Secondary Curriculum

(5.1) Fine Arts
(5.2) Social Studies
(5.3) Agribusiness
Overview

- Curriculum development has been underway throughout the year at the secondary level, specifically in the areas of the fine arts and social studies.

- The Agribusiness proposal represents the division of a year-long course due to the change of schedule format.
Peer Review

- As outlined by the SJSD Curriculum Handbook, revised curriculum was reviewed by Curriculum Advisors.

- Fine Arts by Bob Nash, Christy Jackson & Nancy Kirby.

- Social Studies by Angie Dorsey & Darren Verbick.
5.1 - Fine Arts: Speech, Debate & Theatre

• The district has a curriculum revision cycle of eight years with Fine Arts (Speech, Debate, Drama) in the rotation starting in 2017 with a one year writing process.

• New and revised curriculum has been added to the online curriculum management website BYOC.

• Links to revised and newly developed curriculum are provided at https://www.sjsd.k12.mo.us/Page/27750
5.1 - Fine Arts: Speech, Debate & Theatre

NEW COURSES

- Improv Performance
- Musical Theatre Productions
- Speech I
- Speech II
- Theatre Arts (Life Skills)
The SJSD has a curriculum revision cycle of eight years with social studies in the rotation starting in 2016 with a two year writing process.

New and revised curriculum has been added to the online curriculum management website BYOC and to Libguides.

Links to revised curriculum are provided at https://www.sjsd.k12.mo.us/Page/27752
The social studies department embraced an OER (Open Educational Resources) philosophy throughout curriculum development.

Teachers used Libguides as a means to curate instructional content.

OER materials are dynamic, living, and cost effective. The instructional materials maintain their relevance and reliability.
7th Grade Unit 5: Early Americas: Early American Civilizations

**Topic Overview**

The emphasis is on societies in pre-Columbian America. Governmental, social, and religious institutions developed during this period. Native American empires expanded through trade and conquest. After considering these developments, students will explore and have an understanding of the impact this time period has on the world today.

**Unit Essential Question**

How does culture affect human behavior?

**Topic Essential Questions**

How are people influenced by other cultures?

**Primary Sources**

- *The Broken Spears*
  
  Because history is usually written by the winners, there are only a few Aztec accounts of the arrival of the Spanish conquistadors in Tlaxcallan in 1519. These stories were collected and written down some years later in Nahuatl, the Aztec language. The following account, written by an unknown Aztec chronicler, describes the first meeting of the Aztec ruler Moctezuma (spelled Motecuhzoma by the Aztec writers) and the Spanish leader Hernan Cortes. Their translator was Malinche, a young Indian woman who spoke the Mayan and Aztec languages and quickly learned Spanish.

**Priority Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>W4L.6.7SC - priority</td>
<td>Describe how the worldview of individuals, social groups, and institutions change as a result of connections among regions.</td>
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<tr>
<td>Learning Target(s)</td>
<td>Define social groups and institutions. Identify the cultures of the Incas, Aztecs, Mayans and other pre-Columbian civilizations. Distinguish the different points of view of individuals, social groups, and institutions throughout North and South America. Identify the</td>
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**Informational and Literary Texts**

- *The World of the Maya*
- *The Inca Empire: Children of the Sun*
- *The Aztec World*
- *The Legend of Quetzalcoatl*
  
  Historical Fiction – Quetzalcoatl was the wise priestking of the Toltecs. He taught his people many things: how to plant, how to work metal, and how to construct beautiful buildings. This is the story of what happened when Quetzalcoatl was driven from his country.
- *The Hero Twins of the Maya Sacred Ball Game*
- *The Aztec Woman*
  
  Fiction – In the year 1519, when the Spanish conquistadors arrived in the Aztec Empire, a young woman was among them. She was a survivor. The story is told from her point of view.
- *The Story of Malinche*
  
  Historical Fiction – The Aztec woman called Malinche played an important role in the Spanish conquest of Mexico. This story examines different views of Malinche – as a victim, as a traitor, as a survivor.
- *Pachacuti, Inca Empire Builder*
  
  Historical Fiction The impressive career of Pachacuti, emperor of the Incas, is described by a member of his court.

**Vocabulary**

- *7th Grade Unit 5 Vocabulary*

**Geography Components**

- Americas Blank Map
  The following document is a blank physical map of North and South America.

**Model Lessons**

- *The Aztecs*
  
  This is an ACE framework inquiry driven lesson. The lesson is downloadable.

**PBH Inquiry Lessons**

- *The Aztecs*
  
  This is an ACE framework inquiry driven lesson. The lesson is downloadable.
- *Stanford History Education Group*
  
  This is an online resource which contains many different lessons that are based on the ideas of the C3 Framework. This site is not completely in line with the format for the C3 Frameworks, but incorporates the ideas the Framework. Might require a login.
Welcome!

This LibGuides content serves as the St. Joseph School District's online curriculum repository for Social Studies. As of the 2017-18 school year, Social Studies is integrating Open Educational Resources (OER) into the curriculum writing process. Guides listed below include course resources for all secondary courses.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
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<tbody>
<tr>
<td>7th Grade Social Studies</td>
<td>3</td>
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<tr>
<td>8th Grade Social Studies</td>
<td>4</td>
</tr>
<tr>
<td>American Government</td>
<td>3</td>
</tr>
<tr>
<td>Geography</td>
<td>6</td>
</tr>
<tr>
<td>Modern American History</td>
<td>5</td>
</tr>
<tr>
<td>World History</td>
<td>2</td>
</tr>
</tbody>
</table>

Why Study History?

So, what's the big deal about

Social Studies Curriculum Team

**Middle School Social Studies:**
- Rita Hubbard
- Angela Klaassen
- Brandon Binder

**High School Social Studies:**
- Bryan Baker - 2016-2017
- Jeff Carter
- Derek Freling
- Kris Larson
- Jason Lenz
- Tina Shagraw

Melissa Corey - K-12 Library-Media Advisor
Robert Nash - Secondary Social Studies Advisor
Compulsory Scope and Sequences

- 7th Grade Ancient and Medieval History Scope and Sequence
- 8th Grade Early American History Scope and Sequence
- High School World History Scope and Sequence
- High School Modern American History Scope and Sequence
- High School American Government Sequence

Elective Scope and Sequences

- Black History Scope and Sequence
- Classical and Medieval History Scope and Sequence
- Contemporary Issues Scope and Sequence
- Geography Scope and Sequence
- Human Relations Scope and Sequence
- Law and Citizen Scope and Sequence
- Psychology Scope and Sequence
- Sociology Scope and Sequence

Instructional Strategies

- Final Word Protocol
  The Final Word can be used to expand a group's understanding of a text in a focused way and in a limited amount of time.

- Discussion Forum Protocol
  Discussion Forum Protocol is an instructional strategy that can be used as part of a problem-based inquiry lesson.

- Inquiry Design Model
  IDM (Inquiry Design Model) is an instructional strategy that is promoted by the National Council for the Social Studies. IDM falls within the realm of problem-based learning.

General Graphic Organizers

- Comparison Matrix – Similarities and Differences
- Comparison Matrix – Pro-Con
- Comparison Matrix – Blank
- Four Square Organizer
  This graphic organizer can be used with images and other stimuli. This organizer can be used with the Visual Thinking Strategy.
- Frayer Model Graphic Organizer
  The Frayer Model graphic organizer can be used with vocabulary development.
- Policy Argument Organizer
  This organizer can be used to help students develop an argument.
- Reading Summary Organizer
  This organizer can be adapted to various reading pieces to help students create a summary.
- Four-Step Summary Paragraph Process
  This organizer will help students create a summary through a four-step process.
- GI Sprite Organizer
Benefits of Open Educational Resources (OER)

AUTONOMY WITH SUPPORT

- Developed by teachers to support instructional delivery.
- According to Bob Nash, “Libguides is a pantry, not a recipe.”
Benefits of Open Educational Resources (OER)

RELEVANT

- Development is an ongoing process throughout the 8-year cycle.
- OER keeps the “pantry” stocked with “fresh ingredients”.
- Changes occur in real-time; no need to wait for the cycle’s return.
Benefits of Open Educational Resources (OER)

COST-EFFECTIVE

- Using OER helps us the district drive toward efficiency.
- Social studies has a $600,000 resource adoption budget in 17-18.
- Using OER, the estimated savings is at least $200,000.
5.2 - Social Studies

NEW COURSES

- DC Geography 100

- 7th Grade Ancient and Medieval History (Pending) (7)
- 8th Grade Early American History (Pending) (8)
- Geography (Pending) (9)
- Black History (Pending) (9-12)
- Contemporary Issues (Pending) (9-12)
- Psychology (Pending) (9-12)
- Sociology (Pending) (9-12)
- "Honors Modern World History (Pending) (10)
- AP European History (Pending) (10)
- Modern World History (Pending) (10)
- "Honors American Government (Pending) (11-12)
- "Honors Modern American History (Pending) (11-12)
- American Government (Pending) (11-12)
- Law and Citizen (Pending) (11-12)
- Modern American History (Pending) (11-12)
DC Geography 100

- DC Geography 100 is a challenging online course taught at a collegiate level (Geography 100). Approval of this course offering would allow students the opportunity to earn college credit through Missouri Western State University.

- There is no district cost associated with the approval of the DC course. The student cost is $98 per credit hour for tuition, or $294 in total.
The Agribusiness Sales, Marketing and Management course at Hillyard Technical Center has been a yearlong course worth 1 credit.

Please see the link below for the Agribusiness curriculum
http://bit.ly/2DPF3Rg

Please see the link below for the Agribusiness Sales curriculum
5.3 - Agribusiness

- Two courses would be offered each semester and would replace this existing course.

- Similar to other CTE programs in Missouri, the Agribusiness course would satisfy the personal finance requirement.

- This allows greater access to the Ag Science course sequence while delivering personal finance curriculum within the Agriculture Food and Natural Resources career cluster.