

2024-2025 School  
year

# Social Studies Curriculum Powell County Schools



# Social Studies Curriculum Team



01

9 teachers

Representation from  
each building

1 district  
administrator

Chief Academic Officer -  
oversee process

02

5 building administrators

Representation from  
elementary, middle and  
high school

03

10/20/23, 9:11 AM

My first Word cloud - Mentimeter

Join at [menti.com](https://menti.com) use code 29 29 68 5

What do you hope for/look for in a Social Studies curriculum?

13 responses

real world connections  
useful for classroom  
easy to use  
challenging  
resources  
engaged learning  
standards  
hands on learning  
variety in assignments  
inquiry source analysis  
ready to use

connection  
engaging

Wordle - what  
do you hope  
for/look for in a  
Social Studies  
curriculum?  
(prior to initial  
meeting)

# Selection process

October 19th

- Initial meeting to discuss what teachers felt were needs for Social Studies
- Samples ordered and shared with teachers
- One additional sample of History Alive was ordered for the middle school upon request

November 27th


- Survey sent to teachers asking which sample they were currently using and what they liked or disliked about the sample

Savvas was quickly emerging as the top contender





|           | Savvas   | McGraw Hill  |
|-----------|--|--|
| Demo code | <p><b><u>Digital Demo Access on Realize</u></b><br/> For demo account access go to <a href="https://my.mheducation.com/login">SavvasRealize.com</a> and select SIGN IN using</p> <ul style="list-style-type: none"> <li>- Username: <b>HSIN2022</b></li> <li>- Password: <b>Inside01</b></li> </ul> <p><b><u>World History and US History Interactive</u></b><br/> are brand-new programs from Savvas Learning that focuses on bringing history forward for High School students. Students will actively study the past and see how it intersects with their lives today. Connections to Today brings the past forward and gives students an opportunity to inform the future. Hook &amp; Inspire Connections to Today page on Realize gives teaching suggestions to engage students with Listenwise partnership for current events every day. Learn more using the links below:</p> <p><a href="#">World History Interactive Virtual Tour</a><br/> <a href="#">US History Interactive Virtual Tour</a></p> <p>Look for the included</p> | <p>Impact Social Studies Grades K-5<br/> <a href="https://my.mheducation.com/login">https://my.mheducation.com/login</a><br/> UN: <a href="#">impactteacher</a> PW: McH2024social</p> <p>6-12 Social Studies 2024<br/> <a href="https://my.mheducation.com/login">https://my.mheducation.com/login</a><br/> UN: MH6-12SSDemoPlus PW: McH2024social</p> |



Demo codes  
were provided  
for both  
McGraw Hill  
and Savvas

# Savvas presentation



November 1st  
K-8 demonstration



November 7th  
High School demonstration

Both presentations revealed multiple resources that were beneficial for both students and teachers.



# 1 Quest

Writing Using Sources

0:00 / 1:14

## Help Henry Uncover the Past

### Quest Kick Off

Hello! I'm Henry, the historian. I'm an expert on history, which is the study of the past. I'm trying to uncover how life has changed over time. Will you help me find out more information? Together we can make a poster to show how life was different then and now!



### 1 Start With a Brainstorm

You can learn about the past by interviewing an older family member or neighbor. Think about questions you want to ask this person, such as *Did you do the same things that I do when you were in second grade? How has life changed since then?* **Write down your ideas.**



### 2 Look for Quest Connections

Continue reading the chapter to begin looking for your Quest Connections.

### 3 Write Up Your Quest Findings

At the end of the chapter, use what you learned to make a poster and presentation about the person you interviewed.

Exit Chapter Opener Stude...



# 1 Families

0:00 / 0:27

## Vocabulary

family

community

responsible

## Academic Vocabulary

respect



I will know why it is important to learn about families.

## Jumpstart Activity

Make a list of all the people who make up your family. Share your list with a partner.



## Lesson 1: Families

0:00 / 0:31

# What Does Family Mean to You?

A **family** is a group of people who live together and experience the world together. You may think of family as the people who care for you. They keep you safe and healthy. Your family may cheer you up when you are sad. You can count on your family. They are there for you when you need help. They teach you how to do new things.

1. **READING CHECK** Write what family means to you.

Notebook

B

/

U

≡

≡

↶

↷

- love
- taking care of each other
- sharing
- playing
- happiness

56/1000 Close



## Lesson 1: Families

0:00 / 0:30

# Lesson 1 Check

4. **Main Idea and Details** Write words to finish this sentence.

The people in my family make a difference in my life because \_\_\_\_\_.

Notebook

5. **Draw** a picture on a separate sheet of paper. Show what a family member has taught you that helps you in your life.

6. **Draw Conclusions** How is a community of people similar to a family?

Notebook

Families care for one another,

Saved 09/07/2022 7:01am

Edit



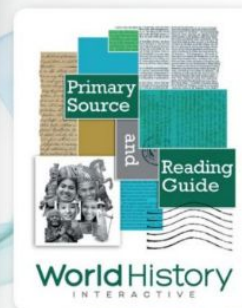
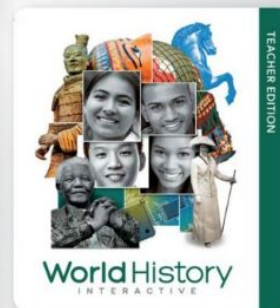
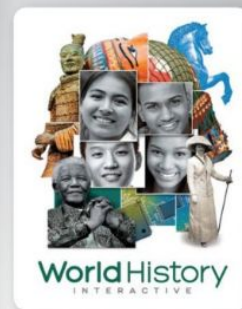
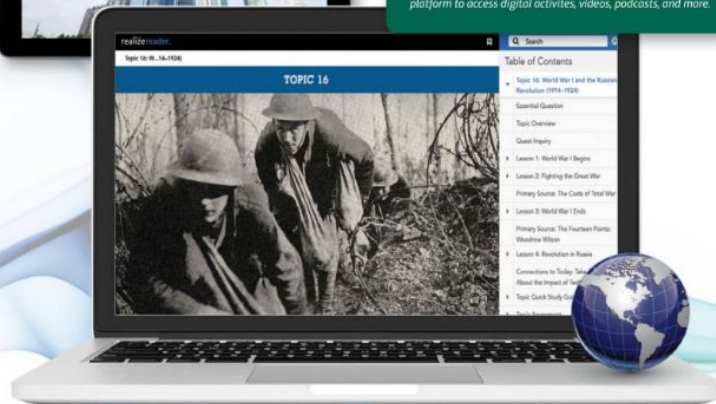
# History Through Active Inquiry

**Savvas World History Interactive** asks students to question, inquire, and explore history from multiple perspectives. It promotes deeper investigation and social-emotional learning and brings history to the present day. History is more than the story of past events—it's the story of people, their decisions, emotions, and viewpoints. **World History Interactive** brings a modern lens to history based on the C3 Framework. It helps students become critical thinkers with valuable inquiry skills for college, careers, and civic responsibility.



Inquiry-based lessons emphasize a blend of print and digital multimedia. The print **Student Edition** has a magazine-style layout to promote reading and visual literacy. A **Primary Source** and **Reading Guide** workbook includes close reading strategies for both the textbook and primary sources.

Use **World History Interactive** on the **Savvas Realize™** platform to access digital activities, videos, podcasts, and more.



# Gather and Evaluate Evidence

Create an active learning environment with inquiry-based learning. *World History Interactive* is built on a four-part inquiry learning model — connect, investigate, synthesize, and demonstrate.

## Begin with a Quest!

Each topic opens with a **Quest Topic Inquiry** assignment to spark curiosity and investigation. Students will participate in civic discussions, document-based writing assessments, and project-based learning activities such as making websites or docudramas.



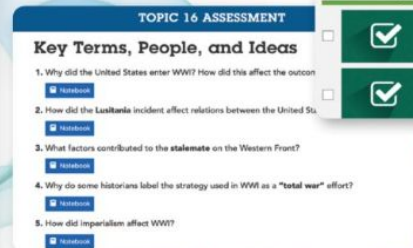
## Investigations for All Students

Students will experience the story of the past in different ways, from different sources. Beyond the textbook, students will engage with digital interactives, videos, podcasts, speeches, songs, and more. Strategies are integrated at point of use in the **Teacher Edition** to facilitate active learning.



## Assess Student Learning

Assess your students' progress with synthesis activities, remediated quizzes, and more. Leveled topic tests provide support for all learners.



### Below Level: Topic Test A

- ☐ ☒ **Topic Test A: World War I and the Russian Revolution**  
Assign Add to Playlist Customize
- ☐ ☒ **Editable Topic Test A: World War I and the Russian Revolution**  
Assign Add to Playlist

### On Level: Topic Test B

- ☐ ☒ **Topic Test B: World War I and the Russian Revolution**  
Assign Add to Playlist Customize
- ☐ ☒ **Editable Topic Test B: World War I and the Russian Revolution**  
Assign Add to Playlist



# Connect to Students' Lives

Do students see themselves in the story? Make history relevant by connecting past events to their present experiences. Pop culture, multimedia, blogs, audio, and music create an emotional connection.

## ESSENTIAL QUESTION When is war justified?

Spark inquiry for students with an **Essential Question** for each topic.

Make history personal with an exclusive **NBC Learn™ My Story Video** for students, available on **Realize**.

Topic 16

### World War I and the Russian Revolution (1914–1924)

**ESSENTIAL QUESTION** When is war justified?

*Barbed wire cut, Americans creeping on the Germans with hand grenades—France*

**project imagine**

GO ONLINE for immersive experiences designed to help you see the world through the eyes of those who lived through it. Access the eBook, videos, biographies, and other online resources.

### Connections to Today

When you hear the word **drone**, do you think of a remote-controlled airplane? Or a small, unmanned aircraft? Drones are being used in many ways today, from delivering packages to military operations. In this topic, you'll read about today's new deadly technologies that were developed and used during the war. How have these World War I technologies continued to impact our lives today?

**NBC LEARN**

Gas! Gas! Gas! Fitting the clumsy And someone's dropping bombs!

See World War I through the eyes of an English soldier and poet.

**GO ONLINE** to learn more about World War I.

Open each topic with an intriguing way to draw students in. Go online to access **Hook & Inspire! Connections to Today**, a teacher resource website with frequently updated content that ties the past and the present together.

### Hook & Inspire! Connections to Today

Ignite students' interest by sharing these resources, which demonstrate connections between the past and present. Please use them to promote all resources.

### World War I and the Russian Revolution Tools of War Used in Peace

Technologies developed for war, like rapid-fire machine guns and Russia's submarine vessel, changed the norms of armed conflict during World War I with devastating effects.

Cultivate civic responsibility: At the end of every topic, students **Take Action** on what they've learned.

### Connections to Today

Drones and other forms of technology have roots in past wars.

**Take Action About the Impact of Technology**

Technologies developed for war, like those used during World War I, often transfer into use in civilian life. Today's technologies are no different.

- Choose one of the following technology-related topics:
  - Regulating drones: Research government regulations and the controversies surrounding civilian drone use.
  - Artificial intelligence (AI): Investigate the use of AI computers designed to mimic human intelligence, and how such systems are regulated.
  - Technology addiction: Explore the obsessive use of technology and its causes, effects, and treatment.
- Ask Questions Generate a list of questions you have about the topic.
- Learn about the topic and the major issues related to the topic. Are there any major debates related to the topic or issue? What are the strongest arguments on each side of the debate? Take notes as you conduct your research and continue to generate questions as you learn more.
- Take Action Write a short summary of the topic or issue and create a poster advocating your position on the issue. Use the poster to educate your classmates and community about the topic.



## Stay Relevant and Current

**World History Interactive** helps students continually make connections to real-world, compelling topics. Easily integrate current events into your classroom with **Listenwise®** public radio stories. Access lesson resources and podcasts that combine listening skills practice and engaging content from across the curriculum.



### Current Events for Each Topic

Examine a current events story in every topic to stir debate and dig into complex issues.

Listenwise® is a registered servicemark of Listen Innovation Inc.

### World History



Topic 1: Origins of Civilization (Prehistory–300 B.C.)



Topic 2: The Ancient Middle East and Egypt (3200 B.C.–500 B.C.)



Topic 3: Ancient India and China (2600 B.C.–A.D. 550)



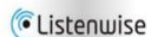
Topic 4: The Americas (Prehistory–A.D. 1570)



Topic 5: Ancient Greece (1750 B.C.–133 B.C.)



Topic 6: Ancient Rome and the Origins of Christianity (509 B.C.–A.D. 476)



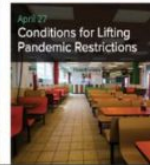
Bring the power of public radio to your classroom!

### Current Events

[See All](#)

Search Current Events

Search



### Listen to the Latest News

- Aligned to Topics
- Improve Listening and Literacy Across the Curriculum
- Access to Daily Public Radio Stories

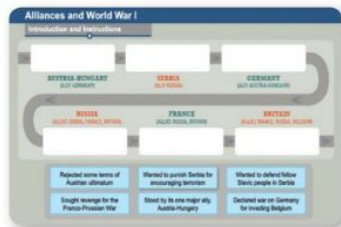


# Interactive Digital Learning

Study the past through 21st century technology. Take history from the pages of a textbook to a virtual walk through Ancient Greece.

## Digital Interactives

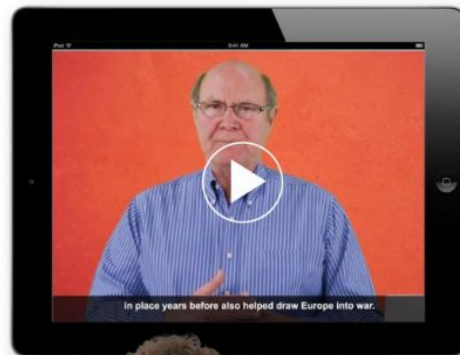
Bring history to life with digital activities followed by formative assessment questions.



## Purposeful Video

Flip your classroom with a video for each lesson in the textbook. Three-minute videos hosted by a master teacher provide a preview or review of lesson content.

Access all digital materials on **Savvas Realize™**, a powerful learning management system that works for you. Easily assign content, grade students' work, create customized playlists, and more.



# Contextualize Learning with Immersives

Students can experience key points in history through the eyes of the people who lived it. Digital immersive activities create social-emotional learning experiences through primary sources. Award-winning **Project Imagine** content is available through the online course.



## Bring History to Life

**Project Imagine** digital immersives give you flexibility to dive deeper into a topic.

- Ancient Greece
- China's Tang & Song Dynasties
- The Renaissance
- The Early Industrial Revolution
- World War I
- Africa, 1945-1985

## Immersives Keep Students Engaged

Students are active participants as they step into the past. Immersive activities include opinion polls, 360-degree virtual explorations, role plays, and more.

## Create a Culturally Responsive Classroom

**Project Imagine** covers content beyond the typical textbook – students will see themselves in history and learn about the past through diverse perspectives.

## Built on Primary Sources

Hear history through the voices of the past. **Project Imagine** immersives include letters, newsreels, songs, and artifacts that provide multiple viewpoints.



## PRIMARY SOURCE DOCUMENT

### War Nurse Diary

Excerpt From the Diary of Sister Edith Appleton, 1915, Published in *A Nurse at the Front*, Ruth Cowen, 2012



May 5

A very busy day with five cases in theatre and the wards full of gas-poisoning victims. They are fearfully sad to see. The slight ones look rather like pneumonia, and the bad ones are terrible—the poor things are blue and gasping, lungs full of fluid, and not able to cough it up. Today six have died of it in one ward alone. I heard with sorrow that we have lost **Hill 60**, owing to our men being poisoned by gas. I also heard that we borrowed gas from the French and fired four rounds of it yesterday, but we've not heard the result. There is a good deal of firing tonight.



# Assess Student Learning

Assess student knowledge in multiple ways for each lesson and topic, including differentiated content.

Read each question and choose the best answer.

How was imperialism a cause of World War I?

- ☐ A. Rivalry over overseas territories increased tensions in Europe.
- ☐ B. Colonies' efforts to gain independence increased tensions in Europe.
- ☐ C. Alliances among overseas territories increased tensions in Europe.
- ☐ D. Efforts to stimulate trade increased tensions in European colonies.

You need more practice with:

Skill/Concept

Trace how the alliance system drew nations into the war.

Successfully completed:

Describe how imperialism, nationalism, and militarism pushed Europe closer to war.

Identify the key event that sparked World War I.

Recall

Strategic Thinking

## Remediated Lesson Quizzes

Each lesson ends with a quiz to test students' knowledge of the content. Students will receive personalized review strategies based on their responses.

## Topic Review

A review guide at the end of each topic pulls ideas together for students. Students engage with infographics, recap key information, complete critical thinking questions, and analyze a DBQ.

### DOCUMENT-BASED QUESTIONS

The entry of the United States into the war in April 1917 was a turning point in World War I. Read the documents below, then answer the questions that follow.

#### DOCUMENT A

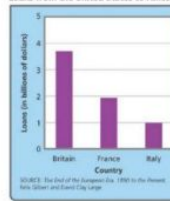
American Soldiers Arrive in Europe, 1918



SOURCE: The First World War: An Experience History. Staff, Smithsonian.

#### DOCUMENT D

Loans from the United States to Allies



SOURCE: The End of the European War, 1914 to the Present. Eric Foner and David Clay Large.

18. How would you describe the arrival of American troops in Europe in 1918?

- A. Slow at first, but rapid after March
- B. Steady throughout the year
- C. Rapid at first, but slow after March
- D. No American troops arrived in Europe in 1918.

20. How did the United States help help break Germany's submarine blockade of Britain?

- A. By completely destroying the German submarine fleet
- B. By finding new routes around the German submarine fleet
- C. By strengthening the convoy
- D. By sending supplies to France rather than Britain

## VISUAL REVIEW

Use these graphics to review some of the key terms, people, and ideas from this Topic.

### Causes and Effects of World War I

#### CAUSE AND EFFECT

##### LONG-TERM CAUSES

- Rivalries among European powers
- European alliance system
- Militarism and arms race
- Nationalistic tensions in the Balkans

##### IMMEDIATE CAUSES

- Austria-Hungary's annexation of Bosnia and Herzegovina
- Fighting in the Balkans
- Assassination of Archduke Francis Ferdinand
- Russian mobilization
- German invasion of

### Key Events in the Russian Revolution

#### 1914-1917

- World War I pressures Russia.
- March 1917: March Revolution causes tsar to abdicate; the provisional government takes power.

#### November 1917

- Bolsheviks under Lenin topple provisional government (November Revolution).

### Financial Costs of World War I

#### British empire

\$ \$ \$ \$ \$ \$

France \$ \$ \$ \$ \$

Russia \$ \$ \$

United States \$ \$ \$ \$

Germany \$ \$ \$ \$ \$ \$

Austria-Hungary \$ \$ \$

\$ represents \$10 billion

SOURCE: The Great War: The History of the War, 1914-1918. David Stevenson.

## Topic Tests for Every Level

Three topic tests (Above Level, On Level, and Below Level) are available in an editable document, or assign to students directly through **Realize**.

### Below Level: Topic Test A

#### Topic Test A: World War I and the Russian Revolution

Assign Add to Playlist Customize

#### Editable Topic Test A: World War I and the Russian Revolution

Assign Add to Playlist

### On Level: Topic Test B

#### Topic Test B: World War I and the Russian Revolution

Assign Add to Playlist Customize

#### Editable Topic Test B: World War I and the Russian Revolution

Assign Add to Playlist



## Kentucky Academic Standards Correlations

| Kentucky Academic Standards for Social Studies, 2020, Grade 5  |  | Savvas myWorld Interactive Social Studies: Kentucky   |
|--|--|---|
| <b>Inquiry Practices</b>   |  |   |
| <b>Questioning</b>   |  |   |
| <b>5.I.Q.1</b> Ask compelling questions about the founding of the United States.   |  | <b>SE/TE:</b> Quest Writing Using Sources: Read All About It!, 58–59; Quest Findings: Read All About It!, 111; Quest Project-Based Learning: Yea or Nay, I Say, 116–117; Quest Findings: Yea or Nay, I Say, 163   |
| <b>5.I.Q.2</b> Generate supporting questions to answer compelling questions about the founding of the United States.   |  | <b>SE/TE:</b> Quest Writing Using Sources: Read All About It!, 58–59; Quest Findings: Read All About It!, 111; Quest Project-Based Learning: Yea or Nay, I Say, 116–117; Quest Findings: Yea or Nay, I Say, 163   |
| <b>5.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.                     |  | <b>SE/TE:</b> Kentucky Quest: Current Events, KY 36–KY 37/KY T68–KY T69; Quest Writing Using Sources: Read All About It!, 58–59; Quest Findings: Read All About It!, 111; Quest Project-Based Learning: Yea or Nay, I Say, 116–117; Quest Findings: Yea or Nay, I Say, 163  |
| <b>Civics</b>  |  |   |
| <b>Civic and Political Institutions</b>  |  |   |
| <b>5.C.CP.1</b> Analyze the development and establishment of the U.S. federal government.  |  | <b>SE/TE:</b> Rap About It!, 113; Unlock the Big Question, 128; The Constitutional Convention, 129–130; Ideas for Debate, 131; The Great Compromise, 132; A New Plan for Government, 133–134; Limiting Government, 134; Powers of Government, 135–137; Debate Over the Constitution, 140–142; Ratifying the Constitution, 142–143 |
| <b>5.C.CP.2</b> Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.                                       |  | <b>SE/TE:</b> A New Plan for Government, 133–134; Limiting Government, 134; Powers of Government, 135–137; A Constitutional Republic, 144   |
| <b>5.C.CP.3</b> Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.                                    |  | <b>SE/TE:</b> A Constitutional Republic, 144; The Founding Principles, 145–146; Introduction to the Constitution, 151   |
| <b>Roles and Responsibilities of a Citizen</b>   |  |   |
| <b>5.C.RR.1</b> Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.   |  | <b>SE/TE:</b> Citizenship: Benjamin Franklin, Individual Responsibility, 48; Citizenship: George Washington, Patriotism, 106; Introduction to the Constitution, 151; Citizenship: Abigail Adams, Speaking Out for Rights, 158; Citizenship: Frederick Douglass, Courage, 218; Bill Gates, Professional Problem Solver, 260        |
| <b>5.C.RR.2</b> Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.                                      |  | <b>SE/TE:</b> Celebrating Kentucky, KY 28–KY29/KY T60–KY T61; Kentucky Quest: Current Events, KY 36–KY 37/KY T68–KY T69; The Founding Principles, 145–146   |
| <b>Civic Virtues and Democratic Principles</b>   |  |   |
| <b>5.C.CV.1</b> Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government. |  | <b>SE/TE:</b> Drafting the Declaration of Independence, 83; A Constitutional Republic, 144; The Founding Principles, 145–146; Lesson 3 Check, 147; Introduction to the Constitution, 151–157  |





# Final Selection



## Meeting date - March 28th

- Guiding questions for meeting:  
Please come prepared to share your thoughts on the following questions:
1. Alignment with Educational Standards: Does the curriculum align with state or national educational standards for social studies?
  2. Cultural Representation and Diversity: How does the curriculum represent diverse cultures, perspectives, and historical narratives?
  3. Critical Thinking and Inquiry Skills: Does the curriculum promote critical thinking, inquiry-based learning, and historical analysis skills?
  4. Engagement and Relevance: Is the curriculum engaging and relevant to students' lives and experiences?
  5. Flexibility and Adaptability: How flexible is the curriculum in terms of meeting the diverse needs of students and accommodating different teaching styles and classroom contexts?

# Final Selection

## March 28th meeting



- **Committee shared thoughts about both programs**
- **Committee felt that Savvas best fit the needs of their students and their needs with regards to resources and materials aligned to the Kentucky Academic Standards**

# Quote



- Initial quote was \$274,522.82
- Final quote is \$234,501.39
- Savings = \$40,021
- Funded - ESSER

## 6 year license includes:

- Teacher editions
- Student edition textbooks with digital courseware for each grade and content
- Virtual Professional learning - Committee was in agreement that virtual professional learning for the program was more than sufficient