindergarten Focus Calendar p1
Kindergarten Focus Calendar p2 Kindergarten Focus Calendar p3

SUGGESTED INSTRUCTIONAL ACTIVITIES: KINDERGARTEN DECONSTRUCTED GLES

COMMON ASSESSMENTS:

KINDERGARTEN CHECKLIST FOR COMMON ASSESSMENT

SUGGESTED INTERVENTIONS: ANCHOR CHARTS, EXTRA MODELING, MODIFYING STEPS, PICTURE CUES, THINK SHEETS, FOCUS ROOM

SUGGESTED ENRICHMENTS: STUDENT MODELING

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF KINDERGARTEN ENROLLMENT/SCREENING PROCESS

TEXTBOOKS AND RESOURCES:
CLASSROOM TEXT SETS- EMBEDDED IN ENGLISH LANGUAGE ARTS CURRICULUM
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE ____ / ____ / ____

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Social Studies Department of Camdenton R-III supports the district mission in the following ways.

- Student success at each level of learning leads to success at the next level.
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 - The curriculum will address the requirements of the workplace and institutions of higher learning.
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Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

Phase II Curricular Revision Document

Content: General Social Studies Course: Second Grade Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Second Grade Social Studies focuses on three core areas: geography, government and economics. Students are introduced to geographical elements and tools including maps, demonstrate skills of producers and consumers, and practice rights and responsibilities of citizens within our government.

Scope and Sequence: Second Grade Focus Calendar

COURSE POWER STANDARDS: MISSOURI:

- 1.10: DEMONSTRATE THE PROPOSED IDEAS FOR WORKING TOGETHER WITH OTHERS.
- 1.4.1.10: IDENTIFY AND SELECT PRIMARY AND SECONDARY SOURCES "SEE BELOW"
- 4.2.1.10.4.1: WRITE AND DESCRIBE WHY CITIES MAKE LAWS.

SUGGESTED INSTRUCTIONAL ACTIVITIES: SECOND GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS: 2ND GRADES.S.ASSESSMENTS

SUGGESTED INTERVENTIONS: Anchor Charts, Extra Modeling, Modify the steps, Picture Cues, Think Sheets, Focus Room

SUGGESTED ENRICHMENTS: STUDENT MODELING

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF FIRST GRADE

TEXTBOOKS AND RESOURCES:

JOURNEYS TEXT-BOOK CURRENTLY IN USE

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /

VISION: Everyone learning every day.

MISSION: Create a learning community that maximizes each individual's performance for future success.

COURSE RATIONALE: The Social Studies Department of Camdenon R-III supports the district mission in the following ways.

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Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

Phase II Curricular Revision Document

Content: General Social Studies Course: Third Grade Social Studies

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Third Grade Social Studies focuses on three core areas: geography, government and economics. Students continue the study of geographical elements and tools including maps, distinguish between different kinds of resources, and practice rights and responsibilities of citizens within their communities, as well as their country.

COURSE POWER STANDARDS: MISSOURI:

- IDENTIFY AND EXPLAIN WHY CITIES MAKE LAWS AND ORDINANCES.
- DISCUSS AND APPLY RESPONSIBILITIES OF CITIZENS, INCLUDING RESPECT FOR THE RIGHTS OF OTHERS AND TREATING OTHERS FAIRLY
- STATE THE MAIN PURPOSES OF THE DECLARATION OF INDEPENDENCE, AND IDENTIFY THE PURPOSE OF THE CONSTITUTION
- DESCRIBE HOW AUTHORITATIVE DECISIONS ARE MADE, ENFORCED AND INTERPRETED WITHIN THE FEDERAL GOVERNMENT AND IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT IN THE FEDERAL GOVERNMENT
- IDENTIFY AND EXPLAIN PUBLIC GOODS AND SERVICES
- DISTINGUISH AMONG NATURAL, CAPITAL AND HUMAN RESOURCES
- CONDUCT A COST-BENEFIT ANALYSIS
- IDENTIFY TAXES THAT STUDENTS EXPERIENCE, SUCH AS SALES TAXES ; LIST HOW TAX MONEYS ARE USED, WHO BENEFITS FROM TAX SUPPORTED SERVICES, AND WHO PAYS FOR THESE SERVICES.
- READ AND CONSTRUCT MAPS

SCOPE AND SEQUENCE: THIRD GRADE FOCUS CALENDAR

SUGGESTED INSTRUCTIONAL ACTIVITIES: THIRD GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS:

PS1A PS5A

SUGGESTED INTERVENTIONS: FLEX GROUPING BASED ON STUDENT NEED ACCORDING TO PRE AND POST TESTING DATA

Phase II Curricular Revision Document
Content: General Social Studies Course: Third Grade Social Studies

SUGGESTED ENRICHMENTS: Independent research studies and projects based on higher level power standards

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF SECOND GRADE

TEXTBOOKS AND RESOURCES:
JOURNEYS TEXT IS USED FOR INTERDISCIPLINARY STUDY ACROSS THE ENGLISH/LANGUAGE ARTS CURRICULUM; HOUGHTON-MIFFLIN SERIES FOR SOCIAL STUDIES; MAPS/GLOBES
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE ___ / ___ / ___

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- Focus Areas are:
- Geography
 - History
 - Civics/Politics
 - Economics
 - Social/Cultural
 - Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fifth Grade Social Studies focuses on four core areas: geography, government, American history, and economics. Students continue the study of geographical elements and tools including maps, practice the concepts of supply and demand and opportunity cost, practice rights and responsibilities of citizens within their communities, and their country and focus on government documents at the state and national levels. Students also explore the history of America, including Native Americans, explorers, colonies, the American Revolution, The Civil War, and westward expansion.

COURSE POWER STANDARDS: MISSOURI:

- 1AG5: THE STUDENT WILL BE ABLE TO DESCRIBE CITIZENS' RIGHTS AND FREEDOMS AND LOCATE WHERE THESE ARE FOUND IN THE BILL OF RIGHTS
- 4A5: THE STUDENT WILL BE ABLE TO APPLY THE FOLLOWING ECONOMIC CONCEPTS IN ECONOMIC DECISIONS: SCARCITY; SUPPLY AND DEMAND; TRADE-OFFS (OPPORTUNITY COST)
- 2C5: THE STUDENT WILL BE ABLE TO COMPARE AND CONTRAST POWERS AND FUNCTIONS OF LOCAL, STATE AND NATIONAL GOVERNMENT.
- 5A5: THE STUDENT WILL USE GEOGRAPHIC RESOURCES TO CONSTRUCT A UNITED STATES MAP AND LABEL ALL THE IMPORTANT RIVERS, LAKES, LANDFORMS AND STATES.

SCOPE AND SEQUENCE: FIFTH GRADE FOCUS CALENDAR

SUGGESTED INSTRUCTIONAL ACTIVITIES: FIFTH GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS:

<u>5th Grade Bill of Rights 1AG5 Pretest</u>	<u>5th Grade Functions and Powers of Government Pretest</u>
<u>5th Grade Bill of Rights 1AG5 Post Test</u>	<u>5th Grade Functions and Powers of Government Posttest</u>
<u>5th Grade Economics Pre-Test</u>	<u>5th Grade Geography Pre-Test</u>
<u>5th Grade Economics Post-Test</u>	<u>5th Grade Geography Post Test</u>

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SUGGESTED ENRICHMENTS: Enrichment courses are currently under planning for specific enrichment to social studies gles, such as studying the History of Camdenton and the Ozarks, Preparing History Museum Exhibits, and Participating in debates over government topics (rights/laws as they pertain to citizens in current events.) These will be decided upon based on student interest and scores and implemented during the 2013-14 school year.

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF FOURTH GRADE

TEXTBOOKS AND RESOURCES:
LEVELED TEXT SETS, ONLINE RESOURCES

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE ____ / ____ / ____

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Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fourth Grade Social Studies focuses on three core areas: geography, government and economics. Students continue the study of geographical elements and tools including maps, distinguish between different kinds of resources, and practice rights and responsibilities of citizens within their communities, as well as their country. Students also focus on government documents at the state level.

COURSE POWER STANDARDS: MISSOURI:

- 2.C.B.4: IDENTIFY AND EXPLAIN THE FUNCTIONS OF THE THREE BRANCHES OF GOVERNMENT IN THE STATE GOVERNMENT.
- 2.C.A.4: DESCRIBE HOW AUTHORITATIVE DECISIONS ARE MADE, ENFORCED AND INTERPRETED WITHIN THE STATE GOVERNMENT.
- 1.C.4: EXPLAIN THE MAJOR PURPOSE OF THE CONSTITUTION AND BILL OF RIGHTS.
- 4.A.A.4: COMPARE SAVINGS AND INVESTMENT.
- 4.A.B.4: EXPLAIN SUPPLY AND DEMAND.
- 4.B.4: INTERPRET PAST; EXPLAIN PRESENT AND PREDICT FUTURE CONSEQUENCES OF ECONOMIC DECISIONS. (DECISIONS WOULD BE OF A NATURE THAT IS MEANINGFUL TO FOURTH GRADERS, SUCH AS DECISION MADE BY CONSUMERS AND DECISIONS PERTAINING TO THE ENVIRONMENT.) 4.B.4
- 5.A.4: CONSTRUCT AND INTERPRET MAPS.

SCOPE AND SEQUENCE: FOURTH GRADE FOCUS CALENDAR

SUGGESTED INSTRUCTIONAL ACTIVITIES: FOURTH GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS:

- Econ Pre and Post Test
- Econ Pre and Post Test Page 2
- Econ Pre and Post Pages 3-1
- Government Pre and Post Test
- Map Skills Pre and Post Test

SUGGESTED INTERVENTIONS: FLEX GROUPING INSTRUCTION BASED ON STUDENT ASSESSMENT DATA, TITLE I READING SERVICES

Phase II Curricular Revision Document
Content: General Social Studies Course: Fourth Grade Social Studies

SUGGESTED ENRICHMENTS: Independent research project based on higher level standards of grade expectations

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):
COMPLETION OF THIRD GRADE

TEXTBOOKS AND RESOURCES:
MISSOURI, OUR HOME-CURRENT TEXTBOOK, UP-TO-DATE. NEEDED: CURRENT U.S. AND MISSOURI MAPS,
REVIEWED AND SUGGESTED UTILIZING BOARD POLICY
BOE APPROVAL DATE / /

Phase II Curricular Revision Document
Content: General Social Studies Course: Sixth Grade Social Studies

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Focus Areas are:

- Geography
- History
- Civics/Politics
- Economics
- Social/Cultural
- Research

COURSE DESCRIPTION (ACCURATE AND CURRENT DESCRIPTION OF THE COURSE): Fifth Grade Social Studies focuses on four core areas: geography, government, world history, and economics. Students continue the study of geographical elements and tools including maps, practice the concepts of supply and demand and opportunity cost, and practice rights and responsibilities of citizens within their community and their country. Students also explore the history of the world, with major emphasis on ancient river civilizations, Greece and Rome.

Scope and Sequence: Sixth Grade Focus Calendar

COURSE POWER STANDARDS: MISSOURI:

- CD1AA: THE STUDENT WILL DESCRIBE EXAMPLES OF CITIZEN'S AND GOVERNMENT'S RESPONSIBILITIES INCLUDING VOTING, STAYING INFORMED ABOUT POLITICAL ISSUES, PAYING TAXES AND FOLLOWING LAWS.
- CD1AB: THE STUDENT WILL COMPARE AND CONTRAST THE FOLLOWING TERMS: LIMITED GOVERNMENT, RULE OF LAW, MAJORITY RULE, MINORITY RIGHTS.
- GEO5AAB: THE STUDENT WILL BE ABLE TO USE GEOGRAPHIC RESOURCES TO ANSWER QUESTIONS, SOLVE PROBLEMS AND CONSTRUCT MAPS. (OUTSIDE THE US)
- EC4A: THE STUDENT WILL:
 - BE ABLE TO APPLY THE FOLLOWING TERMS TO A SET OF ECONOMIC DECISIONS.
 - SCARCITY
 - SUPPLY
 - DEMAND
 - SPECIALIZATION OF REGIONS, NATIONS, AND INDIVIDUALS (TRADE)
 - TRADEOFFS
 - INCOME
 - WEALTH AND SOURCES OF WEALTH

SUGGESTED INSTRUCTIONAL ACTIVITIES: SIXTH GRADE DECONSTRUCTED GLES

COMMON ASSESSMENTS:

CD1Aa_pre-post_tests GEO5Aab_pretest

Phase II Curricular Revision Document
Content: General Social Studies Course: Sixth Grade Social Studies

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<p>READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT): COMPLETION OF FIFTH GRADE</p>
<p>TEXTBOOKS AND RESOURCES: TIME FOR KIDS MAGAZINE, LAKE SUN NEWS, ONLINE RESOURCES, CLASSROOM ATLAS SETS</p>
<p>REVIEWED AND SUGGESTED UTILIZING BOARD POLICY <input type="checkbox"/> BOE APPROVAL DATE ___ / ___ / ___</p>

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Focus Areas are:

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COURSE POWER STANDARDS:

Role of citizens and governments in carrying out constitutional principles

- 4-7 Identify principles in the Bill of Rights, such as basic rights and freedoms (for rights listed, see Amendments 1-8; for rights not listed, see amendment 9). 1.A.G.5
- 4-7 Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy. 1.A.6
- 4-7 Define the following: limited government, rule of law, majority rule, minority rights.
- 4-7 Analyze responsibilities governments and citizens need to accept to become effective in a constitutional democracy and compare/contrast the following: limited government, rule of law, majority rule, minority rights. 1.A.7

Processes of Governmental Systems

- 4-7 Identify rights included in the Bill of Rights, including freedoms of religion, speech, press; to assemble peacefully; to petition the government; and to be treated fairly by the government. 1.A.5
- 4-7 Distinguish between powers and functions of local, state and national government. 2.C.5
- 4-7 Identify and explain the functions of the three branches of government in the state government. 2.C.b.4
- 4-7 Describe how authoritative decisions are made, enforced and interpreted within the state government. 2.C.a.4
- 4-7 Explain the major purpose of the Constitution and Bill of Rights. 1.C.4

Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand) and being able to explain them to interpret historical and current events.

- 4-7 Compare Savings and investment. 4.A.a.4
- 4-7 Explain supply and demand. 4.A.b.4
- 4-7 Interpret and apply the following economic concepts: scarcity, supply and demand, trade-offs. 4.A.5
- 4-7 Apply the following economic concepts: scarcity, supply and demand, specialization of regions, nations, and individuals, tradeoffs, income, wealth and sources of wealth. 4.A.6
- 4-7 Apply the following economic concepts: investment, productivity, Gross Domestic Product, inflation, profit and profit motive. 4.A.7
- 4-7 Interpret past; explain present and predict future consequences of economic decisions. (Decisions would be of a nature that is meaningful to fourth graders, such as decision made by consumers and decisions pertaining to the environment. 4.B.4

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. Reading and constructing maps.

- 4-7 Construct and interpret maps. 5.A.4
- 4-7 Use geographic research sources to acquire information and answer questions and construct maps. 5.A.5
- 4-7 Use geographic research sources to acquire and process information to answer questions and solve problems and construct maps. 5.A.6
- 4-7 Use geographic research sources to process and report information to solve problems

Course Scope and Sequence:
see attached (this should be a visual representation of the course scope and sequence 7th Grade- Western Civilization Focus Calendar

Alignment to State Standards:

- 1) Students should be capable of explaining the origins of democracy and the principles and structures of the U.S. government and how they relate to citizens responsibilities. (1A, 6D)
- 2) Students should be able to recognize and explain the difference between majority/minority rights and limited/unlimited government. (1A, 3A, 6D)
- 3) Students must be capable of interpreting and expressing key economic concepts such as investment, productivity, profit, inflation, and GDP. (4A, 4B, 4F, 6D)
- 4) Students must be capable of using history and geography to interpret the past, explain the present and predict the future using geographic information such as absolute and relative location, physical characteristics and human characteristics in geography. (6D, 4F, 5A, 5B, 5C, 5D, 5I, 5E, 5F, 5J)
- 5) Use maps, graphs, timelines, charts, diagrams, and documents to gather and communicate information for the use of recognizing bias and distinguishing between fact and opinion. (5A, 6D, 7A, 7B, 7D, 7C, 7G)
- 6) Identify, understand and connect the important contributions and innovations of early Western Europeans Civilizations and our modern. (5I, 5E, 5F, 5J, 6F, 6G)
- 7) Recognize the relationship between laws and how they affect people. (6G)

SUGGESTED INSTRUCTIONAL ACTIVITIES:

- Power Standard 1
 - Create a chart showing the duties of citizens.
 - Create a help wanted ad for each of the three branches of government (including: requirements, length of term, salary, and responsibilities.)
 - Create a chart to show the three branches of government check and balance each other.
- Power Standard 2
 - Define and explain listed terms (limited government, rule of law, majority rule, and minority rights).
 - Hold a mock vote to explain majority rule.
 - Research examples of limited and unlimited governments.
- Power Standard 3
 - Construct a T-chart over wants and needs.
 - Have students compare /contrast the GDP of small and large countries.
 - Students will make a concept map that shows and defines the five concepts above.
 - Create an economic simulation that demonstrates how to buy and sell goods or services which reflects the principles of the free enterprise/market system.
- Power Standard 4
 - Provide students with geographic information and ask them to create a series of if/then statements.
 - Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - Students will pair off and choose a variety of locations. Each will take turns at describing and directing the other, using relative location. The other student will report the location using absolute location.
- Power Standard 5
 - Use and create maps, charts, and graphs to predict future events, trends and outcomes.
 - Students will create maps for the various continents and countries they will study in geography.
 - Map location of major landforms, oceans and any other physical barriers.
 - Students create a map and map key relating to the particular area of study, i.e., Mexico, Canada.
 - Students will create facts and opinions about a specific topic using a graphic organizer.
- Power Standard 6
 - Students will research and create a poster that shows use of various technological tools relating to Ancient Latin America Civilizations.
 - Students will give a presentation that shows use of various technological tools over Ancient Greece and Rome.
- Power Standard 7
 - Give the students laws and they come up with the effect those laws have on people.
 - Students will create their own set of laws and punishment for not obeying the laws.

Phase II Curricular Revision Document

Content World Geography Course 7th Social Studies

COMMON ASSESSMENTS: 1, 2, 3, 4, 5, 6A, 6B

CREATED

POSTED

IMPLEMENTED given 3 times a school year (August: Pre-Test; February: Progress Test; May: Post-Test)

SUGGESTED INTERVENTIONS:

- three branches of government (responsibilities, qualifications, terms, leaders)
- basic map skills (how to read a map, scale, directions, political vs. physical)
- economics (supply and demand, free market economy)

SUGGESTED ENRICHMENTS:

- Period 1 advanced Social Studies class
- National History Day ASI (Area of Special Interest) and competition
- Students who have excelled in areas of Social Studies are chosen for upper level activities during interventions

READINESS (SUGGESTED PREPARATION FOR STUDENTS PRIOR TO GRADE/COURSE ENROLLMENT):

Completion of prior grade level

TEXTBOOKS AND RESOURCES:

Class set of tablets (30) with one printer for each of the three 7th Grade S.S. classes

REVIEWED AND SUGGESTED UTILIZING BOARD POLICY

BOE APPROVAL DATE / /