

Revised 8-08-2018

Atlantic City Public School

Curriculum of High School Social Studies Core Subjects and Electives



**Atlantic City Board of Education
2018-2019**

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This curriculum guide was created and assembled by the 9-12 Social Studies task force representing the administrators and teachers of the Atlantic City Public Schools. Below are the names and affiliations.

We wish to express our thanks to all who have helped and for the excellent work they have done in producing a guide that represents the current pedagogy within the teaching of Social Studies and History, as it relates to the needs of the teachers and students in the Atlantic City Public School System.

A final word of thanks to the Atlantic City Board of Education for the continued support and assistance that they provide to us, as we strive to improve our educational practices.

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I.

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

II.

PHILOSOPHY FOR GRADES 9-12

It is the responsibility of the secondary educator to train students to be individuals who understand their responsibilities to society as a whole. In order to comply with the state requirements of grades 9-12, we must produce a student who is proficient in his/her utilization of many different types of sources of information; written and non-written; in order to develop a conclusion. The sources to be used are traditional types and technologically advanced methods like the use of a computer for research and the access to the Internet. It is necessary to teach students that their opinions are important, but they must be able to support and defend their opinions by using evidence obtained through research. It is fundamental that evidence be used to make an intelligent conclusion in which others may believe and follow.

The concept is simple, teach students how to seek, utilize, interpret and evaluate information in order to develop and defend a coherent conclusion on a particular subject. This will produce a productive citizen who is not only capable of taking direction but is able to analyze and predict an outcome while suggesting improvements to make our society grow and improve. Although the concept may be simple, the means to achieve these ends are not. As educators we are committed to the intellectual upliftment of our students. Our students deserve a quality education, one that prepares them for their future.

Human beings learn from the experiences that have happened to them in the past. Most people think about experiences that they have had that are similar to the one they are presently facing in order to determine what should or could be done. As it has been said 'wisdom comes with experience.' The purpose of teaching history is to provide an arsenal of experiences for an individual to draw upon and to help them deal with and understand situations he/she has not yet personally experienced. Providing students with the human experiences of thousands of years will lay the foundation to what has happened so students can plan for the future.

It is not only the responsibility of the secondary educator to teach the content of World and U.S. History, but to teach how past experiences may effect the student, their families, the community, and the world at present. The students can use those experiences to solve the problems of the future and explain conditions of the present, while acknowledging the influence of the past.

We know history should not be changed to suit a particular political climate, but should be understood from the perspective of the people who lived in the time period studied. It must also be remembered that history, especially in the U.S., is not one particular groups history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history can not stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences.

Vision of the Atlantic City School District

“Children grow into the intellectual life of those around them.” --Vygotsky

The teaching of language arts literacy in the Atlantic City School District is dedicated to developing the lifelong skills of reading, writing, listening, speaking, and language. We endeavor to develop independent learners who lead literate lives. Educators are an essential part of this process, through responsive, standards-based teaching and ongoing professional development. As teachers form collaborative professional learning communities, they generate a set of core values and common understandings regarding the nature of student learning. In effect, students benefit from this process through enhanced learning, independence, and agency.

The mission of the Atlantic City Board of Education is to produce, implement and enhance an educational atmosphere that produces academic champions for all levels of our society through a highly responsive, community based school system, in addition to safeguarding and protecting our human and financial assets.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

NJSL (NJCCCS) Standards

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

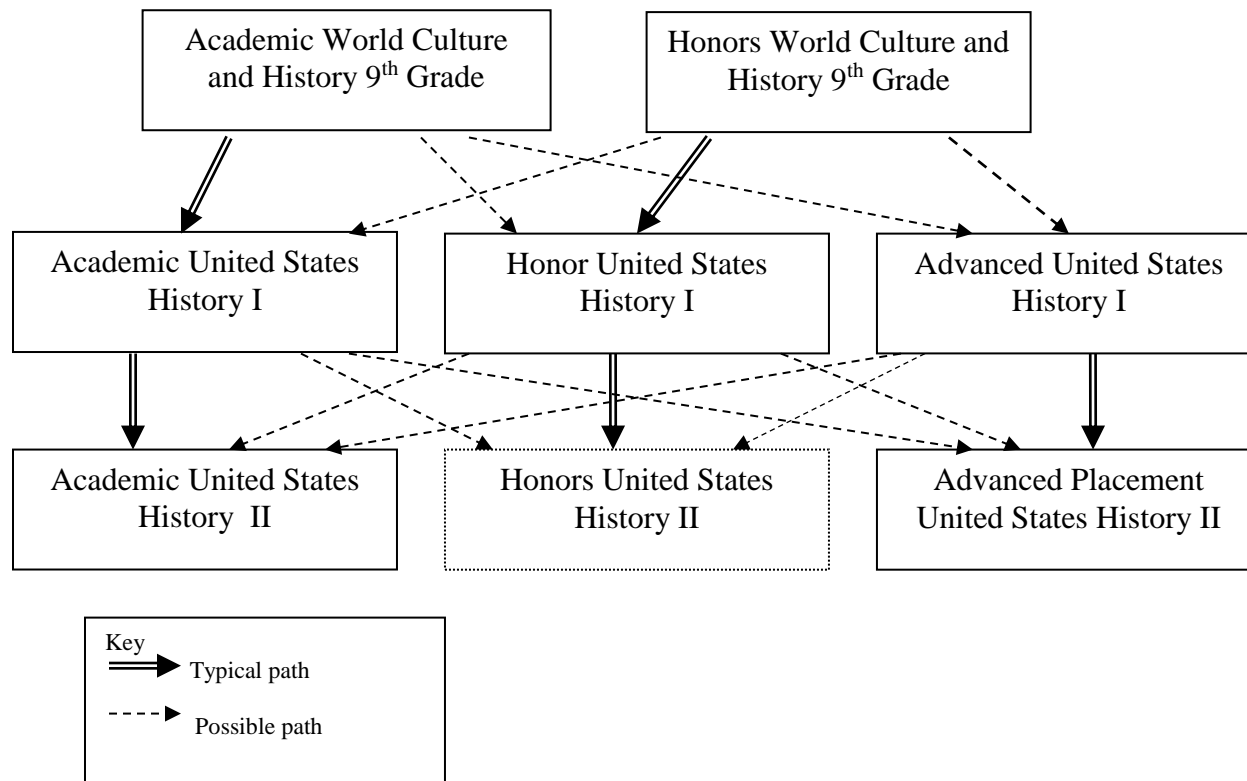
- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only

III.

Social Studies Course Sequence and Pathway to meet District and State Requirements

State Requirements:

- 6A:8-5.1 (a) 1. iv. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings;
- 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans



Modifications and Accommodations The following outlines ways in which teachers can make modifications and accommodations for students who are working on, below, and above grade level.				
504 Plans	Special Education	At-Risk	Gifted	English Language Learners
<p>*All teachers of students with special needs must review each student's 504 Plan.</p> <ul style="list-style-type: none"> • Collaborate with after-school programs or clubs to extend learning opportunities. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Provide multiple grouping opportunities for students 	<p>*All teachers of students with special needs must review each student's IEP..</p> <ul style="list-style-type: none"> • Collaborate with after-school programs or clubs to extend learning opportunities. • Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). 	<p>The possible list of modifications/accommodations identified for Special Education students can be utilized for At- Risk students as well. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students.</p> <ul style="list-style-type: none"> • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Use project-based learning • Structure the learning around explaining or 	<ul style="list-style-type: none"> • Enrichment projects • Higher-level cooperative learning activities • Provide higher-order questioning and discussion opportunities • Tiered centers • Tiered assignments <p><u>Accommodations for Gifted Students in the General Education Classroom</u></p>	<ul style="list-style-type: none"> • Provide ELL students with multiple literacy strategies. • Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community. • Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies). • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. • Allow extended time for assignment completion. • Students can utilize technology such as text to speech software or Google drive to complete assignments

<p>to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).</p> <ul style="list-style-type: none"> • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Allow extended time for assignment completion. • Preferential seating 	<ul style="list-style-type: none"> • Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences). • Use project-based learning • Structure the learning around explaining or solving a social or community-based issue. • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA) • Allow extended time for assignment completion. 	<p>solving a social or community-based issue.</p> <ul style="list-style-type: none"> • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Allow extended time for assignment completion. 		<ul style="list-style-type: none"> • Allow time for peer consultation/editing • Restructure lesson using UDL principles (http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA). • Bilingual/ESL Curriculum Handbook for Integrated ESL/ELA/Sci/SS • Supporting ELL During Content Instruction • Modifications for ELLs • Accommodations for ELLs
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Assessments

Student achievement is measured and dependent upon the use of high quality assessments. The purpose of assessment is multi-faceted. Interval assessments are systematic and intentional while being authentic in nature. It is the district's stance that high quality, intentional assessments are essential in:

- measuring group's social study skill progress benchmark diagnostic three times during the year
- informing instruction at various points in the school year (formative)
- assessing effectiveness of instruction at end of units (summative)
- reporting systematically in a formal manner that analyzes changes in data/achievement

2018-2019 Core Course diagnostic benchmark and summative assessment calendar will utilize EdConnect and will follow a set schedule set in Curriculum Pacing guide. See Appendices.

District Resources

Subject	Board Approved Textbook	Shared Technology Used	Other Resources Web sites
World History	World History- Modern Era ISBN 0-133-19991-6 Prentice Hall 2011	<ul style="list-style-type: none"> ▪ Lumens document camera "Lady Bug" ▪ LCD Projector ▪ Chromebooks ▪ pearsonsuccessnet.com ▪ edConnect.com ▪ Khan Academy ▪ Microsoft PowerPoint ▪ youtube.com ▪ NBCLearn.com ▪ Bookshelf. VitalSource 	Pearson Success Net (online)
US Academic and Honors	The Americans ISBN 0-547-55751-5 McDougal , Littell & and Company 2012		Holt McDougal Online! https://my.hrw.com/index.jsp <u>We the People: The Citizen and the Constitution</u> , Center for Civic Education Classzone
US I advanced US AP	American Pageant AP ed Updated 16 th edition ISBN 9781337090162 Cengage 2016		<ul style="list-style-type: none"> ▪ Mindtap https://nglsync.cengage.com/portal/Account/LogOn ▪ American Spirit 13th ed. Cengage. Isbn 9781305464834
African American History	African American History: A Cultural landscape. 11the Ed AP Pearson 2014		<ul style="list-style-type: none"> ▪ www.njamistadcurriculum.com
Criminal Justice	Introduction to Criminal Justice ISBN- 10 0534629466 Cengage		<ul style="list-style-type: none"> ▪ AC Press, NY Times

	2010		
Economics AP	Economics Principles Problems and Policies AP ed. McGraw Hill 2015		▪ Connect- online Recourses; Learn smart, OnBoard.
European History AP	A History of Western Society: Since 1300. 7 th ed. Houghton Mifflin 2011		▪
Holocaust/ Genocide	The Holocaust and Genocide: The Betrayal of Humanity 2ed 2003 www. nj.gov/education/holocaust/curriculum		▪ NJ Resources from curriculum guide appendix
Introduction to Psychology	Thinking about Psychology 3e ISBN:131907359 Bedford/St. Marttin's, W.H. Freeman, & Worth Publishers 2017		▪ Launch Pad for Thinking about Psychology
Psychology AP	AP Science of Psychology ISBN 978-0-07-898148-7 McGraw Hill 2018		▪ Connect- Learn Smart
Sociology	SOC 5 ISBN Wadsworth 2016		Mindtap online resources https://nglsync.cengage.com/portal/Account/LogOn ▪
US Government AP	American Democracy Now ISBN 9780096904907 McGraw Hill 2019		▪ Connect- Learnsmart, OnBoard
World History AP	The <i>Earth</i> and It's Peoples AP ed Vol II, 5 th ed ISBN 9781305851 Cengage 2014		▪

Pacing Charts and required assessment schedules for Core Subjects.

World History [see link](#)

US I [see link](#)

US II [see link](#)

Interdisciplinary Connections:

The nature of Social Studies lends itself to naturally connect to specific areas of Mathematics in regards to models of data such as tables, graphs and grids.(S.ID.B.6a Fit a function to the data; S.ID.B.6b Informally assess the fit of a function by plotting and analyzing residuals). As far as the English and Language Arts, social studies is the application of many of the key skills called for in ELA standards, such reading and writing informational text, and construction of research papers to prove a theory. Social Studies will incorporate ELA Information reading (R1.9-10, R11-12,) due to the text based subject matter and primary source usage within the courses. In addition, the production of written work will incorporate the writing skills called for in ELA standards Production and Distribution of Writing (W9-10. W11-12) and Text and Type and Purpose (W9-10, W11-12). Although Social Studies does not have a direct link to Science, it has indirect explanations of how scientific discoveries have influenced societies and cause the advancements within our society.

Integration of 21st century Skills, Technology and Career Education.

Each course will infuse where appropriate the Careers Readiness Practices developed under **NJSLS 8 and 9**. Teacher will utilize skills explained in the standards in planning and executing of lessons, as well as in developing student activities the incorporate the practices expected in both NJSLS 8 and 9

Career education naturally infuses itself into course implementation through the historical descriptions of economic development within the subject matter. Career education is specifically identified in electives like Economics. By studying our history, students will be exposed various careers and how those occupations have influence our social, economic and political development.

Integration of 21st Century Life Skills and Technology and Career Education		
Technology Content Standards	21st Century Life and Careers	Future Career options
<p>8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts:</p> <p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)</p> <p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.</p> <p>B. Creativity and Innovation</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p> <p>C. Communication and Collaboration:</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>D. Digital Citizenship</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and non-print information.</p> <p>E: Research and Information Fluency:</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>F. Critical thinking, problem solving, and decision making:</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p> <p>8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>A. The Nature of Technology: Creativity and Innovation</p> <p>8.2.2.A.1 Define products produced as a result of the technology or of nature.</p> <p>8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.</p> <p>8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.</p> <p>8.2.2.A.4 Choose a product to make and plan the tools and material needed.</p> <p>8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.</p> <p>B. Technology and Society:</p> <p>8.2.2.B.1 Identify how technology impacts or improves life.</p> <p>8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environment, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>Strand B. Money Management</p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.B.2 Identify age-appropriate financial goals</p> <p>9.1.4.B.3 Explain what a budget is and why it is important.</p> <p>9.1.4.B.4 Identify common household expense categories and sources of income.</p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>Strand C. Credit and Debt Management</p> <p>9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt.</p> <p>Strand D. Planning, Saving, and Investing</p> <p>9.1.4.D.1 Determine various ways to save.</p> <p>9.1.4.D.2 Explain what it means to “invest.”</p> <p>9.1.4.D.3 Distinguish between saving and investing.</p> <p>Strand E. Becoming a Critical Consumer</p> <p>9.1.4.E.1 Determine factors that influence consumer decisions related to money.</p> <p>9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.</p> <p>Strand F. Civic Financial Responsibility</p> <p>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial</p>	<ul style="list-style-type: none"> • Arts, A/V Technology & Communications • Business Management & Administration • Education & Training • Finance • Government & Public Administration • Hospitality & Tourism • Human Services • Information Technology • Law, Public Safety, Corrections & Security • Manufacturing • Marketing • Transportation, Distribution & Logistics

<p>8.2.2.B.3 Identify products or systems that are designed to meet human needs.</p> <p>8.2.2.B.4 Identify how the ways people live and work has changed because of technology.</p> <p>C. Design:</p> <p>8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.</p> <p>8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.</p> <p>8.2.2.C.3 Explain why we need to make new products.</p> <p>8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.</p> <p>8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.</p> <p>8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.</p> <p>D. Abilities for a Technological World:</p> <p>8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.</p> <p>8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.</p> <p>8.2.2.D.3 Identify the strengths and weaknesses in a product or system.</p> <p>8.2.2.D.4 Identify the resources needed to create technological products or systems.</p> <p>8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.</p> <p>E. Computational Thinking: Programming</p> <p>8.2.2.E.1 List and demonstrate the steps to an everyday task.</p> <p>8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.</p> <p>8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).</p> <p>8.2.2.E.4 Debug an algorithm (i.e., correct an error).</p> <p>8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).</p>	<p>obligations.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p> <p>9.2 Career Awareness, Exploration, and Preparation</p> <p>9.2.4.A.1 Identify reasons why people work, different types of work, and how you can help a person achieve personal and professional goals.</p> <p>9.2.4.A.2. Identify various life roles and civic and work-related activities in the school, home and community.</p> <p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	
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Courses Offered at ACHS

Course Name	Course Number	page
World History Academic	2100.....	19
World History Honors	2110.....	19
US I Academic	2300.....	46
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Electives		
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Criminal Justice in America.....	2557(DRAFT: updating).....	156
European History AP	2501.....	162
Holocaust/Genocide	2700(DRAFT).....	178
Introduction to Psychology.....	2559 (DRAFT).....	206
Psychology AP.....	2558.....	214
Sociology	2555.....	228
US Government AP.....	2601 (Updating to new AP) ...	249
World History AP.....	2602.....	258

Atlantic City Public School

World History

Grade 9



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

WORLD CULTURES AND HISTORY

1. OVERVIEW

World Cultures and History is a year-long course offered to freshmen which examines the world using the methodology of discovery from geographic, cultural and historical perspectives. The honors course differs from the academic course by presenting the subject matter in a more traditional chronological approach. Although the stress will be on geography, cultural and historical perspectives the course will start with the Renaissance and end with the World today. The course will stress the importance and influence of physical and environmental conditions on cultural development of its inhabitants from the past to the present. The course will be a survey of the world's history in order for the student to understand the world and the role they have within the 21st Century. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history cannot stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences. With this educational philosophy in mind the course includes all state commission standards; including

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission

NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.

NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.

NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.

NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.

Executive Order #123 Establishes the New Jersey Arab-American Heritage Commission.

Instruction of students should be centered on how past experiences may effect the student, their families, the community, and the world at present. The students can use those experiences to solve the problems of the future and explain conditions of the present, while acknowledging the influence of the past. Instruction in thinking strategies which lead to critical analysis of social, economic and political questions is of equal importance to content. Therefore, the process of inquiry is especially stressed in the classroom methodology and in written assignments.

II. RATIONALE

World Cultures and History offers the student the opportunity to learn more about global connections in order to be a participant in global community. Students will learn to appreciate the use of geography, and the understanding of culture and history of the world to understand their role in the modern world. The students will be equipped with the necessary skills to use various forms of information in order to develop conclusion on contemporary issues. The course will fulfill the State Department requirement that each New Jersey high school graduate completes one year of World History.

III. NJCCC STANDARDS 2014

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence

The course will also infuse where appropriate usage of technology through the NJSLs

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

- 8.1.2.A.1** Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2** Create a document using a word processing application.
- 8.1.2.A.3** Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.
- 8.1.2.A.4** Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)
- 8.1.2.A.5** Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6** Identify the structure and components of a database.
- 8.1.2.A.7** Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

- 8.1.2.B.1** Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

- 8.1.2.C.1** Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

- 8.1.2.D.1** Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Students will have **diagnostic** evaluation (benchmarks), three times a year on social study skill growth. These assessments will be through ED-Connect and will provide teacher, department, and district with statistics to evaluate student social study skill growth. Students will also take four **summative** assessment on four distinct units of study. These unit tests will use EdConnect to provide student, teacher, department and district with statistics to evaluate student fluency in historical content and skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative assessments, and was considered in creation of department benchmarks and unit test.

V. REQUIRED RESOURCES

A. The text for this course is:

1. Current text book used: World History: Connections to Today, Prentice Hall 2011

B. Supplemental Text Resources:

1. Activities by unit and chapter as provided by publisher
2. Geography and History Activity Booklet
3. History Through Literature

4. Creative Teaching Activities
5. Chapter Extension Activities
6. Pearson Success Net (online)
7. PHSchool (online)
- 8 . Edmodo
- 9 . Pacemaker World History (2004)

C. Additional Supplemental Sources to be used for multicultural awareness:
ADL Anti-Bias Guide: Secondary Level, 1998

D. World history web sites

1. www.nationalgeographic.com

Excellent world maps, geography lessons, historical information and overviews, in depth look at world cultures as well as daily news from around the world.

2. <http://www.metmuseum.org/toah>

The *Timeline of Art History* is a chronological, geographical, and thematic exploration of the history of art from around the world, as illustrated especially by the Metropolitan Museum of Art's collection.

3. <http://anthro.palomar.edu/culture/Default.htm>

An introduction to the characteristics of culture and the methods used by anthropologists to study various aspects of culture.

4. <http://www.edchange.org/multicultural/activities>

A great site for many specific multicultural hands on activities to enhance understanding, acceptance and appreciation of the numerous cultures in the world.

5. [http:// www.nationalatlas.gov](http://www.nationalatlas.gov).

This issue introduces the Atlas of North America and offers nearly 50 new printable maps. It also shares a brief story on how Americans use water.

6. <http://www.fordham.edu/halsall/mod/modsbook.html>

Great site for Historical primary and secondary sources.

7. www.epals.com

Controlled email system to communicate with other students in over 191 countries.

8. <http://www.teachersfirst.com>

Various lessons on geography, culture and history that includes plans and material

Revised 8-08-2018

9. <http://www.un.org/english/>

Website of the United Nations; complete with each member country and published activities.

10. <http://www.besthistorysites.net>

Annotated links to over 1,000 sites, lesson plans etc.

11. <http://www.historycentral.com>

History Channel link

12. <http://www.pbs.org/frontlineworld/educators/culture.html>

13. Amistad Commission <http://www.njamistadcurriculum.net>

14. Holocaust Genocide commission <http://www.nj.gov/education/holocaust/>

15. Italian American Heritage <http://www.njitalianheritage.org/heritage-curriculum/>

16. American Indian Commission http://www.nj.gov/state/programs/dos_program_njcaia.html

17. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

Good website for primary & secondary sources.

18. NBC Learn: www.nbclearn.com

VI. Scope and Sequence

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
1st-4 th Week of First Marking Period	Benchmark #1 1. The Emergence of First Global Age (1350-1770) Ideas developed during the Renaissance, Reformation and Scientific Revolution led to political, economic and cultural changes that have had a lasting impact. (6.1.12.CS.1)	6.2.12.D.2.a 6.2.12.C.2.a 6.2.12.D.2.e 6.2.12.D.2.c 6.2.12.D.2.b 6.2.12.B.2.a 6.2.12.D.2.d RH 9-10.2 RH 9-10.3 RH 9-10.4 WHST 9-10.1 WHST 9-10.4 WHST 9-10.6	*Students will demonstrate social studies Skills Determine why the Italian states were a favorable setting for the Renaissance. Examine the development of modern banking principles. Relate the impact the printing revolution had on Europe. Analyze the influence of ancient civilizations on the Renaissance. Examine how abuses in the Catholic Church sparked the Protestant Reformation and created division within Christianity. Determine the factors that led to the Reformation and the impact on European politics. Discuss the Counter Reformation. Evaluate the impact of the Scientific Revolution on how humans viewed themselves and how they viewed their physical and spiritual worlds.	Benchmark Examine how the exposure to Asian and Islamic civilizations and the spirit of inquiry (i.e. scholasticism / humanism) led to the Renaissance and the importance of the commercial revolution (i.e., trade and rise of towns) on society. Explain how the rise of European towns and commerce led to the need for banking and financial services (e.g., loans, usury, insurance, currency, joint stock companies). Use technology to display information about the accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare and relate them to the factors that led to the development of the Renaissance Evaluate the impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas). Assess the extent to which the reasoning and evidence in a text support the author's claims about the origins of the Protestant Reformation (i.e., Martin Luther, John Calvin, and Henry VIII). Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.	Benchmark # 1 on Edconncet (Diagnostic) Chapter 1 Biography Activity: <i>Isabella d'Este</i> Primary Source Activity: <i>The King Orders a Saltcellar</i> p. 13 Skill Application Activity: <i>Analyzing Fine Art</i> p. 15 Selected Guided Readings and Reviews Nystrom Atlas book pages 90- 93 and Activity 43a Nystrom Activity 44a-d ** Honors- History Through Literature: <i>The Prince</i> pp32-33 NBC Learn: Science of Football: Newton's second law Vatican's secret archives Art Detective use Radar Scans: Da Vinci Screaming Monkeys The Da Vinci Mother Lode

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
5 th -7 th Weeks of First Marking Period.	<p>The methods for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations</p> <p>Examine the theory that colonization was inspired by the desire to have access to resources and markets.</p> <p>Evaluate the impact exploration had on the indigenous culture, population and environment. (6.2.12.CS1)</p> <p>Unit 1 Test</p>	<p>6.2.12.A.1.a 6.2.12.B.1.a,b 6.2.12.C.1.a-e 6.2.12.D.1.a-f</p>	<p>Determine and explain empires motivations and reasons for exploration.</p> <p>Describe and assess the impact exploration and colonization had on indigenous groups as well as the colonizers.</p> <p>Summarize how European explorations led to a global exchange.</p> <p>Unit 1 Test- Renaissance and Exploration</p>	<p>Cite specific textual evidence to analyze the political (i.e., Treaty of Tordesillas and Toleration Act), cultural, and moral role of Catholic and Protestant Christianity (e.g., Protestant/ Puritan work ethic, religious values, language) in the European colonies.</p> <p>Use quantitative analysis to determine the role of natural resources on economic growth in Europe and the impact of political decisions and social policies on indigenous people in Spanish and Portuguese colonies.</p> <p>Use technical analysis (e.g., diagrams, maps, charts) to trace the movement of essential commodities from the East Indies to Europe (e.g., spices, linens, precious gems) and West Indies to Europe (e.g., sugar, rice, tobacco).</p>	<p>Text Chapters 2 and 3 Nystrom Atlas books pages 94-97 and Activity 43a and first section of 43b Nystrom Activity 45a-d Nystrom Activity 46a-d ** Honors –History through Literature- Broken Spears pages 35-36 Biography Activity: Francis Xavier Biography Activity- Olaudah Equiano ** Honors –Primary Source Activity: An Unusual Dinner</p> <p>NBC Learn Exploring a New World (Columbus, etc.) Macchu Picchu Spanish Conquistadors New Spain: Encomiendas Northwest Passage: New France French and Indian War (Seven Years War) Slavery Station in Dakar Africa: Slave Trade Family Traces Roots to Slave Island Columbian Exchange Treaty of Tordesillas Unit test 1 on Edconnect (summative)</p>
8 th -9 th Weeks First Marking period	<p>2. Renaissance, Reformation, Scientific Revolution, and Enlightenment.(1350-1700) Ideas developed during the Enlightenment led to political, economic and cultural changes that have had a lasting impact. (6.2.12.CS.2)</p> <p>.Benchmark #2</p>	<p>6.2.12.A.2.a 6.2.12.A.2.b 6.2.12.A.2.a</p> <p>RH 9-10.1 RH 9-10.2 RH 9-10.8 RH 9-10.9</p> <p>WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5</p>	<p>Discuss Enlightenment philosophers and ideas.</p> <p>Examine the impact of enlightenment ideals on women and non-Europeans.</p> <p>Analyze the attempts by government and church officials to counteract the enlightenment as a challenge to their authority.</p> <p>*Students will demonstrate social studies Skills</p>	<p>Develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state (e.g., England, France, Holy Roman Empire, Russia, Spain).</p> <p>Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).</p> <p>Benchmark #2</p>	<p>Text Chapter 5 Biography Activity: Voltaire Primary Source Activity: Rousseau vs. Wollstonecraft ** Honors- History through Literature – Candide pgs 39-40</p> <p>NBC Learn Catherine the Great: Enlightened Despots Benjamin Franklin A Tribute to Thomas Jefferson Gen. Washington and the Continental Army</p> <p>Benchmark #2 on Edconnect (diagnostic)</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
1 st -5 th Week Of Second Marking Period	<p>3. Age of Revolution (1750-1919)</p> <p>Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. (6.2.12.CS.3)</p> <p>The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems (6.2.12.CS.3)</p>	<p>6.2.12.A.3a-d 6.2.12.D.3.a</p> <p>6.2.12.B.3.b 6.2.12.C.3.a 6.2.12.C.3.c 6.2.12.C.3.d 6.2.12.D.3.b</p> <p>6.2.12.A.3.a 6.2.12.A.3.b 6.2.12.A.3.c 6.2.12.B.3.a 6.2.12.C.3.e 6.2.12.D.3.a</p> <p>6.2.12.A.3.d 6.2.12.A.3.g 6.2.12.C.3.d 6.2.12.D.3.b</p> <p>RH 9-10.2 RH 9-10.3 RH 9-10.5</p> <p>WHST 9-10.1 WHST 9-10.2</p>	<p>Examine how Enlightenment ideals influenced the American and French Revolutions. Examine the Rise and Fall of Napoleon Bonaparte. Discuss the goals of the Congress of Vienna.</p> <p>Specify the reasons that the Industrial Revolution was a turning point.</p> <p>Cite the reasons that Britain was the starting point for the Industrial Revolution.</p> <p>Explain how the factory system changed the way people worked. Explain laissez-faire economics.</p> <p>Analyze the causes of discontent in Latin America. Describe how the nations of South America won independence.</p> <p>Identify the industrial powers that emerged in the 1800s. Interpret the values that shaped the new social order. Examine relationships between women, education, science and religion</p> <p>Unit 2 Test- Enlightenment and Revolutions</p>	<p>Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.</p> <p>Explain the impact of industrialization on population growth, urbanization, and the environment by</p> <p>Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti.</p> <p>Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period.</p> <p>Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.</p>	<p>Text Chapter 6 Primary Source Activity- <i>The Royal Family in Prison</i> ** Honors-History through Literature- <i>A Tale of Two Cities</i> pgs 41-42 Biography Activity: Maximilien Robespierre Nystrom Atlas book pages 100-105 Map Activity: Napoleon's Empire Text Nystrom Activity 50d</p> <p>NBC Learn Debating the Legacy of the French Revolution Text Chapter 20/Chapter 7 Biography Activity: Josiah Wedgewood ** Honors-History through Literature- <i>Mary Barton</i> pgs 43-44 Nystrom Atlas book p.98-99 Viewpoint Activity: <i>Rules for Workers</i></p> <p>NBC Learn Industrial Revolution gives rise to wealthy class Market Revolution Children in early Industrial America Eli Whitney's Invention</p> <p>Text Chapter 8 ** Honors- History through Literature- <i>Les Miserables</i> pgs 45-46 Nystrom Activity 50d Biography Activity: Miguel Hidalgo y Costilla Text Chapter 9 sections 1 and 3 Primary Source Activity-<i>The People of Paris Earn a Living</i> Biography Activity: Julia Cameron ** Honors- History through Literature- <i>Pride and Prejudice</i> pgs 47-48 Unit 2 Test on Edconnect (summative)</p>
6 th -7 th Week of Second Marking Period					
Unit 2 Test					

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
7 th -9 th Week of the 2 nd Marking period.	Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform (6.2.12.CS.3)	6.2.12.A.3.c 6.2.12.C.3.b 6.2.12.A.3.d 6.2.12.A.3.c 6.2.12.C.3.d 6.2.12.D.3.b	Examine how Bismarck unified Germany Describe the roles Cavour and Garibaldi played in the struggle for Italy. Examine the development of rights for Women and Labor Unions in GB Describe the impact of the Dreyfus affair and other challenges on the Third Republic.	 Trace the struggles for women's suffrage in Europe (e.g., Emmeline Pankhurst) and North America (e.g., Seneca Falls) and explain their different experiences.	Text Chapter 10 sections 1,2 and 3 Biography Activity: Guiseppe Verdi ** Honors- History through Literature- How I Found America pgs 49-50 Text Chapter 11Sec 1, 2and 3 Biography Activity: Emmeline Pankhurst Primary Source Activity: A Report on the Dreyfus Affair ** Honors-History through Literature- The Pickwick Papers pgs 51-52 Viewpoint Activity: Democracy in America NBC Learn The Women's Sphere Inventions that gave birth to the Modern City
1 st -2 nd week of Third Marking Period	Industrialized nations embarked on the competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact. (6.2.12.CS.3)	6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.b 6.2.12.C.3.e 6.2.12.D.3.c 6.2.12.D.3.d 6.2.12.D.3.e Af-Am 6.4.12 H Imm.6.4.12 I RH 9-10.3 RH 9-10.4 RH 9-10.9 WHST 9-10.1 WHST 9-10.2 WHST 9-10.8 WHST 9-10.10	Outline the causes of the new imperialism. Identify forces shaping Africa in the early 1800s. Assess how British rule affected India. Trace the origins of Indian nationalism Enumerate trade rights westerners sought in China Summarize the main reforms under the Meiji. Analyze the impact imperialism had on Africa and Asia.	Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period. Explain the effect of Social Darwinism as a motive for imperialism (i.e., White Man's Burden, religious conflicts between Buddhism and Christianity).	Text Chapter 12 & Ch 13 sections 1 & 2 Viewpoint Activity: Two Views of Imperialism in Africa ** Honors- History through Literature- The Gentleman of the Jungle pgs 53-54 Chinua Achebe: Things Fall Apart Nystrom Atlas book p. 106- 109 Nystrom Activity 53d, 54d ** Honors-History through Literature- Under Reconstruction pgs 55-56 NBC Learn Western powers push into China Resistance to American imperialism US Naval power increases John Hay's Open Door policy for China The Zulu people of South Africa Indians protest the Portuguese government

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
3 rd -6 th week of the Third Marking Period.	4 A Half Century of Crisis and Achievement. (1900-1945) Nationalism, imperialism, industrialization, and militarism contributed to an economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. (6.2.12.CS.4)	6.2.12.B.4.a 6.2.12.B.4.c 6.2.12.C.4.d 6.2.12.D.4.a 6.2.12.D.4.b 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.j 6.2.12.D.4.k RH 9-10.1 RH 9-10.3 RH 9-10.4 WHST 9-10.1 WHST 9-10.2 WHST 9-10.9 6.2.12.A.4.a 6.2.12.A.4.c 6.2.12.C.4.a 6.2.12.C.4.d 6.2.12.D.4.c 6.2.12.D.4.g 6.2.12.D.4.k 6.2.12.A.4.b 6.2.12.B.4.c 6.2.12.D.4.b 6.2.12.D.4.c 6.2.12.D.4.h 6.2.12.D.5.b	Summarize efforts toward peace in the early 1800s. Describe how nationalism and international rivalries pushed Europe toward war. Describe how Ethnic tensions in the Balkans sparked a political assassination. Explain how historians view the outbreak of World War I. Explain how the war became a global conflict. Enumerate the issues faced by the delegates to the Paris Peace Conference. Explain why the Revolution occurred in Russia in March 1917. Analyze why the Communists defeated their opponents in the Russian civil war. Summarize the effects of Stalin five-year plans. Summarize how communism changed Soviet society. Assess the extent to which World War I and the peace process contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia.	Gather relevant information from multiple authoritative to analyze how nationalism (e.g., Serbia, Germany), industrialization, imperialism, militarism, and alliances (e.g., Triple Alliance, Triple Entente) led to World War I. Assess the extent to which reasoning and evidence in a text evaluating the Treaty of Versailles (e.g., war debt, reparations, war guilt, League of Nations) accurately reflects the perspectives of different nations (e.g., Germany, United States, Japan, France). Analyze primary and secondary sources (i.e., date, origin of information) to explain the relationship of the devastation of World War I (e.g., economic, social) to the rise of fascism and spread of communism in Europe and Asia (e.g., China, Italy, Germany, Soviet Union). Explain how the Allies and Central/Axis powers used colonial peoples in the war efforts in both World Wars (e.g., extraction of raw materials, sources of military personnel and bases). Use quantitative and qualitative analysis to compare and contrast the changing political boundaries Europe, Asia, and Africa in 1914 and 1939.	<u>Text Chapter 27/Chapter 14</u> ** Honors- History through Literature- <i>All Quiet on the Western Front</i> pgs 57-58 Primary Source: <i>Wilson's Fourteen Points</i> Primary Source: <i>Germany Protests the Versailles Treaty</i> Nystrom Atlas book pp110-111 Nystrom Activity 56a-c <u>NBC Learn</u> Start of WWI Remembered The Great War Breaks out in Europe The Lusitania He kept us of war Women work for the war effort Bitter peace and broken promises <u>Text Chapter 28/Chapter 14</u> ** Honors- History through Literature- <i>One Day in the Life of Ivan Denisovich</i> pgs 59-60 Nystrom Atlas book pp112-113 <u>Text Chapter 29/ Chapter 15</u> sections 2-5 ** Honors- History through Literature- <i>The Underdogs</i> pgs 61-62

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
<p>6-9th Week of Third Marking Period</p>	<p>The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of the Axis nations are viewed as major factors that resulted in World War II. (6.2.12.CS.4)</p> <p>World Wars I and II were 'total wars' in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. (6.2.12.CS.4)</p> <p>World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. (6.2.12.CS.4)</p> <p>Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political and cultural groups. (6.2.12.CS.4)</p>	<p>6.2.12.A.4.a 6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.C.4.a 6.2.12.C.4.d 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.i 6.2.12.D.4.k Hol/Gen 6.4.12 J-6</p> <p>6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.B.4.a 6.2.12.B.4.b 6.2.12.B.4.d 6.2.12.C.4.b 6.2.12.C.4.c 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.f 6.2.12.D.4.g 6.2.12.D.4.i 6.2.12.d.4.j 6.2.12.D.4.k Hol/Gen 6.4.12 J-6,K-6</p> <p>RH 9-10.3 RH 9-10.4</p> <p>WHST 9-10.1 WHST 9-10.4 WHST 9-10.5</p>	<p>Discuss the issues that Europe faced after World War I. Outline How the Great Depression began and spread. Explain how conditions in Italy favored the rise of Mussolini. Enumerate the political, social, economic, and cultural policies Hitler pursued.</p> <p>Outline the factors that encouraged the coming of war. Describe the early gains that allowed the Axis powers to control much of Europe. *Outline how the Allies turned the tide of the war. *Discuss how the Pacific war was fought. *Reconstruct how the Allies defeated Nazi Germany. *Analyze the debates that surrounded the defeat of Japan *Describe the issues that arose in the aftermath of the war.</p>	<p>Compare and contrast different government responses in Europe and Asia to the Great Depression (i.e., fiscal and monetary policy).</p> <p>Develop an argument analyzing the primary cause of World War II (e.g., legacy of World War I, global depression, ethnic and ideological conflicts, imperialism, traditional political or economic rivalries).</p> <p>Cite specific textual evidence to compare how Allied countries responded to the expansionist actions of Germany and Italy (i.e., Munich Conference).</p> <p>Analyze cause and effect relationships of intended decisions at the end of World War II regarding the boundaries in Germany (Berlin) and Japan (Sakhalin) and the unintended consequences of the boundaries in Eastern Europe, the Baltic States, and Korea. Conduct short research to assess the cultural impact (e.g., art, literature, media, music, memorials) of World War I, the Great Depression, and World War II.</p>	<p>Text Chapter 16 ** Honors-History through Literature- <i>The Sound of the Cicadas</i> pgs 63-64 Primary Source: Lilo Linke, <i>Restless Days, A German Girl's Autobiography</i></p> <p><u>NBC Learn</u> Quest for Normalcy after WWI The start of the Great Depression The Dust Bowl Profile of Franklin D. Roosevelt Women and the New Deal Interview with Florence Thompson</p> <p>Text Chapter 17 ** Honors- History through Literature- <i>Night</i> pgs 65-66 Nystrom Atlas book pp. 114-115 Nystrom Activity 57a-c, 58 a-d <u>NBC Learn</u> 50th Anniversary of Hitler's Rise to power The family legacy of Benito Mussolini FDR delivers a fireside chat on democracy Battle of Stalingrad GI's prepare for D-Day invasion Importance of D-Day Eyewitnesses remember Pearl Harbor Attack Midway Island: Then and Now Yalta Conference decides Europe's future Beaten Nazi's sign historic surrender US discovers Hitler's concentration camps Gold stolen by Nazi's during WWII Potsdam Conference Agreement The Big Four leaders meet in Geneva Hiroshima and the aftermath Hiroshima survivors</p>
<p>Last Week of 3rd Marking period</p>	<p>Unit 3 Test</p>		<p>Unit 3 Test- Nationalism, Imperialism, WWI and WWII</p>	<p>Unit 3 Test</p>	<p>Unit 3 Test on Edconnect (summative)</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
<p>1st week of the Fourth Marking Period</p> <p>Benchmark #3</p> <p>2nd -3rd Week of Fourth Marking Period</p>	<p>5. The 20th Century Since 1945 (1945-Today) Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. (6.2.12.CS.5-6)</p> <p>International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited resources. (6.2.12.CS.5-6)</p> <p>Technological innovation, economic interdependence, changes in population, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders (6.2.12.CS.5-6)</p>	<p>WHST 9-10.4 WHST 9-10.5 6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.d 6.2.12.C.5.b 6.2.12.C.5.d 6.2.12.D.5.d 6.2.12.A.6.a 6.2.12.A.6.b 6.2.12.A.6.c 6.2.12.A.6.d 6.2.12.B.6.a 6.2.12.C.6.a 6.2.12.C.6.b 6.2.12.C.6.c 6.2.12.C.6.d 6.2.12.D.6.a</p> <p>6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.b 6.2.12.C.5.c 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.d 6.2.12.6 all RH 9-10.3</p>	<p>Explain how the end of colonialism and the Cold War shaped the world. Analyze the role world organizations played. Discuss the enduring issues that the world faces today. Outline the obstacles that developing nations face. Give examples of how modernization has affected the lives of women. Compare and contrast the benefits and limits of modern science and technology.</p> <p>*Students will demonstrate social studies Skills</p> <p>Analyze the effects of the Cold War on Europe. Examine how Western European countries achieved economic recovery after World War II. Specify actions that the United States took as a global superpower. Summarize the ideas that guided Soviet political, economic, and foreign policy. Explain why the Soviet Union collapsed and the impact it had on the other eastern European countries.</p>	<p>Explain factors contributing to the emergence of movements for national self-rule or sovereignty in Africa (e.g., Ghana) and Asia (e.g., India).</p> <p>Compare and contrast texts relating to the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.</p> <p>Draw evidence from informational text to assess how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social, economic, and political equality in various countries (e.g., Scandinavia, Southeast Asia, Middle East, East Africa).</p> <p>Explain how the influence of television, the Internet, and other forms of electronic communication have influenced the development of a global culture.</p> <p>Produce clear and coherent writing to explain how and why the differences in ideologies and policies between the United States and the Soviet Union resulted in a cold war (e.g., Berlin Airlift, NATO and Warsaw Pact, Suez Crisis, Korea).</p>	<p>Text Chapter 18 Nystrom Atlas book p116-117</p> <p>NBC Learn The creation of a divided Berlin</p> <p>Benchmark #3 on Edconnect (diagnostic)</p> <p>Text Chapter 18 ** Honors-History through Literature-<i>Cat's Eye</i> pgs 68-69 Nystrom Atlas book pp118-119</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
4 th - 5 th Week of Fourth Marking Period	Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. (6.2.12.CS.5)	6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.d 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.b 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.C.5.a 6.2.12.C.5.d 6.2.12.C.5.e 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.D.5.d	Identify the factors that made Japan's recovery an economic miracle. Summarize how Japan interacted economically and politically with other nations. Describe effects of communist policies in China Discuss how Singapore modernized. Analyze how war affected Vietnam and Cambodia.	Develop an argument evaluating to what extent Western European countries and Japan recovered economically after World War II (e.g., Marshall Plan, Bretton Woods Agreement, Treaty of Rome, World Trade Organization).	<u>Text Chapter 34/Chapter 19 sections 1&2</u> ** Honors- History through Literature- <i>The Trial</i> pgs 70-71 <u>NBC Learn</u> Hong Kong Handover
6 th -7 th Week of Fourth Marking Period	International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited resources. (6.2.12.CS.6) Technological innovation, economic interdependence, changes in population, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders (6.2.12.CS.5-6)	6.2.12.A.5.b 6.2.12.A.5.c 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.c 6.2.12.B.5.d 6.2.12.B.5.e 6.2.12.C.5.d 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.b 6.2.12.D.5.d 6.2.12.6 all RH 9-10.1 RH 9-10.3 RH 9-10.4 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5	Explain why India was partitioned. Identify problems Pakistan and Bangladesh faced. Point out how diversity and nationalism shaped the Middle East. Describe how the Cold War increased tensions in the Middle East. Analyze why Arab-Israeli conflict was difficult to resolve.	Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India, and determine how his methods were later used by people from other countries (i.e., Union of South Africa/ apartheid and United States/ civil rights).	<u>Text Chapter 35/Chapter 19 sec 4 & Chapter 20 section 3</u> Nystrom Atlas book pp.120-121 Nystrom Activity 59a-d ** Honors- History through Literature- <i>The Day Gandhi was Shot</i> pgs 72-74

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8 th Week of Fourth Marking Period Week of Fourth Marking Period	Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. (6.2.12.CS.5-6)	6.2.12.A.5.b-e 6.2.12.B.5.a 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.C.5.d 6.2.12.C.5.f 6.2.12.C.5.g 6.2.12.D.5.a 6.2.12.D.5.d 6.2.12.6 all Hol/Gen 6.4.12 L-5 Imm. 6.4.12 L-5	Trace routes to freedom that Ghana, Kenya, and Algeria followed. Summarize how the Cold War affected Africa. Give examples of how modernization affected patterns of life in Africa. Explain how the long struggle to end apartheid led to a new South Africa.	Assess the role of increased personal and business electronic communications in creating a 'global' culture, and evaluate the impact on traditional cultures and values.	<u>Text Chapter 36/Chapter 19 section 3 & Chapter 20 section 1</u> ** Honors-History through Literature- <i>Poems About Prison</i> pgs 75 <u>NBC Learn</u> Archbishop Desmond Tutu Wins Nobel Peace Prize 1984 Making Dirty water drinkable in Kenya
9 th Week of Fourth Marking Period	International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited resources. (6.2.12.CS.5-6) Technological innovation, economic interdependence, changes in population, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders (6.2.12.CS.4-6)	6.2.12.A.5.a 6.2.12.A.5.b 6.2.12.A.5.e 6.2.12.B.5.a 6.2.12.B.5.c 6.2.12.B.5.e 6.2.12.D.5.a 6.2.12.D.5.d 6.2.12.6 all Hol/Gen 6.4.12 L-5 Imm. 6.4.12 L-5 RH 9-10.3 RH 9-10.4 6.2.12.A.4-6.all 6.2.12.B.4-6.all 6.2.12.C.4-6.all 6.2.12.D.4-6.all WHST 9-10.1 WHST 9-10.4 WHST 9-10.5	Explain why Latin America is culturally diverse. Summarize conditions that contributed to unrest in Latin American countries. Identify policies the United States followed in Latin America. Determine why Central American countries suffer civil wars.	Compare and contrast increasing birth rates in developing countries with aging populations in industrialized countries and evaluate their potential impact of these trends on the economy, political stability, and use of resources.	<u>Text Chapter 37/Chapter 21 Sections 1-4</u> ** Honors- History through Literature- <i>The Years with Laura Diaz</i> pgs 76-77 <u>NBC Learn</u> Cuba relations and how we got to this point As Brazil grows the Amazon Rainforest Shrinks Liberation Theology introduces Marxism to Catholics and their poor Argentina's President Raul Alfonsin Discusses his government Argentina's profile: President Raul Alfonsin Brings democracy 1986
Unit 4 Test			Unit 4 Test Cold War- Present		Unit Test 4 on Edconnect (summative)

VII. NJ Area Resources (Trips)

- A. University of Pennsylvania Museum of Archeology and Anthropology 1-215-898-4000 Philadelphia
- B. Philadelphia Museum of Art 215-763-8100 Philadelphia
- C. United Nations 1-212-963-8687 New York

VIII . End of Unit activities

- A. Create and demonstrate customs and traditions that are influenced by the geographical conditions of a given area(examples of clothing, foods, games and trades). The students could demonstrate the customs and traditions in a poster, diorama, or reenactment.
- B. Create a travel brochure that encourages people to visit the region studied. The brochure should include visits to historic, cultural and unique landforms of the area. The brochure should also be able to include the prices to travel to the locations as well as hotel costs.
- C. Create proposal to the United Nations on behalf of a country that was studied. The proposal should ask for a possible solution to present or past political, social or geographic crisis.
- D. Plan a trip within a given region using a road map. Have the travelers stop at key historic, cultural or geographical points of interest. Include distances traveled and itinerary. All points of interest should be on the map.
- E. Create historical trading cards. Have students select historical figures, such as inventors, political leaders, religious leaders or other important individuals within a region. The trading card should include a portrait of the person , area he/she is from, time period he/she was alive(timeline format) and a brief summary of importance.
- F. Create a regional recipe book. Students will find recipes to include in a regional cookbook. The recipes should make sure they highlight ingredients that are indigenous to the region which makes them unique.
- G. Develop an e-mail pen pal, by selecting an area that will be covered during the year. At the end of the unit the student will make an oral presentation about his/her contact and how it relates the material covered in the class. www.epals.com/schoolmail

Revised 8-08-2018

H. Present a demonstration of cultural items which reflect a given region taught in the unit. Items could include apparel music, jewelry, artifacts and food.

IX. Scoring Rubrics

Revised 8-08-2018

Rubrics for Social Studies Essay

An essay is made up of a series of paragraphs. This includes an introductory paragraph, supportive paragraphs, and a conclusive paragraph. This rubric is designed to grade based on this definition.

5

- Shows a clear and deep understanding of the theme;
- Addresses all aspects of the task.
- Shows an ability to analyze, compare, contrast, synthesize and/or evaluate issues and events.
- Writes a cohesive, cogent essay that uses a rich array of detail.
- Summarizes key arguments and points made in the essay.
- Includes a strong introduction and conclusion.

4

- Understands the theme and defines it.
- Discusses most aspects of the task. Theme is supported with accurate facts, examples, and details, but may be somewhat uneven in treatment.
- Analyzes issues and events.
- Writes a well-developed essay that includes many details.
- Includes a good introduction and conclusion.

3

- Presents an acceptable definition of the theme.
- May fail to address all aspects of the task. Minimal factual errors may be present.
- Is able to analyze issues and events, but not in any depth.
- Writes a coherent essay with some detail.
- Restates the theme in introduction and concludes with a simple restatement of the task.

2

- Attempts to address the theme, but uses vague and/or inaccurate information.
- Develops faulty analysis of theme.
- Narrative goes off on tangents; essay lacks focus.
- Has vague or missing introduction and/or conclusion.

1

- Shows limited understanding of the theme; omits concrete examples. Details are weak or nonexistent.
- Lacks an analysis of the issues and events beyond stating vague and/or inaccurate facts.
- Strings random facts together in a weak narrative that lacks focus.
- Has no introduction or conclusion.

0

- Fails to address the theme.
- Includes so many indecipherable words that no sense can be made of the response.
- Blank paper.

Short Answer to a Reading or an Interpretation of a Graph, Table, or Illustration
Scoring Rubric (4 point Scale)

4

A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection, graph, table or illustration. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, graph, table, or illustration, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading or interpreting. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from the text, graph, table or illustration.

0

A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.

A Short Answer to an Open-ended Question
Scoring Rubric (based on a 4 point scale)

4

A 4-point response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglects to address some aspect of the concept or item, or some details might be missing.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the topic, an incomplete understanding of the concept or item, lacks comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text.

0

A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.

X. NJ Area Resources (Trips)

- A. University of Pennsylvania Museum of Archeology and Anthropology 1-215-898-4000 Philadelphia
- B. Philadelphia Museum of Art 215-763-8100 Philadelphia
- C. United Nations 1-212-963-8687 New York

XI. End of Unit activities

- A. Create and demonstrate customs and traditions that are influenced by the geographical conditions of a given area (examples of clothing, foods, games and trades). The students could demonstrate the customs and traditions in a poster, diorama, or reenactment.
- B. Create a travel brochure that encourages people to visit the region studied. The brochure should include visits to historic, cultural and unique landforms of the area. The brochure should also be able to include the prices to travel to the locations as well as hotel costs.
- C. Create proposal to the United Nations on behalf of a country that was studied. The proposal should ask for a possible solution to present or past political, social or geographic crisis.
- D. Plan a trip within a given region using a road map. Have the travelers stop at key historic, cultural or geographical points of interest. Include distances traveled and itinerary. All points of interest should be on the map.
- E. Create historical trading cards. Have students select historical figures, such as inventors, political leaders, religious leaders or other important individuals within a region. The trading card should include a portrait of the person, area he/she is from, time period he/she was alive (timeline format) and a brief summary of importance.
- F. Create a regional recipe book. Students will find recipes to include in a regional cookbook. The recipes should make sure they highlight ingredients that are indigenous to the region which makes them unique.

- G. Develop an e-mail pen pal, by selecting an area that will be covered during the year. At the end of the unit the student will make an oral presentation about his/her contact and how it relates the material covered in the class. www.epals.com/schoolmail
- I. Present a demonstration of cultural items which reflect a given region taught in the unit. Items could include apparel music, jewelry, artifacts and food.

Field Trip Suggestions

1. Virtual Field Trips- <http://www.educationworld.com>
2. www.naturalwondersoftheworld.com
3. www.eftours.com (international travel educational tours)

Atlantic City Public School

United States History

Grade 10



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

UNITED STATES HISTORY I

1. OVERVIEW

United States History I is a year-long course offered to sophomores which examines the American experience from the earliest migration through the Industrial Age of America. Content is presented in geographical, political, social and economic threads. An honors program is available for students to take upon teacher recommendation. The honors program requires the same areas contained within this guide (academic program) but will require more supplemental materials being used in and of class. These materials include more primary and secondary source readings which are highlighted in the curriculum as Honors assignments. The honors program will also require more extensive writing assignments which will demand a minimum of two traditional historical essays per marking period. Each of the courses will stress history from a multi-faceted point of view. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history can not stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences. With this educational philosophy in mind the course includes all state commission standards; including

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission

NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.

NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.

NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.

NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.

Executive Order #123 Establishes the New Jersey Arab-American Heritage Commission.

Instruction of students should be centered on how past experiences may affect the student, their families, the community, and the world at present. The students can use those experiences to solve the problems of the future and explain conditions of the present, while acknowledging the influence of the past. Instruction in thinking strategies which lead to critical analysis of social, economic and

political questions is of equal importance to content. Therefore, the process of inquiry is especially stressed in the classroom methodology and in written assignments.

II. RATIONALE

United States History offers to the student the opportunity to learn more about our American heritage, its institutions and values. This knowledge prepares students for enlightened active citizenship in a democratic republic. Further, it serves as the main source of formal instruction in the application of scientific method to social, economic and political problems. A reservoir of information, criteria and a method of making independent and rational decisions are provided for each student. The course, and its sequel in the junior year, permits the student to fulfill the State Department requirement that each New Jersey high school graduates complete two years of American history.

III NJCCC STANDARDS 2014

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

Amistad Commission Mandate:

The Curriculum is all-inclusive being so, it is not highlighted to point out activities or block out specific time for lessons on African American History. Instead, it follows the Commissions commitment to incorporate African American influence throughout our historical development. Specific areas of study do have primary and secondary resources indicated in the guide that focus in on key African American experiences within our history.

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Students will have **diagnostic** evaluation (benchmarks), three times a year on social study skill growth. These assessments will be through ED-Connect and will provide teacher, department, and district with statistics to evaluate student social study skill growth. Students will also take four **summative** assessment on four distinct units of study. These unit tests will use EdConnect to provide student, teacher, department and district with statistics to evaluate student fluency in historical content and skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative assessments, and was considered in creation of department benchmarks and unit test.

V. REQUIRED RESOURCES AND SUPPLEMENTAL MATERIALS

A. The text for this course is:

1. The Americans, Danzer, et al, McDougal, Littell & Company, 2012.
2. We the People: The Citizen and the Constitution. Center for Civic Education

B. The following are supplemental material available for use in the class :

1. The Americans: Reading Study Guide
2. The Americans: Integrated Assessment
3. The Americans: Telescoping the Times
4. The Americans: In Depth Resources
5. The Americans : ELL resources materials
6. Access American History (Americans) web based
7. New Jersey: A Mirror on America, Cunningham, John, Afton, 1976.
8. New Jersey in History: Fighting to Be Heard, Farmer, Thomas, Down the Shore Publishing, 1996.
9. ADL Anti-Bias Guide. Secondary level. 1998.
10. Mastering United States History Skills Gerard J. Pelisson
11. Mastering Social Studies Skills. Gerard J. Pelisson
12. Project Citizen Center for Civic Education.
13. Pacemaker US History 2004

C. Useful internet sites:

1. www.turnitin.com
2. www.mapquest.com This site allows the students to manipulate road maps in order to understand location and understand how maps are useful.
3. www.googleearth.com This allows the students to use and explore geography principles.
4. www.unitedstreaming.com This site provides video clips, visual and audio materials to be used in class.
5. www.learner.org/resources/ This site provides various lesson plans and resources to help the teachers achieve their goals.
6. www.nbclearn.com This site provides short video clips of a variety of historical and cultural events
7. www.fte.org/teachers/programs/history/lessons This site provides 16 different lessons using history to explain economic principles.
8. <http://historymatters.gmu.edu/www.taf> This web site is dedicated to showing you other web sites dedicated to specific areas of history. Each cite provided is reviewed and has a brief description of its attributes.

9. <http://www.digitalhistory.uh.edu/> This site has great resources on many US history topics. The site has primary sources, quizzes, games, videos, oral history and link..
10. <http://memory.loc.gov/ammem/award99/icuhtml/fawhome.html> This site has primary sources, and timelines and links about settling Ohio valley.
11. <http://www.inmotionaame.org/home.cfm> This site is dedicated to the African American migration experience, Great primary sources, maps, photos, and lesson ideas.
12. <http://www.poeticwaves.net/> This site focuses on the Asian American experience in the late 1800's-1920's through poetry, timelines photos.
13. <http://international.loc.gov/intldl/fiahtml/fiahome.html> This site is dedicated to the French influence in development of the Continent – early 1900's. The site offers primary sources, literature, and descriptions of historical events.
14. <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> The ultimate primary map source site, great for cutting into power points and to develop skills.
15. <http://valley.vcdh.virginia.edu/choosepart.html> Great Civil War site to follow two communities responses on issues before, during and after the Civil war. Letters, diaries maps, visuals, and other primary sources.
16. <http://www.jimcrowhistory.org/> This site covers the origins- through the civil rights movement in 1960's. It contains interactive maps, primary sources and links to other sites.
17. <http://www.letts.indiana.edu/web/w/wright2/> This site attempts to digitalize all novels published from 1851-1875.
18. <http://memory.loc.gov/ammem/naw/nawshome.html> This site provides primary sources of the women's rights movement from the 1800's into the 1900's.
19. Amistad Commission <http://www.njamistadcurriculum.net>
20. Holocaust Genocide commission <http://www.nj.gov/education/holocaust/>
21. Italian American Heritage <http://www.njitalianheritage.org/heritage-curriculum/>
22. American Indian Commission http://www.nj.gov/state/programs/dos_program_njcaia.html
23. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

VI Scope and Sequence

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
2 nd Week of First Marking Period	1. Colonization and Settlement(1585-1763) North American Colonial societies adapted European governmental economic and cultural institutions and ideologies to meet their needs in the new world (6.1.12.CS.1)	6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.b 6.1.12.D.1.a RH 9-10.3 RH 9-10.4 WHST 9-10.1 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8	Identify the reasons for the European colonization of the Americas, as well as how the original 13 English colonies took hold in what is now the United States. Analyze the economic, social and political growth of the 13 colonies and examine how the colonies and Britain began to grow apart.	Use quantitative or technical analysis to explain how geographic characteristics of a region (e.g., climate, social conditions other natural resources) contributed to economic development in the New World Determine the extent to which labor systems (i.e., indentured servants, African slaves, and immigrant labor) and entrepreneurship contributed to economic development in the American colonies Compare the point of view of two or more authors to understand the impact disease, war, and other conflicts had on Native American peoples during this time period. Produce clear and coherent writing to explain how economic ideas and the practices mercantilism and capitalism conflicted during this time period	Text Chapter 2: Section 2-4 Nystrom: Activity 12a –b and Atlas pages 22 -25 Using In-Depth Resources 2-2 pages 34-35 (geography place) 2 literature (select from) pages 38-46 Honors: Read John Smith What Happened Till the First Supply, 1607–1614 from Classzone(or see appendix) Text Chapter 3 Nystrom: Activity 14a-b and Atlas pages 26-27 Using In-Depth Resources 3-2 pages 57-58 (geography movement) 3 literature (select from) pages 59-67 use appropriate readings. Honor: Read Jonathan Edwards from Sinners in the Hands of an Angry God, 1741 and Lord Adam Gordon from How Our Cities Looked, 1765 from Classzone (or see appendix) Economics in History Mercantilism and Colonies page 3 The Impact of British Taxes pg 4
3 rd -7 th Week of First Marking Period	2. Revolution and the New Nation (1754-1820) The war for independence was the result of growing ideological, political geographic, economic, and religious tensions resulting from Britain's centralization policies and practices (6.1.12.CS.2)	6.1.12.A.2 a 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.a RH 9-10.3 RH 9-10.4 RH 9-10.10 WHST 9-10.1 WHST 9-10.2	Analyze the causes of the American Revolution and understand the important events of the war as well as the significant individuals during the conflict.	Cite specific textual evidence of the intellectual origins John Locke of the key ideas expressed in the Declaration of Independence Explain the causes of wartime inflation during the American Revolutionary War and its impact Gather relevant information from primary and secondary sources to describe the contributions and perspectives of African Americans, Native Americans, and women American Revolution	Text Chapter 4 Nystrom Activity 17a and Atlas pages 30-31 Using In-Depth Resources 4-4 pages 73 (Cause and Effect) 4-4 pages 78-79(Geography place) 4 literature pages 80-88 use appropriate readings. Honors: Read Thomas Paine from Common Sense, 1776 www.nj-history.org NJ In History Fighting to be Heard , Part 1
8 th week (30-34day)		6.1.12.1-2	UNIT TEST 1 (Chapters 2-4)		Ed connect access. (1/4 of MC Final Exam) (Summative)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8 th -Week of First Marking period until 3 rd week of Second Marking period. (work with “We the People”)	<p>The United States constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights (6.1.12.CS.2)</p> <p>Debates about individual rights, states’ rights and federal power shaped the development of the political institutions and practices of the new Republic. (6.1.12.CS.2)</p>	<p>6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.b 6.1.12.D.2.c 6.1.12.D.2.d</p> <p>RH 9-10.1 RH 9-10.3 RH 9-10.4</p> <p>WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8</p>	<p>Analyze the development of state and central government in the new nation.</p> <p>Examine the effectiveness in which state governments and the central government dealt with individual rights, economic conditions and European relations</p> <p>Analyze and examine how the creation of the federal government and the process in which it was ratified by the states.</p> <p>To analyze the major ideas of the natural rights philosophy, including natural rights, the purpose of government, consent and the social contract.</p> <p>Examine the major ideas of republican government, including self-interest, civic virtue, the common good and representative democracy.</p> <p>Examine the evolution of thinking about individual rights beginning with the classical periods in Greece and Rome through the Age of Enlightenment.</p>	<p>Cite specific textual evidence from state constitutions, including New Jersey’s 1776 constitution, and the U.S. Constitution, attending to date and origin of the information, to determine their impact on the development of American constitutional government.</p> <p>Develop claims and counterclaims that reflect the Federalists and Anti Federalists positions during the ratification debates on issues such as federalism, factions, checks importance of independent judiciary.</p> <p>Cite specific textual evidence of the intellectual origins of a Democratic Republic by referencing Greek and Roman ideology of government systems.</p>	<p>Text Chapter 5 Nystrom 20a-b and Atlas 32-33 Using In-Depth Resources 5-2 page 5 (Analyzing Issues) 5-3 pages 9-10 <i>The Constitution becomes a Reality</i> (Geography Application) 5-3 pages 12-13 Patrick Henry’s Antifederalist Speech and the Federalist # 2 (Primary Sources) Honors: read Federalist paper number 10 And Madison’s notes on Slavery. http://www.classzone.com/cz/books/americans05/resources/pdfs/psource/TAS03_5_142_PS.pdf</p> <p>NJ State constitution of 1776: http://avalon.law.yale.edu/18th_century/nj15.asp http://www.njamistadcurriculum.net/ Philadelphia free black communities society..</p> <p><u>We the People: the Citizen and the Constitution</u> :Unit 1 Level 2 Lesson 2.3 Honors: Level 3 Lesson 1</p> <p><u>Benchmark #2.</u> Available on Edconnect (diagnostic)</p> <p><u>We the People: the Citizen and the Constitution</u> :Unit 1 and Unit 2 Level 2 Lesson 4,5,8 Honors: Level 3 Lesson 2,3,5,6</p>
9 th week of First Marking period (40-45 day)	Benchmark #2	<p>WHST 9-10.1 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8 WHST 9-10.10</p>	<p>Evaluate student’s social study skills. Benchmark student social study skills to evaluate individual and group progress.</p> <p>Analyze the major ideas of constitutional government, including higher law, constitution, separation of power, and checks and balances.</p>		

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
1 st through 3 rd week of the Second Marking Period	<p>The United States constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights (6.1.12.CS.2)</p> <p>Debates about individual rights, states' rights and federal power shaped the development of the political institutions and practices of the new Republic. (6.1.12.CS.2)</p>	6.1.12.A.2.a	Summarize how the state declarations of rights reflected the Founders' ideas about the purpose of government and the protection of individual rights.	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western land and limiting the expansion of slavery.	<p><u>We the People- Unit 2</u> Level 2 Lesson 10 Read NJ constitution 1776 and Current http://avalon.law.yale.edu/18th_century/nj15.asp http://www.njleg.state.nj.us/lawsconstitution/constitution.asp Honors: Level 3 Lesson 7 Read NJ constitution 1776 and Current http://avalon.law.yale.edu/18th_century/nj15.asp http://www.njleg.state.nj.us/lawsconstitution/constitution.asp <u>We the People: the Citizen and the Constitution</u> :Unit 1 Level 2 Lesson 11 Honors: Level 3 Lesson 8</p> <p><u>We the People: the Citizen and the Constitution</u> :Unit 3 Level 2 Lesson 12,13,14,15,16 Honors- Level 3 Lesson 9,10,12,13,14</p> <p><u>We the People- Unit 4</u> Level 2 Lesson 17-18,19,20 Honors- Level 3 Lesson 15,16</p> <p><u>We the People- Unit 4</u> Level 2 Lesson 21 Lesson 22 Honors- Level 3 Lesson 19 Lesson 20</p>
		6.1.12.A.2.b	Identify the weakness in the Articles of Confederation and explain why the Founders decided to change the Articles.	Create arguments for and against the maintaining of the Articles of Confederation.	
		6.1.12.C.2.b	Analyze how the Framers designed the Constitution to limit the powers of the national government and protect the rights of the people, including separation of power, checks and balances and enumerated powers.		
		6.1.12.A.2.b	Examine how the Framers organized the legislative, executive and judicial branches of the national government, the powers delegated to each branch and the limitations imposed on their exercise of authority	Identify and explain the rationale for a three branch federal system of government for the US	
		6.1.12.D.2.b			
		6.1.12.A.2.b	Examine how Congress used the Constitution to organize the executive and judicial branches.	Examine the interrelationship of the ideals set forth in the Constitution (i.e., due process, rule of law, and individual rights) and provide examples of their denial or fulfillment to different groups of people in the past and today	
		6.1.12.A.2.a	Identify the rights included in the body of the Constitution and how and why Congress drafted the Bill of Rights.		
		RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.7 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8	Examine why the Bill of Rights provided limited protection of individual rights.		
		6.1.12.A.2.d	Analyze the controversies that led to the rise of political parties and explain why this was an important.	Develop claims and counterclaims regarding current day issues that reflect the Federalists and Anti-Federalists views on the role of government.	
		6.1.12.D.2.b	Identify the role of the US Supreme Court to protect individual rights from Government intrusion; define Federal and State rights		

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
<p>2 days with in the 2nd week of the Second Marking period</p> <p>3 days within the 3rd week Second Marking period</p> <p>4th 7-Week of Second Marking period</p>	<p>Evaluating possible solutions to problems and conflicts that arise in an interconnected world. . (6.1.12.CS.2)</p> <p>Examining issues and events through multiple lenses while also considering the context, point of view and multiple perspectives of a given problem. (6.1.12.CS.2)</p> <p>Examining Global issues and events through multiple lenses while also considering context, point of view, and multiple perspectives.</p> <p>Analyzing the roles and relationships among diverse economic political, social, cultural, and belief systems around the world and how they lead to conflict.</p> <p>Evaluating possible solutions to problems and conflicts that arise in an interconnected</p>	<p>6.3.12</p> <p>RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.7 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8</p>	<p>Identifying , understanding, analyzing, and evaluating problems that are around them in order to develop solutions to correct them.</p> <p>In group setting, students will discuss, analyze, synthesize, and develop a conclusion on one problem to investigate, analyze and present in the future what the problem is and how they selected a best solution to correcting it .</p> <p>Students will work cooperatively to create the 4 panel presentation and the binders of their research.</p>	<p>Using various sources develop an opinion on a controversial issue and develop a plan to solve the problem.</p> <p>Create a plan to deal with resistance to the suggested solution provided to improve their society.</p> <p>Cite primary and secondary sources to support an opinion.</p> <p>Collect, analyze and use quantitative data to support an opinion.</p> <p>Determining the credibility and value of information.</p> <p>Present argument to an audience and effectively project their opinion utility visuals aids to support opinion.</p> <p>Cooperatively develop strategies to develop solutions to problems with in their local community.</p>	<p>Review concepts: individual ,civil (private), public policy. The students divide into “problem” groups. Project citizen student packet issued Use forms 3 4</p> <p>Student will select a problem to investigate and complete Handout identifying a problem. Project citizen student packet forms 5,6,7,8</p> <p>Get students into groups to investigate problem, develop possible solutions, identify the public or civil/private organization the problem could be addressed by, develop method to research the possible solutions.(work secessions) Project Citizen Student Packet forms 6,7,8 Students will report their findings to group leader , and will discuss what is the most viable solution to the group problem Project Citizen Student Packet form 9</p> <p>Each group must assign subgroups to organize the data for the presentation, problem identification, possible solutions, method to solve the problem, and action plan. Demonstrate finished project to class</p> <p>Unit Test #2 on edconnect (Summative Test)</p>
8 th Week of Second Marking period	Unit Test # 2 (Project Citizen EXPO)	<p>6.1.12.2</p> <p>6.3.12</p>	Unit Test on Constitutional philosophy and structure (Chapter 5 and We the People)		

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
9- 10th week of the Second marking period	3. Expansion and Reform (1801-1865) Debates about individual rights, states' rights and federal power shaped the development of the political institutions and practices of the new Republic. (6.1.12.CS.2) Multiple Political, social and economic factors caused American Territorial expansion. (6.1.12.CS.3)	6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.c 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.d 6.1.12.B.3.a 6.1.12.C.3.a RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.10 WHST 9-10.1 WHST 9-10.2	To identify major domestic and foreign problems faced by the leaders of the new Republic as maintaining national security and creating a stable economic system government	Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era Evaluate the fairness of government treaties, policies, and actions that resulted in Native American migration and removal Conduct short research to determine the extent to which America's foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and perceived national interest.	Americans Unit 2 Chapter 6 -Using In Depth Resources 6-4 pages 39 6-3 pages (geography region) -6 literature pages 46-54 use appropriate readings. Honors: Read and discuss Thomas Jefferson from A Letter to Meriwether Lewis, 1803 (or see Appendix) -Use Historic Supreme Court Decisions #1 <i>Marbury v Madison</i> pages 1-6 -Nystrom Activity 23d and Atlas page 34 - NJ in History Fighting to be Heard Selections from part 2-3 Chapter 7 -Using In-Depth Resources 7-3 pages 65-69(geography movement) -7 literature pages 69-77 use appropriate readings. -Nystrom Activity 24a and 24b and atlas 40-41 Honors: Read both of the following readings and compare/contrast on views of states verse federal rights. (link to an essay on who won in the Compromise of 1833) John C. Calhoun from Address to the People of the United States, 1832 and Andrew Jackson from Proclamation to the People of the United States, 1832 (located in Classzone or in Appendix) -Use Historic Supreme Court Decisions #3-6 Pages 13-36 - www.nj-history.com (market economy)
3-4 th week of 2 nd Marking period.	The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices. (6.1.12.CS.3)	6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.d 6.1.12.A.3.e 6.1.12.A.3.g 6.1.12.B.3.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.c RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.7 WHST 9-10.1 WHST 9-10.2	To analyze the economic differences among different regions of the United States, analyze Andrew Jackson's presidency and identify the conflict over states' rights.	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). Compare maps of the United States (1820-1850) to analyze the causes and consequences of the changing political boundaries	

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
5 th -6 th Week of the 3 rd Marking period	Multiple Political, social and economic factors caused American Territorial expansion. (6.1.12.CS.3) The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices. (6.1.12.CS.3)	6.1.12.A.3.f 6.1.12.A.3.g 6.1.12.A.3.h 6.1.12.A.3.i 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.b 6.1.12.D.3.d 6.1.12.D.3.e 6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.e 6.1.12.B.3.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.c	To examine the causes and effects of the Second Great Awakening and to identify the various social and labor reform movements that swept the nation during the first half of the 19 th Century To analyze the causes and consequences of western settlement and to summarize the events surrounding the independence of Texas and the war with Mexico.	Analyze the role of public education in the development of responsible citizens for a democratic society. Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period. Relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets. Determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation Assess the influence of Manifest Destiny on foreign policy during this time period. Compare and contrast the treatment of the institution of slavery in several primary and secondary sources. Analyze the impact of government actions (i.e., the Fugitive Slave Act, Dred Scott Decision, and Kansas-Nebraska Act) on the growing conflict between the North and South. Write a narrative account analyzing the differing Northern and Southern views about slavery (e.g., Uncle Tom's Cabin), economic development, states' rights, and other issues that led to succession	Chapter 8 Using In-Depth Resources 8-3 page 83-(identifying problems) 8-4 pages 88-89 (Geography, charts immigration) 8 literature pages 90-97 use appropriate readings. -Nystrom Atlas pages 40-45 Honors: Read and discuss Harriet A. Jacobs from Incidents in the Life of a Slave Girl, about 1820s from Classzone (or see appendix) Chapter 9 Using In-Depth Resources 9-4 pages 11-12 (geography region) 9 literature pages 13-21 use appropriate readings. -Nystrom Activity 25a atlas pages 38 and 47 Honors: Read and discuss the challenges of traveling with Robert Stuart from The Discovery of the Oregon Trail, 1812 from Classzone (or see appendix) Benchmark # 3 on edconnect (Diagnostic) Chapter 10 Using In-Depth Resources 10-1 pages 32-33 (geography human- enviro) 10 literature pages 34 42 use appropriate readings. -Nystrom Activity 29 b and Atlas pages 50-53 Honors: Read and evaluate the justification within Jefferson Davis from The Inaugural Address of the President of the Provisional Government, 1861 from classzone (or see appendix) Read Uncle Tom's Cabin page 38-40 Use Historic Supreme Court Decisions #11 <i>Dred Scott v Sanford</i>. Page 61-66
5 th week 3 rd Marking period	Benchmark # 3		Benchmark # 3 Analyze social study skill development		
7 th Week of the 3 rd Marking period	4. Civil War and Reconstruction (1850-1877) The Civil War was caused by ideological, economic, and political differences about the future course of the nation. (6.1.12.CS.3-4)	6.1.12.D.3.c 6.1.12.A.4.a RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.10 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8	To examine the conflict over slavery and other regional tensions that led to the Civil War.		

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8 th -9 th Week of the Third Marking Period.	The Civil War was caused by ideological, economic, and political differences about the future course of the nation(6.1.12.CS.4)	6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.C.4.a 6.1.12.C.4.b 6.1.12.D.4.a 6.1.12.D.4.b 6.1.12.D.4.c RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.10 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8	To identify the military strategy, political struggle, outcome and legacy of the Civil War.	Evaluate how political and military leadership (i.e., Lincoln, Davis, Grant, Lee, and Sherman) affected the outcome of the Civil War Use quantitative and qualitative analysis to assess the impact that geography, military strategies, and new modes of transportation (i.e., railroads) had on the outcome of the Civil War. Assess the role that economics (i.e., industrial production, financial capability, and transportation network) played in enabling the North and South to wage war Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War Determine of the meaning of liberty and equality as described in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).	Chapter 11 Using In-Depth Resources 11-1 page 49 (timeline) 11-1 page 55-56 (geography region) 11-1 pages 57-58 11 literature pages 59-67 use appropriate readings. -Nystrom Activity30b, 31a-b, Atlas 56-60 Honors: Read poems from indept resources page 63-65 have students relate to war situations. Also read General William T. Sherman from A Letter to General John Bell Hood, 1864 and General John Bell Hood from A Letter to General William T. Sherman, 1864 from classzone(or see appendix)
10 th Week	Unit Test # 3	6.1.12.3-4	Unit Test # 3 Chapters 6-11	Analyze the impact of population shifts and migration patterns (e.g., African Americans moving north and west) during the Reconstruction period.	Unit Test 3 on Edconnect Summative assessment
1s-2 nd week of the Fourth Marking Period.	Efforts to reunite the country through Reconstruction were contested, resisted and had long-term consequences. (6.1.12.CS.4)	6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e	To summarize the political struggle, accomplishments and failures of Reconstruction in the years following the Civil War	Write an argument analyzing the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans during the late 19 th century. Produce clear and coherent writing that explains how political, economic, and social perspectives on Reconstruction led to resistance by some Southern individuals and states (i.e., Freedman's Bureau, Black Codes, KKK, and Jim Crow laws). Cite specific textual evidence from the 14 th Amendment to explain how it changed the relationship between the national and state Compare and contrast economic development of the North (e.g., manufacturing, mills), South (e.g., agriculture), and West (e.g., ranching, mining, farming) in the post-Civil War period	Chapter 12 Using In-Depth Resources 12-3 pages 72 (evaluate) 12-2 pages 76-77 (geography Human Enviro) 12 literature pages 78-85 use appropriate readings. Honors Read and discuss Mississippi State Legislature from Black Codes of Mississippi of 1865, U.S. Government from Civil Rights Act of 1866 and Thaddeus Stevens from An Address on Reconstruction, 1867 from classzone(or see appendix)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
3 rd -4 week of 4 th Marking Period	5.The development of Industrialized US. The Industrial Revolution and immigration had a powerful. Impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. (6.1.12.CS.5)	6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5.b 6.1.12.D.5.b 6.1.12.D.5.c RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.6 WHST 9-10.1	To analyze the settlement of the Great Plains during the late 1800's and to examine Native American policies, private property rights and the Populist movement.	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations Explain the impact that migration had on Native American groups living in the western states and territories during this time period (e.g., Wounded Knee, Little Big Horn).	Chapter 13 Using In-Depth Resources 13-2 pages 10-11 (geography region) 13 literature pages 12-19 use appropriate readings. -Nystrom Activity37a-b and Atlas 64,66,68 Honors: Read and discuss J. D. C. Atkins On the Use of English in Indian Schools, 1887 from classzone(orsee appendix)
5-6 th week of 4 th Marking Period	Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. (6.1.12.CS5)	6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C.5.a 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.D.5.a 6.1.12.D.5.b	Analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement and businesses.	Analyze how government policies favoring laissez faire capitalism and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period Draw evidence from informational texts to explain how monopolistic practices had positive and negative economic effects on individuals and the nation (e.g., US Steel, Standard Oil).	Chapter 14 Using In-Depth Resources 14-1 pages 28-29 (geography Human Enviro) 14 literature pages 30-38 use appropriate readings. -Nystrom Activity39a-c and Atlas pages 112-113 and pages 70-71 Honors: Read and discuss union roles and development in US Samuel Gompers On the Goals of Trade Unions, 1883 from classzone (or see appendix)
6-7 th week of 4 th Marking Period		6.1.12.A.5.a 6.1.12.A.5.c 6.1.12.B.5.b 6.1.12.D.5.a 6.1.12.D.5.c 6.1.12.D.5.d RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.5 RH 9-10.8 WHST 9-10.1 WHST 9-10.2	To analyze the economic, social and political effects of immigration and to summarize the immigrant experience.	Gather relevant information from multiple authoritative print and digital sources to explain how the desire for workers rights led to the creation of labor organizations (e.g., Knights of Labor, Industrial Workers of the World, American Federation of Labor) and workers strikes (e.g., Great Railroad Strike, Haymarket Riot, Homestead Strike, Pullman Strike, Lawrence Textile Strike, Paterson Silk Strike). Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19 th century in New Jersey (i.e., Paterson Silk Strike)	Chapter 15 Using In-Depth Resources 15-3 pages 44 (political cartoons) 15-2 pages 48-49 (charts and tables) 15 literature pages 52-60 use appropriate readings. -Nystrom Activity35a-d and Atlas pages 62-63 and 116-117 Honors: Read Jane Addams The Modern City and the Municipal Franchise for Women, 1906 from classzone (see appendix) and discuss urbanization issues and the role of women in urban verses rural areas. - www.nj-history.org (progressive era)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8-9 th Week of the Fourth Marking Period	<p>Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans (6.1.12.CS.5)</p> <p>The Industrial Revolution and immigration had a powerful. Impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups. (6.1.12.CS.5)</p>	<p>6.1.12.A.5.a 6.1.12.A.5.c 6.1.12.B.5.b 6.1.12.D.5.a 6.1.12.D.5.c 6.1.12.D.5.d</p> <p>RH 9-10.1 RH 9-10.2 RH 9-10.3 RH 9-10.4 RH 9-10.7 RH 9-10.10 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8</p>	<p>To examine significant turn-of-the-20th-Century trends in such areas as technology, education, race relations and mass culture.</p>	<p>Explain how mass production and mass marketing (e.g., Woolworth's, Sears) in this time period promoted a consumer culture and impacted individual lives.</p> <p>Explain how the continuation of segregation and discrimination (i.e., <i>Plessy v. Ferguson</i>) and state and local governmental policies, led to creation of African American advocacy organizations (i.e., National Association for the Advancement of Colored People, National Urban League).</p> <p>Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations</p> <p><i>Compare and contrast primary and secondary sources describing how Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination.</i></p>	<p>Chapter 16 Using In-Depth Resources 16-1 pages 71-72 (geography region) 16 literature pages 73-81 use appropriate readings.</p>
10 th Week of the Fourth Marking period.			Unit Test # 4 12-16		Test is on Ed connect (Summative test)

VII. Suggested Short Answer and Essay Pool for U.S. History I Academic and Honors and Grading Rubric

A Colonial America [1600-1750]

1. Which factor, religious freedom or economic betterment, better describes the motivation behind the founding of the English colonies?
2. Compare and contrast the economies, political institutions, religious toleration and social customs in the Southern, Middle and New England colonies.
3. How did geography influence the settlement and development of the northern, southern and middle colonies? What different classes of people lived in the colonies in 1763?
4. Why was religion closely associated with government in colonial America? Did the Toleration Act of 1649 establish freedom of religion? Why didn't America just become another England?
5. What social, economic and political effects did the French and Indian War have on the British colonies in the New World?
6. In the 17th century, New England Puritans tried to create a model society. What were their aspirations, and to what extent were those aspirations fulfilled during the seventeenth century?
7. Compare and contrast the New England colonies with those of the Southern colonies. Take into account the political, religious, economic, and social aspects of the two areas.
8. Why did slavery in the colonies grow more rapidly in the last decades of the 17th century than in the earlier decades of that century?
9. Compare and contrast the culture and economy of the southern colonies with that of the New England colonies.
10. Discuss the diversity of cultures that come to America during the colonial period.

B The American Revolution [1750-1785]

11. What were the advantages of both sides in the War for Independence? What key factors enabled the colonists to win? Was there a turning point of the Revolution? What were the arguments for and against declaring independence in 1776? What were the basic principles of the Declaration of Independence?
12. What were the social, economic and political results of the American Revolution? What were the terms of the Treaty of Paris of 1783?
13. To what extent is it accurate to call the American Revolution a civil war?
14. What were the advantages and disadvantages the British and Americans have in fighting the Revolutionary War? What accounts for the American's ultimate victory?

15. Describe the immediate reaction to Shay's Rebellion by the people of Massachusetts, by the national government, and by the state governments.

16. What were the domestic and foreign difficulties experienced by the United States under the Articles of Confederation.

C Creating a Nation [1785-1800]

17. Evaluate the statement: The principles of the Declaration of Independence were incorporated into a) the Articles of Confederation b) the U.S. Constitution.

18. American democracy was fostered by the formation of political parties. How do you account for the growth of political parties? Analyze the differences between the Federalist and Democratic-Republicans until the election of 1824.

19. What were the major problems in the Articles of Confederation, and how were they corrected in the U.S. Constitution? What issues were left unresolved in the U.S. Constitution, and what effect did these unresolved questions have on the future?

20. Compare and contrast the views and actions of Thomas Jefferson and Alexander Hamilton while they were members of President Washington's cabinet.

21. What factors contributed to the development of political parties in the United States during the 1790s?

D Jeffersonian Democracy [1796-1820]

22. How did the United States acquire additional territory 1800-1860? What were the constitutional issues?

23. What were the social, economic and political results of the War of 1812? How did the war reveal sectionalism?

24. What factors led to the Monroe Doctrine and why was it important?

25. Discuss the causes and consequences of the War of 1812.

26. Few Americans know that Washington D.C. was captured and burned by an invading army. Why did the United States go to war with Britain in 1812? Was this a legitimate reason to go to war? Who thought it was?

27. What was the federal government's policy toward Native Americans during the period 1815-1840.

E The Age Of Jackson [1820-1840]

28. Compare and contrast the experiences of two immigrant groups, the Irish and the Germans, in the 1840s and 1850s.

29. Compare and contrast the North and the South in terms of both economic and cultural characteristics in the pre-Civil War era.

F Economic and Social Matters [1790-1860]

30. Compare and contrast the Seneca Falls Declaration with the Declaration of Independence.

31. What were the effects of industrialization on women and the family 1800-1840?
32. Compare and contrast the cult of domesticity with the goals of the Seneca Falls Convention.

G Sectionalism [1820-1860]

33. How did the North and the South react to the following: John Brown's Raid, Dred Scott Decision, Kansas Nebraska Act, Sumner-Brooks fight?
34. Analyze the ways in which supporters of slavery in the nineteenth century used legal, religious, and economic arguments to defend the institution of slavery
35. Why did the South fear the election of Abe Lincoln?
36. Discuss the role of the Dred Scott decision in the deepening divisions of North and South.
37. What was the impact of Harriet Beecher Stowe's novel, Uncle Tom's Cabin in the north and the south?
38. How did the Compromise of 1850 attempt to deal with the issues of slavery? What were its strengths and weaknesses?
39. Why was "Bleeding Kansas" a "dress rehearsal" for the Civil War?

H The Civil War and Reconstruction [1860-1876]

40. Compare the advantages & disadvantages of North & South at the beginning of the Civil War: population, industry, transportation, financial resources, military power. What were the methods used by both to raise an army and finance the war? Why did some European governments want the South to win? How important was the leadership of Abraham Lincoln to the North?
41. Was Reconstruction a failure or a success?
42. What was the conflict between the farmers and the railroads? Why did the early state and federal efforts to regulate railroads fail?
43. Explain how the building of the nation's railroad network stimulated American industrialization and the growth of large corporations.
44. Why did Lincoln wait until 1863 to emancipate the slaves?

I The Gilded Age [1870-1895]

45. What are the arguments for and against the Americanization of the Indian?
46. Why did the federal government help to finance the development of the railroads, and what methods did it use?
47. Describe the events that led to immigration restriction in the 1880s.
48. What were the factors that contributed to the rapid industrialization of the United States after the Civil War?

49. Assess the impact of the transportation revolution of the United States.

50. Analyze the impact of any TWO of the following on the American industrial worker between 1865 and 1900. Government actions, Labor unions, Immigration, Technological changes.

XIII. NJ RESOURCES FOR FIELD TRIPS.

A. N J historic sites

1. Battleship New Jersey. (Camden) 866-877-6262 ext 145 or 106. www.battleshipnewjersey.org.
2. New Jersey State House. (Trenton) 609 633-2709. www.njleg.state.nj.us.
3. Old Barracks Museum (Trenton) 609-396- 1776. www.barracks.org.
4. Cold Spring Historic Village (Cold Spring) 609-898-2300 ext. 17 www.hcsv.org.
5. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. www.STATUERESERVATIONS.COM.
6. Morristown National Historical Park (Morristown) 973-539-2016 <http://www/nps.gov/morr/>
7. Batasto Village. (Hammonton) 609-561-0024
8. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. www.menloparkmuseum.com
9. Powhatan Lenape Nation at the Rancocus Indian Reservation(261-4747) www.powhatan.org.
10. Morris Museum in Morristown, NJ
(973)971-3710
11. NJ Naval Museum (Hackensack, NJ) (201) 342-3268
<http://www.njnm.com>
12. <http://www.fieldtrip.com/NJ>
field trips to historical museums in New Jersey

13. Drumthwacket Foundation (Princeton) (609) 683-0057

14. Visit governor's mansion for a day in life of governor
foundation@drumthwacket.org

B. Philadelphia area historical sites

1. Constitution Center. (1-215-409-6800) www.constitutioncenter.org.

2. The Constitutional Guided Walking Tour (1-215-525-1776)
www.TheConstitutional.com

3. Independence Hall (Philadelphia) (1800-967-2283) www.independencevisitorcenter.com.

X. Appendix

Revised 8-08-2018

Rubrics for Social Studies Essay

An essay is made up of a series of paragraphs. This includes an introductory paragraph, supportive paragraphs, and a conclusive paragraph. This rubric is designed to grade based on this definition.

5

- Shows a clear and deep understanding of the theme;
- Addresses all aspects of the task.
- Shows an ability to analyze, compare, contrast, synthesize and/or evaluate issues and events.
- Writes a cohesive, cogent essay that uses a rich array of detail.
- Summarizes key arguments and points made in the essay.
- Includes a strong introduction and conclusion.

4

- Understands the theme and defines it.
- Discusses most aspects of the task. Theme is supported with accurate facts, examples, and details, but may be somewhat uneven in treatment.
- Analyzes issues and events.
- Writes a well-developed essay that includes many details.
- Includes a good introduction and conclusion.

3

- Presents an acceptable definition of the theme.
- May fail to address all aspects of the task. Minimal factual errors may be present.
- Is able to analyze issues and events, but not in any depth.
- Writes a coherent essay with some detail.
- Restates the theme in introduction and concludes with a simple restatement of the task.

2

- Attempts to address the theme, but uses vague and/or inaccurate information.

- Develops faulty analysis of theme.
- Narrative goes off on tangents; essay lacks focus.
- Has vague or missing introduction and/or conclusion.

1

- Shows limited understanding of the theme; omits concrete examples. Details are weak or nonexistent.
- Lacks an analysis of the issues and events beyond stating vague and/or inaccurate facts.
- Strings random facts together in a weak narrative that lacks focus.
- Has no introduction or conclusion.

0

- Fails to address the theme.
- Includes so many indecipherable words that no sense can be made of the response.
- Blank paper.

Short Answer to a Reading or an Interpretation of a Graph, Table, or Illustration
Scoring Rubric (4 point Scale)

4

A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection, graph, table or illustration. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, graph, table, or illustration, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading or interpreting. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from the text, graph, table or illustration.

0

A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.

A Short Answer to an Open-ended Question
Scoring Rubric (based on a 4 point scale)

4

A 4-point response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglects to address some aspect of the concept or item, or some details might be missing.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the topic, an incomplete understanding of the concept or item, lacks comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text.

0

A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.

Based on rubric from www.waycross.org/wintonwoods/scoringrubric.html

Atlantic City Public School

United States History I Advanced

Grade 10



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

UNITED STATES HISTORY I ADVANCED

1. OVERVIEW

US I advanced is designed for students to experience the college level curriculum while they are attending high school. Its goals are to prepare the students for the AP Exam in May of their junior year and to provide the skills necessary to be an effective college student after they have graduated high school. An emphasis is placed on the development of critical and evaluative thinking skills, essay writing, interpretation of primary and secondary sources, mastering a significant body of factual information, conducting research utilizing traditional library and modern internet research in order to develop historical research in order to answer short and long essays. The course will cover a survey of historical events from early discovery through the end of reconstruction, and the course will end with a unit on historical investigation and research. Weaved within each chronological topic areas students are studying, there will be central themes of historical analysis. These historical themes are: American and National Identity; Politics and Power; Work, Exchange and Technology; Culture and Society; Migration and Settlement; Geography and the Environment,; American in the World. The course will stress history from a multi-faceted point of view. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history can not stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences. With this educational philosophy in mind the course includes all state commission standards; including

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission

NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.

NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.

NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.

NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.

Executive Order #123 Establishes the New Jersey Arab-American Heritage Commission.

II. RATIONALE

United States History offers to the student the opportunity to learn more about our American heritage, its institutions and values. This knowledge prepares students for enlightened active citizenship in a democratic republic. Further, it serves as the main source of formal instruction in the application of scientific method to social, economic and political problems. A reservoir of information, criteria and a method of making independent and rational decisions are provided for each student. The course, act as a prequel in the junior AP US II history course, and permits the student to fulfill one year of the requirement that each New Jersey high school graduate must complete two years of American history within his/her high school career.

III NJCCC STANDARDS 2014

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence. ***The course will also infuse where appropriate usage of technology through the NJSLS***

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

Amistad Commission Mandate:

The Curriculum is all-inclusive being so, it is not highlighted to point out activities or block out specific time for lessons on African American History. Instead, it follows the Commissions commitment to incorporate African American influence throughout our historical development. Specific areas of study do have primary and secondary resources indicated in the guide that focus in on key African American experiences within our history.

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

Students are required to write essays, work on analyzing and evaluating a variety of primary and secondary sources, prepare and present oral presentations, to use technology such as power point during presentations, and to complete a research paper. The students **formative** assessments will include in each quarter a minimum; of two free response essays, four short answers two tests, two chapter quizzes and various homework assignments including, but not limited to, assessments of primary sources in The American Spirit, completion of Mindtap questions in the online textbook, and creation of chapter outlines of the textbook. Students' grades are derived from essays (45%), tests (35%), quizzes (15%), and various homework assignments (10%). Students' final average is a cumulative grade established from the four marking period quarters and a final exam score. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Students will have **diagnostic** evaluation (benchmarks), three times a year on social study skill growth. These assessments will be through ED-Connect and will provide teacher, department, and district with statistics to evaluate student social study skill growth. Students will also take two **summative** assessment on two distinct units of study (Midterm and Final). These unit tests will use EdConnect to provide student, teacher, department and district with statistics to evaluate student fluency in historical content and skills. Integrated accommodations and modifications for students

with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative assessments, and was considered in creation of department benchmarks and unit test.

The final exam consists of a research project on DBQ's, Project Citizen Project and timed multiple choice test covering all of the areas taught during the school year.

V. REQUIRED RESOURCES

A. The text for this course is:

Kennedy, David M., and Elizabeth Cohen. The American Pageant 16th ed. AP ed Boston Mass.: Houghton Mifflin Co., 2016. (ebook)
Mindtap The American Pageant 16th ed Aped (web book)

B. The following are supplemental material used by students:

Kennedy, David M. and Thomas Bailey. The American Spirit. 13^h ed. Boston Mass.: Houghton Mifflin Co., 2016.
Mindtap The American Pageant 16th ed Aped (web book)

C. The following are supplemental material available for use in the class:

Cunningham, John. New Jersey: A Mirror on America. Afton, 1976.
Dollar, Charles M and Gary W. Richard. American Issues: A Documentary Reader. New York N.Y.: Glencoe, 1994.
Farmer, Thomas. New Jersey in History: Fighting to Be Heard, NJ . Down the Shore Publishing, 1996
Hess, Stephen and Sandy Northrop. Drawn and Quartering: The History of American Political Cartoon. Montgomery Al.: Elliot and Clark. Publishing, 1996.
Johnson, Paul. A History of the American People. New York, N.Y., HarperCollins Publishers, Inc., 1997.
Madaras, Larry and James M. Sorelle. Taking Sides: Clashing Views on Controversial Issues in American History Vol. II. Guilford Conn., Duskin /McGraw-Hill. 1996.
Zinn, Howard. A People's History of the United States: 1492-Present. New York, N.Y. Harpers Collins Publishers, Inc. 1999.

D. Useful internet sites:

1. www.mapquest.com This site allows the students to manipulate road maps in order to understand location and how maps are useful.
2. www.googleearth.com This allows the students to use and explore geography principals.
3. www.unitedstreaming.com This site provides video clips, visual and audio materials to be used in class.
4. www.learner.org/resources/ This site provides various lesson plans and resources to help the teachers achieve their goals.

5. www.nbclearn.com This site provides short videos on a variety of historical and cultural experiences..
6. www.fte.org/teachers/programs/history/lessons This site provides 16 different lessons using history to explain economic principles.
7. <http://historymatters.gmu.edu/www.taf> This web site is dedicated to showing you other web sites dedicated to specific areas of history. Each cite provided is reviewed and has a brief description of its attributes.
8. <http://www.digitalhistory.uh.edu/> This site has great resources on many US history topics. The site has primary sources, quizzes, games, videos, oral history and link..
9. <http://www.inmotionaame.org/home.cfm> This site is dedicated to the African American migration experience, Great primary sources, maps, photos, and lesson ideas.
10. <http://www.poeticwaves.net/> This site focuses on the Asian American experience in the late 1800's-1920's, poetry, timelines photos.
11. <http://international.loc.gov/intldl/fiahtml/fiahome.html> This site is dedicated to the French influence in development of the Continent – early 1900's. The site offers primary sources, literature, and descriptions of historical events.
12. <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> The ultimate primary map source site, great for cutting into power points and to develop skills.
13. <http://www.jimcrowhistory.org/> This site covers the origins- through the civil rights movement in 1960's. It contains interactive maps, primary sources and links to other cites.
14. <http://memory.loc.gov/ammem/naw/nawshome.html> This site provides primary sources of the women's rights movement from the 1800's into the 1900's.
15. <http://apcentral.collegeboard.com>. This site is the official site for College board material and provides data and old test material to be used within the class.
16. Amistad Commission <http://www.njamistadcurriculum.net>
17. Holicaust Genocide commission <http://www.nj.gov/education/holocaust/>
18. Italian American Heritage <http://www.njitalianheritage.org/heritage-curriculum/>
19. American Indian Commission http://www.nj.gov/state/programs/dos_program_njcaia.html
20. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

VI. SCOPE AND SEQUENCE:

The following topics will be covered in sequence.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September Week 1	Social Study Skills		Evaluate student skills through pretest and have students reflect on areas needing improvement throughout the year.	Benchmark Essay	Reading. Writing Class discussions	Benchmark # 1 (Diagnostic) Discuss purpose in studying the past Write a sample essay on Why is history important to study.
2 nd week of the 1 st Marking period.	Chapter 1 New World Beginnings Native Americans and early exploration. Spanish Conquest.	6.1.12.C1.a 6.1.12.C.1.b 6.1.12.D.1a	Students will understand, analyze and develop a conclusion on the impact early interaction between the people's of the two hemispheres had on each other.	Homework Teacher Q/A Class work Essay	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read chapter 1 and find 10 most important items. Online mindtap activities Read primary source Compare accounts of Old and New world meeting.
3 rd Week of the 1 st Marking period.	Chapter 2 Planting of English America England's development into a world power and colonization of the Chesapeake area. Settlement of Carolina and Georgia	6.1.12.A.1a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.1.12.CS.1	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of the Southern Colonies.	Homework Teacher Q/A Class work Essay Quiz Test		Read Chapter 2and outline One free response introduction paragraph Online Mindtap activities <u><i>American Spirit</i></u> Assignments: Chapter 2 A2, B1, C1

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 ^d -5 th week of 1 st marking period	Chapter 3 Settling the Northern Colonies. - Religious freedom and the pilgrims and puritans -Settlement of NE - Settlement and Conquest of the Middle Colonies.	6.1.12.A.1a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.1.12.CS.1	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of the Northern and Middle colonies	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read Chapter 3 and complete outline sheet One free response question introduction paragraph Online Mindtap activities <u>American Spirit</u> Assignments: Chapter 3 B2-4, D2-3, E1-2 Read NJ handout from <u>New Jersey: A Mirror of America</u> Read NJ handout from <u>New Jersey : Fighting to be Heard</u> . “Two New Jerseys” and the “First Governor of NJ”
6-7 th Week of the 1 st Marking Period	Chapter 4 American Life in the Seventeenth Century -Social and economic structure of the English Colonies in America. Including slavery, indentured servants, class struggles	6.1.12.A.1a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.1.12.CS.1	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique American Culture.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read Chapter 4 and complete outline sheet One free response question introduction paragraph or Short answer quesation Online Mind tap activities Read NJ handout from <u>New Jersey : Fighting to be Heard</u> . “Witch Trials” <u>American Spirit</u> Assignments: Chapter 4A2, B 1-3, C2, D1,3
7-8 Week of the 1 st Marking period.	Chapter 5 Colonial Society on the Eve of Revolution. Social and economic structure of the English Colonies in America. Including jobs, careers, religion, Great Awakening, and rights	6.1.12.A.1a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a 6.1.12.CS.1	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique American Culture.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read Chapter 5 and complete outline sheet One free response question introduction paragraph Short answer On line Mind tap activities Read NJ handout from <u>New Jersey: A Mirror of America</u> . Decide on an occupation and location in NJ you would live in and explain. <u>American Spirit</u> Assignments: Chapter 5A1-2, B 1-2, C1-2

<p>th Week of the 1st Marking period.</p> <p>1st Week of the 2nd marking period.</p> <p>2nd -3th Week of the 2nd Marking period</p> <p>5th Week of the 2nd Marking Period</p>	<p>Benchmark #2</p> <p>Chapter 6 Duel for North America Review world wars and analyze the influence the wars had on the development of the English colonies in America.</p> <p>Chapter 7 The Road to Revolution Political, economic and social conflict causes the development of conflict between the British Colonies and Great Britain.</p> <p>Chapter 8 America Secedes from the Empire - American Political Philosophy -Compare/Contrast Patriots verse Loyalists -Strategies of the Revolution</p>	<p>6.1.12.C.1.a 6.1.12.D.1.c 6.1.12.CS.1</p> <p>6.1.12.A.2.a 6.1.12.B.2.a 6.1.12.D.2.a 6.1.12.D.2.e 6.1.12.CS 2</p> <p>6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.d 6.1.12.D.2.e 6.1.12.CS 2</p>	<p>Benchmark of students Social Study Skill level</p> <p>Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political aspects of the English colonies as they were influenced by foreign wars and Nations.</p> <p>Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique American Culture that protested the authority of the British government control.</p> <p>Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique American government philosophy that caused the colonies to rebel.</p> <p>Students will understand, analyze a variety of sources, synthesize data in order to evaluate the effective strategies used to win the rebellion.</p>	<p>Assessment test</p> <p>Homework, Note book, Teacher Q/A Quiz Projects</p>	<p>Visual interpretation, Direct/shared reading, Graphs and Charts Map Skills, Use of Technology</p> <p>Cooperative learning groups,</p>	<p>Benchmark # 2 (Diagnostic)</p> <p>Read Chapter 6 and complete outline sheet Complete Map of Colonies and impact wars had on British colonies. One free response question write full essay</p> <p>On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 6A-2, B 1-2, C1-</p> <p>Read Chapter 7 and complete outline sheet One free response question</p> <p>Workbook D-G Read NJ handout from <u>New Jersey : Fighting to be Heard</u>. “Stamp Act, Tea revolt <u>American Spirit</u> Assignments: Chapter 7B1-2, C1, D1-2, E1</p> <p>Read Chapter 8 and complete outline sheet</p> <p>Short answer with reading On line Mind tap activities Read Thomas Paine’s “<i>Common Sense</i>” and a handout from Zinn’s <i>Peoples’ history of the United States</i>. Read NJ handout from <u>New Jersey : Fighting to be Heard</u>. Read and reduce the Declaration of Independence to 30 words or less. <u>American Spirit</u> Assignments: Chapter 8 A1-2,D1-2.</p>
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Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
5-8 th Week of the 2 nd Marking Period	Chapter 9 The Confederation and the Constitution. - Development of State constitutions. -Successes and failures in economic, social and political aspects of society under the Articles of Confederation. -Evolution of the Constitution of the US -Evaluate the Constitution of the US We The People and Project Citizen	6.1.12.A.2.a 6.1.12.A.2.b 6.1.12. A.2.c 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.b 6.1.12.D.2.c 6.1.12.D.2.d 6.1.12.CS.2 6.3.12	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique governmental system. Students will analyze and evaluate the development of the constitution and its functions to protect the essential rights indicated in the Declaration of Independence. Students will work cooperatively to identify a local problem and develop a viable solution and present it PROJECT Citizen Project Citizen is due by 5 th week of the 3 rd Marking period.	Homework, Notebook, Teacher Q/A Essay Completed Project Homework Homework, Notebook, Teacher Q/A Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 9 and complete outline sheet One free response question skeleton On line Mind tap activities Read State constitutions and decide what it says about key areas of government (handout) Handout on A/A and women in the war Read compare and contrast Articles of Confederation and Constitution and Federalist paper #10 <u>American Spirit</u> Assignments: Chapter 9A1-2,C1-3, E1 We the people lessons 7-14 Complete the requirement of the school adopted Project Citizen program.
9-10 th Week of the 2 nd Marking	Chapter 10 Launching the New Ship of State -Development of a new nation. -Political, social, and economic changes during GW and JA's administrations -Development of Foreign policy and relations.	6.1.12.A.2.c 6.1.12.A.2.e 6.1.12.B.2.a 6.1.12.C. 2.a 6.1.12.D. 2.d 6.1.12.CS.2	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of the nation during George Washington and John Adams' presidency. Midterm (1-10 Chapters)			Read Chapter 10 and complete outline sheet One free response question essay On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 10 A,B D and complete comparison chart of Alexander Hamilton and Thomas Jefferson Midterm (summative)

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st - 2 nd Week of the 3 rd marking period	Chapter 11 The Triumphs and Travails of the Jeffersonian Republic -“The revolution of 1800” - Marshall court -Louisiana Purchase - Neutrality and the Napoleonic wars	6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.c 6.1.12.CS2	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, political, and influence foreign nations during Thomas Jefferson’s administration.	Homework, Notebook, Teacher Q/A Essay Test Quiz	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read Chapter 11 and complete outline sheet One document based Question essay On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 11, A3 B1-2, C1-2, D1
3 rd -4 th 3 rd Marking period	Chapter 12 The Second War for Independence and the Upsurge of Nationalism. - Causes and effects of the War of 1812 -Development of Nationalism -Development of Sectionalism and Missouri Compromise. -The Monroe Presidency.	6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.B.2.b 6.1.12.C.2.a 6.1.12.D.2.c 6.1.12.CS.2 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.d 6.1.12.A.3.g 6.1.12.B.3.a 6.1.12.C.3.b 6.1.12.D.3.c 6.1.12.CS.3	Students will understand, analyze various sources, synthesize data in order to develop conclusion on impact of the War of 1812 on the social, economic, and political development of America	Homework, Notebook, Teacher Q/A Test Quiz	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read Chapter 12 and complete outline sheet On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 12A2, 4-5, B1-2, C1, D4,5

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
5 th - 6 th week of the 3 rd marking period	Chapter 13 The Rise of a Mass Democracy - Election of 1824 and 1828 -Rise of Jacksonian Democracy -Tariff of 1828,32,33 -Sectionalism and Nullification -Development of the Whig party - Presidency of Adams-Harrison	6.1.12.A. 3.b 6.1.12.A. 3.d 6.1.12.A.3.g 6.1.12.A.3. h 6.1.12.A.3.i 6.1.12.B.3.a 6.1.12.D.3.c 6.1.12.CS.3	Students will understand, analyze various sources, synthesize data in order to develop conclusion on influence of Jacksonian Democracy, Sectionalism, Nationalism on social, economic, and political development of the US.	Homework, Notebook, Teacher Q/A Essay Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 13 and complete outline sheet One free response question essay On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 13 A1-3, C1-2, D1,2, E1, F1, G2
7 th Week of the 3 rd marking period	Chapter 14 Forging the National Economy - Economic development of America -Development of interconnecting economies - Development of technology and its impact on economic, political and social aspects of America.	6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.b 6.1.12.D.3.d 6.1.12.CS3	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the development of the market economy's influence on social, economic, and political aspects of the American society.	Homework, Notebook, Teacher Q/A Essay Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 14 and complete outline sheet Short Answer On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 14, A13, B2,3, C1,4 D2 www.nj-history.com Market economy section on NJ canal and railroad building.
8 th - Week of the 3 rd marking period	Chapter 15 the Ferment of Reform and Culture - Social and political reform from 1790-1860 -Development of Unique American Culture and Art. -Utopianism -Second Great Awakening	6.1.12.A.3.f 6.1.12.A.3.g 6.1.12.D.3.d 6.1.12.D.3.e 6.1.12.A.4.b 6.1.12.CS.4	Students will understand, analyze various sources, synthesize data in order to develop conclusion on Social reformers influence on social, economic, and political development of the American society	Homework, Notebook, Teacher Q/A Project Quiz	Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 15 and complete outline sheet Project on Reformers convention On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 15 A2, B3, C1,3, D1,3,E1

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9th Week of the 3 rd marking period	Chapter 16 The South and the Slavery Controversy -Political, social, and economic reasons for and against the institution of Slavery. - The Plantation system -Slave Culture	6.1.12.D.2.e 6.1.12.A.3.f 6.1.12.A.3.h 6.1.12.A.3.i 6.1.12.CS.3	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the institution of slavery impact on social, economic, and political areas of the United States prior to the Civil War. Benchmark # 3	Homework, Notebook, Teacher Q/A Essay Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 16 and complete outline sheet One free response question essay On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 16 A1, 3,4, B1-3, C2 Benchmark #3 edconnect (Diagnostic)
10 th Week of the 3 rd marking period.	Chapter 17 Manifest Destiny and its legacy - Settling of the Continental United States - Annexation of Texas Treaties with Great Britain and the Mexican War.	6.1.12.B.3.a 6.1.12.D.3.b 6.1.12.D.3.c	Students will understand, analyze various sources, synthesize data in order to develop conclusion on impact of expansionism had on the economic and political development the United States.	Homework, Notebook, Teacher Q/A Essay Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 17 and complete outline sheet One Document based question essay Skeleton On line Mind tap activities <u>American Spirit</u> Assignments: Chapter 17 D1,2, E1, A2,4
1 st week of the 4 th Marking period	Chapter 18 Renewing the Sectional Struggle - Popular Sovereignty and Sectionalism - Compromise of 1850 and the Kansas Nebraska Act.	6.1.12.D.3.c 6.1.12.A.4.a 6.1.12.CS.4	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the effects sectional conflicts had on the social and political development of the Civil war	Homework, Notebook, Teacher Q/A Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 18 and complete outline sheet Workbook D-G <u>American Spirit</u> Assignments: Chapter 18 A1-2, B4, C1-2,

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 nd -3 rd Week of 4 rd marking period.	Chapter 19 Drifting Toward Disunion -Antebellum period -Social, economic, and politic disunity development between 1850-1860 - Development of the Republican party	6.1.12.A.3.a 6.1.12.A.3.g 6.1.12.D.3.c	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the effects sectional conflicts had on the social , economic and political development of the Civil war	Homework, Notebook, Teacher Q/A Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 19 and complete outline sheet Short Answer On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 19 A1-2,B1-2, C1, D1-2
4 th - 5 th Week of the 4 rd Marking period	Chapter 20 Girding for War: The North and the South -Social and economic impact of the Civil war on the different regions North and south. - The influence of Foreign nations on the Civil War	6.1.12.A.4.b 6.1.12.A.4.d 6.1.12.C.4.a 6.1.12.C.4.b 6.1.12.D. 4.a 6.1.12.D.4.b 6.1.12.CS.4	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the causes and effects the civil war had on the social , economic and political development aspects of both the North and the South during the Civil War.	Homework, Notebook, Teacher Q/A Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 20 and complete outline sheet On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 20 B1,C2,3, D1,3,E1 Read Chapter 21 and complete outline sheet One free response question essay
5 th -6 th Week of the 4 th Marking Period	Chapter 21 The Furnace of Civil War -The battle strategy of the north and South. Emancipation proclamation -Effects of the War on the soldiers of the war.	6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.B.4.b 6.1.12.C/4/c 6.1.12.D.4.b 6.1.12.CS.4	Students will understand, analyze various sources, synthesize data in order to develop conclusion on the effects the civil war had on the economic and political institutions of the US	Homework, Notebook, Teacher Q/A Essay Test Quiz	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 21C1-3, D2,E1-3 Read handouts from <i>New Jersey: Fighting to be Heard</i>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7 th -8 th Week of the 4 th marking period	Chapter 22 The Ordeal of Reconstruction. - The Reconstruction plans and effects on the social, economic, and political structure of the South and the nation as a whole.	6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.c 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e	Students will understand, analyze various sources, synthesize data in order to develop conclusion on influence reconstruction on social, economic, and political development of the US after the Civil War.	Homework, Notebook, Teacher Q/A Essay	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 22 and complete outline sheet Short answer On line Mind tap activities <i>American Spirit</i> Assignments: Chapter 22A1,2,B2,3, D1, E1 Read handout on reconstruction
	Chapter 23 Political paralysis in the Gilded Age. - The post civil war corruption and political party partisanship. - The development of a segregated society in the post civil war era and the compromise of 1877.	6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.d 6.1.12.D.4.e 6.1.12.CS.4 6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5.b 6.1.12.CS.5	Students will understand, analyze various sources, synthesize data in order to develop conclusions on Military reconstruction on social, economic, and political development of the US after the Civil War	Homework, Notebook, Teacher Q/A	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 23 and complete outline sheet Short Answer visual
9 th -10 th Week of the 4 th marking period	Final Exam Conduction Historical research in order to create a historical hypothesis by creating a DBQ		Final Exam (11-22) Students will apply social study skills to analyze various sources in order to develop a conclusion on a given historical event by creating a DBQ and a response to the question.	Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Final exam (Summative) Assign project to 5 groups, Create Power point and word document of the DBQ

VII. RESOURCES FOR FIELD TRIPS.

A. N J historic sites

1. Battleship New Jersey. (Camden) 866-877-6262 ext 145 or 106. www.battleshipnewjersey.org.
2. New Jersey State House. (Trenton) 609 633-2709. www.njleg.state.nj.us.
3. Old Barracks Museum (Trenton) 609-396- 1776. www.barracks.org.
4. Cold Spring Historic Village (Cold Spring) 609-898-2300 ext. 17 www.hcsv.org.
5. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834.
www.STATUERESERVATIONS.COM.
6. Morristown National Historical Park (Morristown) 973-539-2016 <http://www/nps.gov/morr/>
7. Batasto Village. (Hammonton) 609-561-0024
8. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. www.menloparkmuseum.com
9. Powhatan Renape Nation at the Rankokus Indian Reservation(261-4747) www.powhatan.org.
10. Morris Museum in Morristown, NJ
(973)971-3710
11. NJ Naval Museum (Hackensack, NJ) (201) 342-3268 <http://www.njnm.com>
12. <http://www.fieldtrip.com/NJ> field trips to historical museums in New Jersey
13. Drumthwacket Foundation (Princeton) (609) 683-0057 Visit governor's mansion for a day in life of governor
foundation@drumthwacket.org

B. Philadelphia area historical sites

1. Constitution Center. (1-215-409-6800) www.constitutioncenter.org.
2. The Constitutional Guided Walking Tour (1-215-525-1776)
www.TheConstitutional.com
3. Independence Hall (Philadelphia) (1800-967-2283) www.independencevisitorcenter.com.

Atlantic City Public School

United States History II

Grade 11



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

UNITED STATES HISTORY II

1. OVERVIEW

United States History II is a year-long course offered to juniors which examines the American experience from the entering the world stage at the turn of 20th Century through America today. Content is presented in geographical, political, social and economic threads. An honors program is available for students to take upon teacher recommendation. The honors program requires the same areas contained within this guide (academic program) but will require more supplemental materials being used in and out of class. These materials include more primary and secondary source readings which are highlighted in the curriculum as Honors assignments. The honors program will also require more extensive writing assignments which will demand a minimum of two traditional historical essays per marking period. Each of the courses will stress history from a multi-faceted point of view. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history can not stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences. With this educational philosophy in mind the course includes all state commission standards; including

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission

NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.

NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.

NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.

NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.

Executive Order #123 Establishes the New Jersey Arab-American Heritage Commission.

Instruction of students should be centered on how past experiences may effect the student, their families, the community, and the world at present. The students can use those experiences to solve the problems of the future and explain conditions of the present, while acknowledging the influence of the past. Instruction in thinking strategies which lead to critical analysis of social, economic and

political questions is of equal importance to content. Therefore, the process of inquiry is especially stressed in the classroom methodology and in written assignments.

II. RATIONALE

United States History offers to the student the opportunity to learn more about our American heritage, its institutions and values. This knowledge prepares students for enlightened active citizenship in a democratic republic. Further, it serves as the main source of formal instruction in the application of scientific method to social, economic and political problems. A reservoir of information, criteria and a method of making independent and rational decisions are provided for each student. The course, and its prequel in the sophomore year, permits the student to fulfill the State Department requirement that each New Jersey high school graduates complete two years of American history.

III NJCCC STANDARDS 2014:

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the

designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

Amistad Commission Mandate:

The Curriculum is all-inclusive being so, it is not highlighted to point out activities or block out specific time for lessons on African American History. Instead, it follows the Commissions commitment to incorporate African American influence throughout our historical development. Specific areas of study do have primary and secondary resources indicated in the guide that focus in on key African American experiences within our history.

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Students will have **diagnostic** evaluation (benchmarks), three times a year on social study skill growth. These assessments will be though ED-Connect and will provide teacher, department, and district with statistics to evaluate student social study skill growth. Students will also take four **summative** assessment on four distinct units of study. These unit tests will use EdConnect to provide student, teacher, department and district with statistics to evaluate student fluency in historical content and skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative assessments, and was considered in creation of department benchmarks and unit test.

V. REQUIRED RESOURCES

A. The text for this course is:

1. The Americans, Danzer,et,al, McDougal, Littell & Company, 2012.

B. The following are supplemental material available for use in the class:

1. The Americans: Reading Study Guide
2. The Americans: Integrated Assessment
3. The Americans: Telescoping the Times
4. The Americans: In Depth Resources
5. The Americans : ELL resources materials

6. Access American History (Americans)web based.
7. New Jersey: A Mirror on America, Cunningham, John, Afton, 1976.
8. New Jersey in History: Fighting to Be Heard, Farmer, Thomas, Down the Shore Publishing, 1996.
9. ADL Anti-Bias Guide. Secondary level. 1998.
10. Mastering United States History Skills Gerard J. Pelisson
11. Mastering Social Studies Skills. Gerard J. Pelisson
12. Mapping United States History, NYSTROM
13. Pacemaker U.S. History, Pearson, 2004

C. Useful internet sites:

1. www.nj-history.org This site provides interactive activities for the Revolutionary War, the Market Economy and the Progressive history that is devoted to the NJ experience. It has primary and secondary sources, as well as video and audio lectures.
2. www.mapquest.com This site allows the students to manipulate road maps in order to understand location and how maps are useful.
3. www.googleearth.com This allows the students to use and explore geography principals.
4. www.unitedstreaming.com This site provides video clips, visual and audio materials to be used in class.
5. www.learner.org/resources/ This site provides various lesson plans and resources to help the teachers achieve their goals.
6. www.nbclearn.com This site provides short video clips of a variety of historical events and cultural experiences.
7. www.fte.org/teachers/programs/history/lessons This site provides 16 different lessons using history to explain economic principles.
8. <http://historymatters.gmu.edu/www.taf> This web site is dedicated to showing you other web sites dedicated to specific areas of history. Each cite provided is reviewed and has a brief description of its attributes.
9. <http://www.digitalhistory.uh.edu/> This site has great resources on many US history topics. The site has primary sources, quizzes, games, videos, oral history and link..
10. <http://www.inmotionaame.org/home.cfm> This site is dedicated to the African American migration experience, Great primary sources, maps, photos, and lesson ideas.

11. <http://www.poeticwaves.net/> This site focuses on the Asian American experience in the late 1800's-1920's, poetry, timelines photos.
12. <http://international.loc.gov/intldl/fiahtml/fiahome.html> This site is dedicated to the French influence in development of the Continent – early 1900's. The site offers primary sources, literature, and descriptions of historical events.
13. <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> The ultimate primary map source site, great for cutting into power points and to develop skills.
14. <http://newdeal.feri.org/> This site covers FDR's new deal's impact on the people, primary sources, photos, oral history, and lesson plans.
15. <http://www.jimcrowhistory.org/> This site covers the origins- through the civil rights movement in 1960's. It contains interactive maps, primary sources and links to other sites.
16. <http://memory.loc.gov/ammem/naw/nawshome.html> This site provides primary sources of the women's rights movement from the 1800's into the 1900's.
17. http://www.besthistorysites.net/ushistory_greatdepression.shtml#lesson This site provides a variety of economic and history lessons and sources on the Great Depression.
18. <http://www.wpamurals.com/newjersey.htm> This site shows various WPA murals created in NJ including one at the AC post office.
19. http://njdigitalhighway.org/enj/lessons/paterson_strike_of_1913/ Covers the labor struggles of Paterson silk workers
20. <http://www.usgennet.org/usa/nj/state/NJ-History.htm#During%20WWII> Covers NJ role in WWII air fields and coastal protection and contains Seabrook farms relocation of Japanese interned citizens.
21. <http://hedgepeth-williams.org/> This site explains the end of possible segregation of any NJ public schools in 1944.
22. <http://njmonthly.com/articles/lifestyle/bye-bye-baby-boom.html> This site explains the shift in the last 2 decades in NJ population and ties demographic trends back to Immigration act of 1965.
23. Amistad Commission <http://www.njamistadcurriculum.net>
24. Holicaust Genocide commission <http://www.nj.gov/education/holocaust/>
25. Italian American Heritage <http://www.njitalianheritage.org/heritage-curriculum/>
26. American Indian Commission http://www.nj.gov/state/programs/dos_program_njcaia.html
27. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

VI. SCOPE AND SEQUENCE:

The following topics will be covered in sequence.

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objective	Instructional Activities
1 st Week of First Marking Period	I. Social Studies Skills	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Pretest -1st benchmark assessment Geography of US and the World 1. Review Five Themes of Geography (Location, Place, Relationship with Place, Movement, and Regions) 2. Develop skills of interpreting historical maps (Thematic and Political Maps) Evaluating sources and understanding bias in historical reporting. 1. Newspapers 2. Media 3. internet 4. Textbooks and historical literature Interpreting visual data and images 1. Creating and evaluating charts and graphs on economic, social or political data. 2. Analyze and interpret political cartoons and various art in relationship to historical time periods. Study Skills	Interpretation of a variety of sources to develop conclusion.	Benchmark #1 in Edconnect (Diagnostic) In Class use Textbook Strategies for Success pgs S22-23 In Class use Textbook Strategies for Success pgs S24-33 In class Activities R-9 in textbook Skill builder handbook In class Activities R-30-33 in textbook Skill builder handbook In class Activities R-23-28 in textbook Skill builder handbook In Class use Textbook Strategies for Success pgs S2-9 Use Strategies for Test Preparation (create skill evaluation test)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
2 nd Week of First Marking period	Debates about individual rights, states' rights. And federal power shaped the development of the political institutions and practices. Or Review Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment and cultural values and created tensions between ethnic and social groups	6.1.12.A.2.b 6.1.12.D.2.b RH 11-12.2 RH 11-12.3 RH 11-12.8 WHST 11-12.1 WHST 11-12.4 WHST 11-12.7	Students will develop an understanding of how the constitution protects their rights and how they as individuals can make sure those rights are safe guarded properly. Students to review and analyze content from the last unit taught in US I to tie the two courses together.	Use technology to produce or display (e.g., photojournalism by Jacob Riis) an assessment of the impact of rapid immigration and urbanization on the environment and on the quality of life in cities Examine the efforts of Muckrakers (e.g., Upton Sinclair, Ida Tarbell) to expose unfair business practices and political corruption and promote social justice, by citing specific textual evidence attending to such features as the date and origin of the information. Evaluate the effectiveness of Progressive reforms (e.g., Pendleton Civil Reform Act, Meat Inspection Act of 1906, Pure Food and Drug Act of 1906) in preventing unfair business practices and political corruption and in promoting social justice. Assess the impact of governmental efforts to regulate industrial (e.g., Sherman Anti-trust Act, Clayton Anti-trust, Interstate Commerce Act) and financial systems (i.e., Federal Reserve) in order to provide economic stability. Compare current and historical case studies (1890-1930s) involving child labor or other unfair labor practices in the United States with those of other nations and evaluate the extent to which rapid industrialization contributes to such practices. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Explain how global competition for land, resources, and trade by the United States, Germany, Russia, France, and Britain led to increased militarism and wars during this time period. Write an argument evaluating the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia))	We the People: Unit 5 Level 2 Lesson 23,24,25,26,27,28 Honors- Level 3 Lesson 27,29,30,31,32. Review Chapter 16 Read Chapter 17 Use In Depth Resource.17 pages 1-5 (for organized notes formats) Honors: Read and discuss U.S. Government from The United States of America v. Susan B. Anthony, 1873 and Florence Kelley On the Need for Child Labor Laws, 1905 from Classzone (or see appendix) In class read "Tariffs and Taxes" from Economics in History Supplement to Text. Discuss various forms Government Revenue www.nj-history.org progressives section http://www.state.nj.us/state/historical/pdf/nj-legacy-teachers-guide.pdf (see appendix "War on Paterson" http://njdigitalhighway.org/enj/lessons/paterson_strike_of_1913/ primary sources and lessons on Paterson Workers Strike of 1913 Benchmark # 2 on edconnect (Diagnostic)
3 rd – 5 th Week of 1 st Marking period	6. The Emergence of Modern America: Progressive Reforms Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority (6.1.12.CS.6)	6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.C.6.b 6.1.12.C.6.c 6.1.12.D.6.a 6.1.12.D.6.c RH 11-12.2 RH 11-12.3 RH 11-12.8 WHST 11-12.1 WHST 11-12.4 WHST 11-12.9	-Understand the scope of reform movements in early 20 th century America -To motivate students to connect political and moral reform movements with the expansion of democracy -To help students understand the media's potential to sway public opinion and even to dictate events		
5 th week	BENCHMARK #2		Benchmark # 2 evaluation of student growth in use of social studies skills		
6 th -7 th Week of the First Marking Period	An expanding market for international trade promoted policies that resulted in America emerging as a world power. (6.1.12.CS.6)	6.1.12.B.6.a 6.1.12.D.6.b	-To help students recognize some of the main reasons (economic, political, and social) why the United States declared war on Spain and the main reasons behind the Foreign policy of TR-Wilson's presidencies.		Read Chapter 18 Use In Depth Resource: 18-2 (Discuss bias) page 29 18-4 (maps and visuals) pgs 34- 35 18 literature page 38-46 pick appropriate readings Honors: Read Anti-Imperialist League Platform, 1899 and Albert J. Beveridge On the War in the Philippines, 1900 from Classzone (or see Appendix) and discuss the various viewpoints of US foreign policy

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8-9 weeks of First Marking Period	7. The Emergence of Modern America: World War I United States involvement in World War I affected politics, the economy, and geopolitical relations following the war (6.1.12.CS.7)	6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.1.12.D.8.a	To help students understand and evaluate the causes and consequences of WW I on the US and the World - To evaluate the reasons for the US entry into the First World War	Analyze in detail the series of events (i.e., loans to allies, sinking of the Lusitania, German submarine warfare against neutral countries and the Zimmerman telegram) that moved the United States from neutrality regarding WWI to entry into the war. Evaluate the impact on individual rights of government policies designed to promote patriotism and to protect national security during this time period and today (i.e., the Espionage Act and the Sedition Amendment). Compare the point of view of two or more historians regarding their evaluation of the effectiveness of President Wilson's leadership on international issues (i.e., Fourteen Points, Treaty of Versailles and the League of Nations) and note which details they include and emphasize in their respective accounts. Analyze the impact (e.g., reparations, loss of land, disarmament) of the Treaty of Versailles and the League of Nations from the perspectives of different countries, citing specific text evidence and using quantitative data	Read Chapter 19 Use In Depth Resource: 19 literature pages 59-67 pick appropriate readings Use Supreme Court Decisions #18 of Text book supplemental Material <i>Schenck v. United States 1919</i> Honors: Read and discuss Committee on Public Information Four-Minute Speech, 1918, and Woodrow Wilson Why a League of Nations Is Necessary, 1919 from Classzone NYSTROM: 44a-44d and atlas 76-77
9 th - 10 ^{Week} of the First Marking period	Unit Test # 1	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Unit Test # 1 (Chapters 17-19)		Unit test # 1 on edconnect (1/4 of MC of final) (Summative)
1 nd week of Second marking period	8. The Emergence of Modern America: Roaring Twenties	6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.C.8.a 6.1.12.D.8.a	To understand, analyze and evaluate the changes from 1920-1940 socially (rural to urban) economically (prosperity to depression) and politically (Conservative to Liberal)	Cite specific evidence of social intolerance, xenophobia, and fear of anarchists that lead to government policies restricting immigration, advocacy, and labor organizations (e.g., Red Scare, Sacco and Vanzetti, National Origins Act of 1924). Use technology to demonstrate how social, cultural, and technological changes during the interwar period affected the role and status of women (e.g., radio, telephone, automobiles, streetcars, appliances, suburbs, movies, and popular magazines) Analyze the push-pull factors that led to the Great Migration and increase in racial tensions, restrictive laws, repressive organizations, and violence, using quantitative or qualitative data Analyze the extent to which post-war isolationism and protectionism (e.g., Hawley Smoot) conflicted with global economic interests Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. (e.g., F. Scott Fitzgerald, Ernest Hemmingway, T.S. Elliot, Eugene O'Neill, Zora Neale Hurston, Louis Armstrong, Duke Ellington, Langston Hughes, Jacob Lawrence, Romare Bearden)	Read Chapter 20 Use In Depth Resource: 20-3 page 9 (impact of Automobile) 20 Literature pages 11-19 pick appropriate readings. Honors: Read Louis Marshall from A Letter Regarding Immigration Restrictions, 1924 from Classzone and discuss changes to immigration
2 nd -3 rd weeks of Second marking period	The 1920's is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. (6.1.12.CS8)	6.1.12.C.8.b 6.1.12.D.8.b	To trace the political and social changers after the World War I and throughout the decade of the 1920's To help students understand the development and effect of labor unions, by analyzing the impact they have on the economy. To understand such issues as Prohibition, the changing role of women, and the influence of the Harlem Renaissance.		Read Chapter 21 Use In Depth Resource 21-3 pgs 30-31(geography and transportation) 21 Literature pages 34-40 pick appropriate readings Honors: refer to images portrayed in the Great Gatsby Junior English requirement_ or Read Samuel Hopkins Adams from My Bootlegger, 1921 from Classzone Nystrom: 45a-b

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
4 th -5 th weeks of Second marking period	9. The Great Depression and World War II : the Great Depression The Great Depression resulted from government economic policies, business practices and individual decisions and it impacted business and society. (6.1.12.CS9)	6.1.12.A.9.a 6.1.12.B.8.a 6.1.12.B.9.a 6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.c 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.D.9.b	To understand the causes and consequences of the Great Depression and the futility of Hoover's sections to limit the damage.	<i>Evaluate various explanations for the 1929 stock market crash and determine which explanation best accords with textual evidence by examining the following economic conditions of the time period:</i> <ul style="list-style-type: none"> • uneven distribution of wealth, • easy credit, • stock market speculation, • overproduction of consumer goods, and; • weak farming economy. <p>Investigate how U.S. governmental policies (e.g., high tariffs, limited banking regulations) affected the 1929 stock market crash</p> <p>Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability (e.g., the depression of 1807, the Long Depression of 1873, the Panic of 1907, the "double dip" of the 1980s, the Great Recession of 2008).</p> <p>Explain how the government uses fiscal policy (e.g., adjusting taxes, spending) to affect the nation's economy.</p> <p>Explain how the government uses monetary policy (e.g., interest rates, printed currency) to affect the nation's economy.</p> <p>Evaluate the impact of the New Deal's expanded role of government with regard to economic policy (e.g., spending), capitalism (e.g., increased regulation), and society (e.g., government assistance).</p> <p>Write an argument assessing the effectiveness of governmental policies (i.e., FDIC, NLRB, and Social Security) enacted during the New Deal period in protecting the welfare of individuals</p> <p>Compare and contrast the leadership abilities of Franklin Delano Roosevelt with past presidents (e.g., T. Roosevelt, Wilson, Hoover) and recent presidents (e.g., Reagan, Obama).</p> <p>Assess the effectiveness of New Deal programs (e.g., Civilian Conservation Corp, Tennessee Valley Authority) designed to protect the environment</p>	Read Chapter 22 Using In Depth Resources 22-2 pages 53 (geography and environment) Honors: IN Depth resources 22-1(page51-52) 22 Literature pages 51-59 pick appropriate readings. Use readings in Text supplement Economics in History pages 20-22 to further explain key economic conditions of US Economic lessons from http://www.besthistorysites.net/ushistory_great_depression.shtml#lesson NYSTROM: 46a-b
5 th -6 th Week of the Second Marking Period	10. The Great Depression and World War II: New Deal Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy. (6.1.12.CS10)	6.1.12.A.10.a 6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.B.10.a 6.1.12.C.10.a 6.1.12.C.10.b 6.1.12.D.10.a 6.1.12.D.10.b 6.1.12.D.10.c 6.1.12.D.10.d RH 11-12.2 RH 11-12.4 RH 11-12.8 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5 WHST 11-12.7 WHST11-12.10 RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Explain how the Depression affected men, women, and children To understand the impetus for FDR's New Deal legislations and the impact these policies on the American nation Identify and analyze the critics of FDR's New Deal and federal government's philosophy. Analyze the effects of the New Deal programs on minority groups and the culture of times.	<p>Explain how the Depression affected men, women, and children</p> <p>To understand the impetus for FDR's New Deal legislations and the impact these policies on the American nation</p> <p>Identify and analyze the critics of FDR's New Deal and federal government's philosophy.</p> <p>Analyze the effects of the New Deal programs on minority groups and the culture of times.</p>	Chapter 23 Using In Depth Resources: 23 Guide reading pages 60-64 23 Literature pages 76-84 pick appropriate readings. Honors: Read and discuss literature pages 80-82 "Hard Times". Use Supreme Court Decisions #25 <i>Schechter poultry Corp. v United States</i> 1935 pages 145-150 and/or #26 <i>United States vs. Butler</i> pages 151-156 of the Text book supplemental Material Use readings in Text supplement Economics in History pages 23 to further explain key economic conditions of US Economic lessons from http://www.besthistorysites.net/ushistory_great_depression.shtml#lesson NYSTROM: 47a-b and atlas pages 82-83 http://www.wpamurals.com/newjersey.htm WPA Murals in NJ
End of 6 th week	Unit # 2 Test		Unit # 2 test (20-23)		Unit 2 Test on edconnect (Summative)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
7 st and 9 th week of second marking period	11. The Great Depression and World War II : World War II The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy and Japan(6.1.12.CS11)	6.1.12.A.11.a 6.1.12.A.11.b 6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.D.11.a 6.1.12.D.11.d RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	To trace the rise of dictators, the beginnings of war and the American response in the 1933. Explain the reasons behind the Nazi's persecution of the Jews and the problems facing Jewish refugees.	Compare and contrast America's response to the Great Depression with other nations (e.g., Germany, Italy, and Japan). Evaluate the effectiveness of international agreements following World War I (e.g., Treaty of Versailles, League of Nations, appeasement policies) in preventing international disputes during the 1920s and 1930s. Explain the role that geography played in the development of military strategies and weaponry in World War II. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in War.	Chapter 24 Using In Depth Resources: 24-2 page 6 (historical perspective) 24-4 page 11 (geography thematic maps) 24 Literature pages 13-21 pick appropriate readings. Honors: Read and discuss literature reading pages 17-19 "Sophie's Choice" NYSTROM 49a-b and Atlas pages 84-85
1 th and 2 nd week of the Third Marking Period	Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans and Women. (6.1.12.CS11)	6.1.12.A.11.b 6.1.12.A.11.c 6.1.12.A.11.d 6.1.12.A.11.e 6.1.12.B.11.a 6.1.12.B.11.b 6.1.12.C.11.a 6.1.12.C.11.b 6.1.12.D.11.a 6.1.12.D.11.b 6.1.12.D.11.c 6.1.12.D.11.d 6.1.12.D.11.e RH 11-12.2 RH 11-12.4 RH 11-12.7 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	To understand the military campaigns, political decisions, and efforts on the home front that won World War II To use geographical skills to analyze the US strategy to defeat the Axis Powers To understand and evaluate the governmental changes in its role in the economy to be effective in the war effort. To understand, analyze and evaluate the social changes the war had on the home front minority groups. Identify, describe and analyze the profound impact the Holocaust has had the world view on Global responsibility towards human rights.	Explain the contribution of minority groups to the war effort despite the discrimination that they faced (e.g., the Tuskegee Airmen, Native American Code Talkers, Women Air Force Service Pilots, Japanese American 442 nd Infantry Regimental Combat Team, Mexican Americans). Identify the short and long-term impacts of the conversion of American industries from consumer-oriented manufacturing to military production during WWII Relate new wartime inventions to scientific and technological advancements in the civilian world (e.g., nuclear technology, improved aeronautical design, communication innovations, food preservatives). Analyze the decision to use the atomic bomb and the consequences of doing so. Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	Chapter 25 Using In Depth Resources: 25-2 page 32 (Interpreting text and visuals) 25 Literature pages 36-44 pick appropriate readings Honors: Read and discuss Office of Civilian DefenseWhat Can I Do?, 1942 and U.S. Government Japanese-American Testimony from the National Defense Migration Hearings, 1942 from Classzone Use Supreme Court Decisions #27 <i>Korematsu vs. United State 1944</i> on page 157-162 NYSTROM: 50,51,52 and atlas 84-91 NJ and WWII http://www.usgennet.org/usa/nj/state/NJ-History.htm#During%20WWII

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
3 – 4 th week of Third marking period	12. Post War United States: Cold War Cold War tensions between the United States and communists countries resulted in conflict that influenced domestic and foreign policy for over forty years (6.1.12.CS12)	6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.A.12.c 6.1.12.B.12.a 6.1.12.C.12.c 6.1.12.C.12.d 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.c	To understand the international and domestic tensions resulting from the Cold war To understand and to appreciate the role technological development has in the United States economic, and its influence on the US's political and social power in the world.	Cite specific textual evidence to evaluate the effectiveness of the Marshall Plan in the rebuilding of European nations in the post-World War II period Evaluate the effectiveness of the regional alliances (i.e., Warsaw Pact and NATO) in the rebuilding of European nations during this time period Analyze how scientific advancements (e.g., vaccinations, telecommunications, atomic energy) impacted national and global economies and daily life. Produce clear and coherent writing that explains how the following trends affected consumer demand and contributed to economic expansion after WWII: <ul style="list-style-type: none"> • baby boom, • suburban consumerism, • technological innovation • women in the workforce, and; increased access to education Use multiple credible sources to determine the factors (e.g., employment, interstate highway, GI Bill, urban decay) that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities Draw evidence from informational texts to compare and contrast the legacies of Dr. Martin Luther King and Malcolm X. Explain why national governmental actions were needed to ensure civil rights for African Americans Analyze and evaluate the effectiveness of New Jersey's government in eliminating segregation and discrimination after examining: <ul style="list-style-type: none"> • New Jersey Constitution of 1947, • New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and; New Jersey's Law against Discrimination (i.e., P.L. 1945, c.169 	Chapter 26 Using In Depth Resources: 26-1 page 55-56 (using charts and graphs) 26 Literature pages 57-65 pick appropriate readings Honors Read and discuss Harry S. Truman The Truman Doctrine, 1947 from Classzone (or see appendix) Nystrom atlas 92-95 Chapter 27 Using In Depth Resources: 27-3page 71-72(Primary and secondary sources) 27-2 pages 76-77 (interpreting graphs) 27 Literature pages 78-86 pick appropriate readings Honors: Read and discuss Literature page 82-89 “The man in the Gray Flannel Suit” and page 80 “The other America” Nystrom atlas 96-99
5 th – 6 th week of the Third marking period	13. Postwar United States: Civil Rights and Social Change. The Civil Rights movement marked a period of social turmoil and political reform resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. (6.1.12.CS13)	6.1.12.C.12.a 6.1.12.C.12.b 6.1.12.C.12.c 6.1.12.C.12.d 6.1.12.B.13.a 6.1.12.B.13.b 6.1.12.C.13.a 6.1.12.C.13.b 6.1.12.C.13.c 6.1.12.C.13.d 6.1.12.D.13.c 6.1.12.D.13.d 6.1.12.D.13.f	To understand the economic, social and cultural changes that occurred in the postwar America. Describe the causes and effects of social unrest in the postwar period. To understand the development of and the effects of suburban society on economic, political, and social aspects of America		
7 th week of the third marking period	Unit Test # 3 (11-13)	6.1.12.ABCD-11-13 RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Unit # 3 Test (Chapters 24-27)		Unit Test # 3 on Edconnect (Summative)

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8 th -9 th week of the Third Marking period	12. Post War United States: Cold War Cold War tensions between the United States and communists countries resulted in conflict that influenced domestic and foreign policy for over forty years (6.1.12.CS12)	6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.d 6.1.12.D.12.e 6.1.12.A.13.c 6.1.12.B.13.b 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.c 6.1.12.D.13.d 6.1.12.D.13.e 6.1.12.D.13.f 6.1.12.A.14.b	To understand, analyze, and evaluate the development of the US as a world leader through foreign policy and domestic affairs. To understand the achievements and challenges of the Kennedy and Johnson administrations with domestic and foreign policy.	Determine the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States Write a narrative account that summarizes key social legislation enacted to end poverty (e.g., Economic Opportunity Act of 1964, Medicare and Medicaid, Elementary and Secondary Education Act, Head Start) and describe their effectiveness to end poverty today. Determine the extent to which the 1965 Immigration and Nationality Act changed immigration patterns to New Jersey and the United States Draw evidence from informational text to evaluate the United States' involvement in conflicts intended to contain communism, including the Cuban Missile Crisis, and the Vietnam War Explain the origins of the Peace Corps (Executive Order 10924) and evaluate its role today	Chapter 28 Using In Depth Resources: 28-3 page 3, Guided Reading Sheet 28-1 page 5 (prediction) 28-1 pages 9-10 (Geography Place) 28 Literature pages 11-19 pick appropriate readings Honors Read and discuss U.S. Government from Civil Rights Act of 1964 from Classzone Using Economics in History Read and discuss "Poverty Amidst Plenty" page 28 Nystrom Activity 54b and atlas 94 NJ History http://njmonthly.com/articles/lifestyle/bye-bye-baby-boom.html Benchmark # 3 on edconnect (diagnostic) We the People : Unit 6 Level 2 Lessons 29 and 30 Honors Level 3 Lessons 33 -34
10 th week (4 days in the 10th week of the Third Marking period)	Benchmark # 3 Optional "We the people" Role of responsibilities of citizens and methods to create change within a democratic republic	RH 11-12.2 RH 11-12.3 RH 11-12.8 WHST 11-12.1 WHST 11-12.4 WHST 11-12.7	Evaluate social study skill improvement. Students will examine and evaluate their role in a democratic society in making sure individual rights are protected.		
1 st and 2nd week of the Fourth Marking Period	13. Postwar United States: Civil Rights and Social Change. The Civil Rights movement marked a period of social turmoil and political reform resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. (6.1.12.CS13)	6.1.12.C.13.a 6.1.12.D.13.b 6.1.12.D.13.c 6.1.12.A.13.a 6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.b	To identify and evaluate the reforms created by key rulings by the Warren Court. To understand the African-American Struggle for civil rights during the 1950's and 1960's. To identify, analyze and evaluate the effectiveness of tactics used by civil rights organizations to achieve its goals.	Write an argument that analyzes the federal government's effectiveness in promoting civil liberties and equal opportunities after examining: <ul style="list-style-type: none"> national legislation (Civil Rights Act of 1964, Voting Rights Act of 1965, Equal Rights, Amendment, Title VII, and/or Title IX), policies (Affirmative Action), and; Supreme Court decisions (Brown v. Board of Education and Roe v. Wade). Integrate information from primary and secondary sources into a coherent understanding of the passive resistance and militant response philosophies as they relate to the Civil Rights	Chapter 29 Using In Depth Resources: 29-1 page 28-29, (Geography Region) 29 Literature pages 30-38 pick appropriate readings Honors literature pages 31, "We shall overcome", pages 34-36 "And All Our Wounds Forgiven" Use Supreme Court Decisions #13 Brown v. Board of Education page 73-79 NJ history : http://hedgpeeth-williams.org/

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
3 rd -4 th Week of the Fourth Marking period	12. Post War United States: Cold War Cold War tensions between the United States and communists countries resulted in conflict that influenced domestic and foreign policy for over forty years	6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.d 6.1.12.D.12.e RH 11-12.1 RH 11-12.2 RH 11-12.3 RH 11-12.4 RH 11-12.8 WHST 11-12.1 WHST 11-12.4 WHST 11-12.7	The understand the military and political events of the Vietnam War in Southeast Asia and its impact on the life in the United States	<i>Draw evidence from informational text to evaluate the United States' involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War</i> <i>Use technology to produce an individual and shared writing product that analyzes the role of newspapers and television in bringing information to the American public and shaping public attitudes toward the Vietnam War</i> <i>Write an explanatory text that compares American public support of the government and military during the Vietnam War with previous conflicts such as WWII or modern day conflicts (e.g., Iraq)</i> Conduct research to analyze the impact of the U.S. policy of containment on independence movements in Africa (e.g., Congo, Ethiopia, Somalia), Asia (e.g., Cambodia, China, Indonesia), the Caribbean (e.g., Cuba), and the Middle East (e.g., Israel, Palestine)	Chapter 30 Using In Depth Resources: 30-4 pages 51-52, (Geography location) 30 Literature pages 55-63 pick appropriate readings Honors: read and discuss Lyndon B. Johnson from Peace Without Conquest, 1965 From Classzone Use Supreme Court Decisions #19 <i>New York Times Co. v United States. (1971)</i> page 109-114 NYSTROM:57a-b and Atlas 100 -101
5 th Week of 4 th marking period.	13. Postwar United States: Civil Rights and Social Change. The Civil Rights movement marked a period of social turmoil and political reform resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.	6.1.12.D.13.c 6.1.12.D.13.d 6.1.12.D.13.f	To understand the sweeping social protest movement of the 1960's and the quest for radical change initiated by Latinos, Native Americans, women, and young people.	Evaluate the effectiveness of the women's rights movement by analyzing key events and documents, The Feminine Mystique, the National Organization of Women, the Equal Rights Amendment, Title IX, and Roe v. Wade decision Evaluate the effectiveness of the American Indian Movement including the occupation of Alcatraz, Wounded Knee, and the Indian Self-Determination Act of 1975 Evaluate the effectiveness of the La Raza Movement including the Mendez v. Westminster School District decision, United Farm Workers Strike, and the actions by Cesar Chavez	Chapter 31 Using In Depth Resources: 31-3 pages 68 (compare contrast) 31 Literature pages 74-81 pick appropriate readings Honors literature page 76 "The Feminine Mystique", page 77 "Woodstock" and pages 78-80 "Los Vendidos" Use Supreme Court Decisions #23 <i>Roe v Wade. (1972)</i> page 133-138 #15-17 (Accused Right cases <i>Gideon v. Wainwright, Escobedo v. Illinois Miranda v. Arizona</i> Pages 85-102

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
6 th Week of the 4 th Marking period	<p>14 Contemporary United States: Domestic Policies</p> <p>Differing Views on Government's role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities and social interactions have led to the growth of a multicultural society with varying values and perspectives. (6.1.12.CS14)</p> <p>15. Contemporary United States International Policies</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, and the development of democratic societies. (6.1.12.CS15)</p>	<p>6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.D.14.a 6.1.12.D.14.b 6.1.12.D.14.c 6.1.12.D.14.d</p> <p>6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.15.d 6.1.12.A.15.e 6.1.12.A.15.f 6.1.12.C.15.a 6.1.12.C.15.b 6.1.12.D.15.c</p> <p>RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5</p>	<p>To understand, analyze and to evaluate the challenges of maintaining the role as a world leader of democracy during the 1970-1980</p> <p>To understand the political, social and economic events of the 1970's and the Nixon Administration.</p> <p>To understand and identify the economic conditions of the 1970's and analyze how global economy impacts the United States domestic economy</p>	<p>Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy, by examining U.S. relationships with the world's nuclear and non-nuclear powers since the fall of the Soviet Union.</p> <p>Explain why natural resources (i.e., fossil fuels, precious and rare-Earth metals, food, and water) continue to be a source of regional and international conflict</p> <p>Relate the role of America's dependence on foreign oil to its economy and foreign policy in this time period.</p> <p>Evaluate the effectiveness of the United States' checks and balances system in contemporary contexts (e.g., the invocation of executive privilege and the creation/use of the War Powers Act). <i>Examine how the Supreme Court has interpreted the Constitution to define the rights of the individual by analyzing (in detail) the Supreme Court opinions and impact on public policies</i> Evaluate the effectiveness of environmental movements (e.g., creation of EPA) and their influence on public attitudes and environmental protection laws (e.g., Clean Water Act, Clean Air Act).</p>	<p>Chapter 32 Using In Depth Resources: 32-4 pages 6 (Bias) 32-3 pages 11-12 (Geography Human-environment) 32 Literature pages 13-21 pick appropriate readings Honors: Read and discuss literature page 16 "Silent Spring" and House Judiciary Committee Articles of Impeachment, 1973 from Classzone Use Supreme Court Decisions #20 <i>United States v. Nixon. (1974)</i> page 115-120 Using Economics in History Read and discuss "Inflation Eats Away at the Dollar" page 32 NYSTROM: 58a-b and atlas pages 102-103</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
7 th week of the 4 th marking period	<p>14 Contemporary United States: Domestic Policies</p> <p>Differing Views on Government's role in social and economic issues led to greater partisanship in government decision making.</p> <p>The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups.</p> <p>Immigration, educational opportunities and social interactions have led to the growth of a multicultural society with varying values and perspectives. (6.1.12.CS14)</p> <p>15. Contemporary United States International Policies</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, and the development of democratic societies. (6.1.12.CS15)</p>	<p>6.1.12.A.14.b 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.D.14.a 6.1.12.D.14.b 6.1.12.D.14.c 6.1.12.D.14.d 6.1.12.D.14.e</p> <p>6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.15.e 6.1.12.A.15.f 6.1.12.B.15.a 6.1.12.C.15.a 6.1.12.C.15.b 6.1.12.D.15.a 6.1.12.D.15.b 6.1.12.D.15.c</p> <p>RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5</p>	<p>To understand the political and social events of the 1980's and early 1990's.</p> <p>To identify the reasons for a resurgence of conservative values and analyze the impact Reagan and Bush's administration</p> <p>To identify the results of deregulation of the savings and loan industry and of cutting the budget of Environmental Protection Agency.</p>	<p><i>Evaluate various explanations of how the Cold War ended, and determine which explanation best accords with textual evidence, considering:</i></p> <ul style="list-style-type: none"> <i>the foreign policy of the Reagan administration</i> <i>internal weaknesses of the Russian economy</i> <i>the leadership of Mikhail Gorbachev</i> <i>pro-democracy movements within communist nations</i> <p>Evaluate the economic, political, and social impact of new and emerging technologies (e.g., satellite, computers, the Internet, and cellular technology) on individuals and nations</p> <p><i>Evaluate authors' differing points of view to assess the merit and effectiveness of recent legislation (e.g., Americans with Disabilities Act, Personal Responsibility and Work Opportunity Act, Patient Protection and Affordable Care Act, the Immigration and Nationality Act of 1965) in addressing the health, welfare, and citizenship status of individuals and groups.</i></p>	<p>Chapter 33</p> <p>Using In Depth Resources: 33-4 page 27 (Analyzing political cartoons) 33-3 page 32-33 (geography region) 33-4 outline map Middle East 33 Literature pages 36-44 pick appropriate readings</p> <p>Honors : Read and discuss "<u>Tear Down This Wall.</u>" Ronald Reagan (1987) (PDF)</p> <p>Classzone(chap31) Use Supreme Court Decisions</p> <p>#24 Webster v. Reproductive Health Services. (1989) page 139-144.</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Student Learning Objectives	Instructional Activities
8-9th Week of the Fourth Marking Period	<p>14 Contemporary United States: Domestic Policies</p> <p>Differing Views on Government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities and social interactions have led to the growth of a multicultural society with varying values and perspectives. (6.1.12.CS14)</p> <p>15. Contemporary United States International Policies</p> <p>The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, and the development of democratic societies. (6.1.12.CS15)</p> <p>16. Contemporary United States: Interconnected Global Society</p> <p>Scientific and technological changes have dramatically affected the economy, the nature of work, education and social interactions. (6.1.12.CS16)</p>	<p>6.1.12.A.14.c 6.1.12.A.14.d 6.1.12.A.14.e 6.1.12.A.14.f 6.1.12.A.14.g 6.1.12.A.14.h 6.1.12.B.14.a 6.1.12.B.14.b 6.1.12.B.14.c 6.1.12.B.14.d 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.14.d 6.1.12.D.14.a 6.1.12.D.14.b 6.1.12.D.14.c 6.1.12.D.14.d 6.1.12.D.14.e 6.1.12.D.14.f 6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.15.e 6.1.12.A.15.f 6.1.12.B.15.a 6.1.12.B.15.b 6.1.12.C.15.a 6.1.12.C.15.b 6.1.12.D.15.a 6.1.12.D.15.b 6.1.12.D.15.c 6.1.12.D.15.d 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.A.16.c 6.1.12.B.16.a 6.1.12.C.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.a 6.1.12.D.16.b 6.1.12.D.16.c</p> <p>RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5</p> <p>6.1.12.ABCD-12-16</p>	<p>To summarize the political and social events of the 1990's early 2000's</p>	<p>Integrate information from primary and secondary sources to evaluate the actions of political parties and elected officials with regard to their stated economic ideologies, considering taxation, balancing of the budget, defense spending, and social programs</p> <p>Develop claims and counterclaims that thoroughly evaluate the process by which national, state, and local officials are elected and vote on issues of public concern, (e.g., referendum, recall, gerrymandering, recounts, runoffs, Bush v. Gore).</p> <p>Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy</p> <p>Write an informative text to explain how and why religious tensions and historic differences in the Middle East have led to international conflicts</p> <p>Analyze the effectiveness of United States policy and actions (e.g., diplomacy, military intervention, humanitarian aid) in bringing peaceful resolutions to the Middle East region by comparing the perspectives of the US and other nations during this time period.</p>	<p>Chapter 34- Epilogue Readings Using In Depth Resources: 34-2 page 55-56 (Geography movement) 34 Literature pages 57-64 pick appropriate readings Honors: Read and Discuss Newt Gingrich A Contract with America, 1994 from Classzone (or see Appendix) NYSTROM:60a-b and atlas 104-105</p>
End of the Fourth Marking period	Unit Test # 4		Students will demonstrate their knowledge on the content of Chapters 28-34		Unit 4 Test on edconnect (summative)

VII. Suggested Short Answer and Essay Pool for U.S. History II Academic and Honors

A. The Road to World Power [1876-1920]

1. How was the Spanish-American War a good dress rehearsal for World War I?
2. Do you agree with the philosophy expressed by Theodore Roosevelt in the Roosevelt Corollary?
3. How and why did the Monroe Doctrine become the cornerstone of American foreign policy by the late nineteenth century?
4. Compare and contrast the foreign policies of Theodore Roosevelt and Woodrow Wilson toward Latin America.
5. Did the federal government's intervention into the American economy, during the First World War, supersede its Constitutional grant of power?

B. The Progressive Era [1880-1920]

6. Compare and contrast the reform ideas of the Populists and the Progressives. Why were the Progressives more successful than the Populists at achieving reform?
7. What were the basic aims of the Progressive Movement? List the various movements that together composed the Progressive coalition.
8. What happened to the Progressive Movement in the 1920s?
9. In what ways did the muckrakers represent the best and the worst features of a free press in American society?
10. Identify and discuss the main features of progressivism.
11. Compare and contrast the views of Booker T. Washington and W.E.B. DuBois on the issues of progress and improvement for Black Americans.
12. Progressives believed that greater democracy was the key to solving society's problems. Identify THREE problems that Progressives addressed and, for each, describe a democratic reform that was designed to deal with the problem.

C. Foreign Affairs [1880-1920]

13. How did the following 4 factors contribute to the start of World War I: nationalism, imperialism, balance of power, alliance system? Explain how American neutrality was violated by both Great Britain and Germany.
14. Name the major steps and agencies created by the U.S. government to control the economy during World War I. Assess the success and impact of these actions.

15. Describe and analyze the effects of World War I on each of the following: (a) Prohibition (b) women's suffrage (c) race relations (d) business.
16. Summarize the social, economic and political causes of American entry into World War I. What reasons did Wilson give Congress for entering the war?
17. How did the U S mobilize workers, industries, natural resources and public opinion to fight World War I?
18. What were the social, economic and political results of World War I?
19. To what extent were the Fourteen Points of Woodrow Wilson written into the Treaty of Versailles?
20. Explain the impact of U.S. involvement in World War I on THREE of the following:
African Americans women civil liberties
labor unions business

D. The 1920's, The Great Depression and New Deal [1920-1940]

21. What were the social, economic and political reasons why the U S began to restrict immigration in the 1920s?
22. How did Prohibition help to create a breakdown in morality and a general lack of respect for the law? How was Prohibition able to pass?
23. What were the social, economic and political causes of the Depression? Why did the efforts of Herbert Hoover fail to halt the Great Depression?
24. Evaluate the New Deal in terms of its own stated goals: relief, reform, recovery.
25. Describe and analyze the impact of the New Deal on each of the following: (a) white women (b) black sharecroppers (c) northern businessmen (d) farmers (e) factory workers. Overall how successful was the New Deal in changing the distribution of wealth and power in the U.S.?
26. Analyze the ways in which the Great Depression altered the American social fabric in the 1930s.
27. Discuss and analyze the economic and social affects of Prohibition on America from 1917-1930.
28. Analyze and evaluate the first New Deal with the second New Deal. Which was most successful in achieving Roosevelt's goals?
29. Compare and contrast Herbert Hoover's economic policies with those of Franklin Roosevelt.

E. Foreign Affairs [1920-1945]

30. To what extent and why did the United States adopt an isolationist policy in the 1920's and 1930's?
31. How did the experience of the United States in World War I (the roots of American isolationism) contribute to the attitudes of the people in the period 1920-40?
32. Compare and contrast U.S. reaction to war in Europe in 1914 with U.S. reaction to war in 1939.

33. Discuss the major steps in America's move away from neutrality to involvement between 1935 and 1941.
34. Analyze and discuss the historical significance of the Atlantic Charter and explain its significance.
35. How did Lend-Lease help both the United States and its allies?
36. What were the arguments for and against the use of the atomic bomb?
37. "Discrimination continued during World War II despite the patriotism of all groups of Americans." Assess this statement with reference to THREE of the following:
African Americans Japanese Americans Mexican Americans Native Americans
women
38. Argue either for or against this statement: "President Truman's decision to use the atomic bomb was completely justified."

F. The Cold War Era [1945-1960]

39. Why did many Americans worry that there would be a depression after World War II?
40. How effectively did the United States meet the challenge of Communism during the years 1945-1960?
41. What were the causes of U S involvement in the Korean War? How would you evaluate the success or failure of that effort?
42. What events led to the "Cold War"?
43. Why did the Third World become the battleground for the Cold War?
44. Analyze the influence of TWO of the following on American Soviet relations in the decade following the Second World War: Yalta Conference, Communist Revolution in China, Korean War, McCarthyism.
45. How do you account for the appeal of McCarthyism in the United States in the era following the Second World War?
46. How successful was the policy of containment in (1) Europe, (2) Asia, and (3) in Latin America? Why?
47. "Under the Truman administration, civil rights for African Americans advanced, but civil liberties for radical beliefs suffered setbacks." Explain whether you agree or disagree with each part of this statement.
48. "The 1950s were an era of conformity and complacency." Give reasons for either agreeing or disagreeing with this statement.
49. To what extent did television affect American culture and politics in the 1950s?
50. Analyze the impact of social and cultural developments of the 1950's in literature, music, education, and sports.

G. Social & Cultural Revolution [1960-1980]

51. How did the Vietnam War and Watergate change American perspectives in viewing government, politics and politicians?
52. Compare and contrast two of the following presidents and their impact on domestic and foreign policy: (a) Kennedy (b) LB Johnson (c) Nixon (d) Ford (e) Carter.
53. Do you feel that President Kennedy did the right thing in the Cuban Missile Crisis (1962)?

- 54. What was the social, economic and political impact of the Viet Nam War on the United States? How did the United States "wind down" involvement in the Viet Nam War?
- 55. How did American foreign policy change under President Kennedy? Was this change been for the better?
- 56. How did democracy expand in the 1960s?
- 57. What were the successes and failures of the Carter presidency?
- 58. What methods did President Carter use to improve the economy? How would more experience in Washington politics have helped President Carter?
- 59. Trace American involvement in Vietnam from 1961 to 1968.

H. Modern America

- 60. What were Reagan's economic policies and were they successful?
- 61. What were the successes and failures of the Reagan presidency?
- 62. Explain how the technological revolution has brought great changes to American society?

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Rubrics for Social Studies Essay

An essay is made up of a series of paragraphs. This includes an introductory paragraph, supportive paragraphs, and a conclusive paragraph. This rubric is designed to grade based on this definition.

5

- Shows a clear and deep understanding of the theme;
- Addresses all aspects of the task.
- Shows an ability to analyze, compare, contrast, synthesize and/or evaluate issues and events.
- Writes a cohesive, cogent essay that uses a rich array of detail.
- Summarizes key arguments and points made in the essay.
- Includes a strong introduction and conclusion.

4

- Understands the theme and defines it.
- Discusses most aspects of the task. Theme is supported with accurate facts, examples, and details, but may be somewhat uneven in treatment.
- Analyzes issues and events.
- Writes a well-developed essay that includes many details.
- Includes a good introduction and conclusion.

3

- Presents an acceptable definition of the theme.
- May fail to address all aspects of the task. Minimal factual errors may be present.
- Is able to analyze issues and events, but not in any depth.
- Writes a coherent essay with some detail.
- Restates the theme in introduction and concludes with a simple restatement of the task.

2

- Attempts to address the theme, but uses vague and/or inaccurate information.
- Develops faulty analysis of theme.
- Narrative goes off on tangents; essay lacks focus.
- Has vague or missing introduction and/or conclusion.

1

- Shows limited understanding of the theme; omits concrete examples. Details are weak or nonexistent.
- Lacks an analysis of the issues and events beyond stating vague and/or inaccurate facts.
- Strings random facts together in a weak narrative that lacks focus.
- Has no introduction or conclusion.

0

- Fails to address the theme.
- Includes so many indecipherable words that no sense can be made of the response.
- Blank paper.

Short Answer to a Reading or an Interpretation of a Graph, Table, or Illustration
Scoring Rubric (4 point Scale)

4

A 4-point response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection, graph, table or illustration. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretations, failure to address some aspect of the item, or the omission of some detail.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, graph, table, or illustration, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading or interpreting. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from the text, graph, table or illustration.

0

A 0 is assigned if the response shows no understanding of the item or if the student fails to respond to the item.

Based on rubric from www.waycross.org/wintonwoods/scoringrubric.html

A Short Answer to an Open-ended Question
Scoring Rubric (based on a 4 point scale)

4

A 4-point response provides evidence of extensive interpretation and thoroughly addresses the points relevant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item.

3

A 3-point response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglects to address some aspect of the concept or item, or some details might be missing.

2

A 2-point response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the topic, an incomplete understanding of the concept or item, lacks comprehensiveness, faulty reasoning, or unclear communication.

1

A 1-point response demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text.

0

A 0 is assigned if there is no response or if the response indicates no understanding of the concept or item.

Based on rubric from www.waycross.org/wintonwoods/scoringrubric.html

VIII. RESOURCES FOR FIELD TRIPS.

A. N J historic sites

1. Battleship New Jersey. (Camden) 866-877-6262 ext 145 or 106. www.battleshipnewjersey.org.
2. New Jersey State House. (Trenton) 609 633-2709. www.njleg.state.nj.us.
3. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. www.STATUERESERVATIONS.COM.
4. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. www.menloparkmuseum.com
5. <http://www.fieldtrip.com/NJ> field trips to historical museums in New Jersey
6. Navel Air Station Wildwood Aviation Museum. 500 Forrestal Rd. Cape May Airport. Rio Grande, NJ 08242 telephone number 609-886- 8787 or www.usnasw.org
- 7.. Drumthwacket Foundation (Princeton) (609) 683-0057 Visit governor's mansion for a day in life of governor foundation@drumthwacket.org
8. . Constitution Center. (1-215-409-6800) www.constitutioncenter.org. (Philadelphia)
9. US Holocaust Museum <http://www.ushmm.org/> (202) 488-0419 or group_visit@ushmm.org (Washington DC).
10. United Nations in New York, (1-212-963-8687 for groups 1-212-963-4440) email toursunhq@un.org or visit www.un.org/tours

B. Virtual trips

1. White house. <http://www.whitehouse.gov/history/whtour/>
2. World War I, WWII and Genocide <http://www.bbc.co.uk/history/worldwars/wwone/>

IX. Primary Sources are available from the Americans Access US History or see Social Studies Group listing on Google Drive under Curriculum folder for PDF files to print for Class use).

Atlantic City Public School

United States History II Advanced Placement Grade 11



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

UNITED STATES HISTORY II ADVANCED PLACEMENT

1. OVERVIEW

AP US History II is designed for students to experience the college level curriculum while they are attending high school. Its goals are to prepare the students for the AP Exam in May and to provide the skills necessary to be an effective college student after they have graduated high school. An emphasis is placed on critical and evaluative thinking skills, essay writing, interpretation of primary and secondary sources, mastering a significant body of factual information, conducting research utilizing traditional library and modern internet research in order to develop historical research papers, and historiography. The course will cover a survey of historical events from the Reconstruction to the present day, review of topics taught in US I contained on the AP test, a test preparation unit prior to the taking of the AP exam in May, and the course will end with a unit on historical investigation and research. Weaved within each chronological topic areas students are studying, there will be central themes of historical analysis. These historical themes are: American and National Identity; Politics and Power; Work, Exchange and Technology; Culture and Society; Migration and Settlement; Geography and the Environment,; American in the World. The course will stress history from a multi-faceted point of view. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. A Eurocentric perspective of history can not stand alone. History is multifaceted. Therefore, it is essential that history be taught from a perspective that demonstrates its many cultural and gender influences. With this educational philosophy in mind the course includes all state commission standards including:

NJSA 18A:6-3 Requires secondary course of study in the United States Constitution

NJSA 18A:35-1,2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey

NJSA 18A:35-4.1 Requires course of study in principles of humanity

NJSA 18A:4a-1 Establishes the New Jersey Holocaust Commission

NJSA 18A:4a-2-4 Requires all schools to have course of study in the Holocaust and other Genocides.

NJSA 18A 52:16A-86 Establishes the Amistad Commission to promote the teaching of the history of African Americans as integral part of United States History.

NJSA 18A:4-42 Establishes the New Jersey Commission for Italian and Italian-American Heritage.

NJSA 52:16A-5.3 Establishes the New Jersey American Indian Commission.

Executive Order #123 Establishes the New Jersey Arab-American Heritage Commission.

II. RATIONALE

United States History offers to the student the opportunity to learn more about our American heritage, its institutions and values. This knowledge prepares students for enlightened active citizenship in a democratic republic. Further, it serves as the main source of formal instruction in the application of scientific method to social, economic and political problems. A reservoir of information, criteria and a method of making independent and rational decisions are provided for each student. The course, and its prequel in the sophomore year, permits the student to fulfill the State Department requirement that each New Jersey high school graduates complete two years of American history.

III NJCCC STANDARDS 2014

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*
- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

- Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The course will also infuse where appropriate usage of technology through the NJSLs

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

Amistad Commission Mandate:

The Curriculum is all-inclusive being so, it is not highlighted to point out activities or block out specific time for lessons on African American History. Instead, it follows the Commissions commitment to incorporate African American influence throughout our historical development. Specific areas of study do have primary and secondary resources indicated in the guide that focus in on key African American experiences within our history.

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

Students are required to write essays, work on analyzing and evaluating a variety of primary and secondary sources, prepare and present oral presentations, to use technology such as power point during presentations, and to complete a research paper. The students **formative** assessments will include in each quarter a minimum; of two free response essays, four short answers, two tests, two chapter quizzes and various homework assignments including, but not limited to, assessments of primary sources in The American Spirit, completion of Mindtap questions in the online textbook, and creation of chapter outlines of the textbook. Students' grades are derived from essays (45%), tests (35%), quizzes (15%), and various homework assignments (10%). Students' final average is a cumulative grade established from the four marking period quarters and a final exam score. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Students will have **diagnostic** evaluation (benchmarks), three times a year on social study skill growth. These assessments will be though ED-Connect and will provide teacher, department, and district with statistics to evaluate student social study skill growth. Students will also take two **summative** assessment on two distinct units of study(Midterm and Final). These unit tests will use EdConnect to provide student, teacher, department and district with statistics to evaluate student fluency in historical content and skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative assessments, and was considered in creation of department benchmarks and unit test.

The final exam consists of a research paper on History verses Hollywood, Project and timed multiple choice test covering all of the areas taught during the school year.

V. REQUIRED RESOURCES

A. The text for this course is:

Kennedy, David M., Lizabeth Cohen . The American Pageant 16th ed. AP Ed Boston Mass.: Houghton Mifflin Co., 2016. (ebook)

B. The following are supplemental material used by students:

Kennedy, David M. and Thomas Bailey. The American Spirit Volume II: Since 1865. 11th ed. Boston Mass.: Houghton Mifflin Co., 2006.

Mindtap The American Pageant 16th ed AP ed (web Book)

Epstein, Mark. Fast Track to a 5: Preparing for the AP US History Examination Boston Mass.: Houghton Mifflin Co., 2006.

Barnes, Thomas F. Multiple-Choice and Free –Response Questions with DBQ in Preparation for AP United States History Examination. 6th ed. Brooklyn. NY., 2015

C. The following are supplemental material available for use in the class:

Dollar, Charles M and Gary W. Richard. American Issues: A Documentary Reader. New York N.Y.: Glencoe, 1994.

Hess, Stephen and Sandy Northrop. Drawn and Quartering: The History of American Political Cartoon. Montgomery Al.: Elliot and Clark. Publishing, 1996.

Johnson, Paul. A History of the American People. New York, N.Y., HarperCollins Publishers, Inc., 1997.

Madaras, Larry and James M. Sorelle. Taking Sides: Clashing Views on Controversial Issues in American History Vol. II. Guilford Conn., Duskin /McGraw-Hill. 1996.

Zinn, Howard. A People's History of the United States: 1492-Present. New York, N.Y. Harpers Collins Publishers, Inc. 1999.

D. Useful internet sites:

1. www.mapquest.com This site allows the students to manipulate road maps in order to understand location and how maps are useful.

2. www.googleearth.com This allows the students to use and explore geography principals.

3. www.unitedstreaming.com This site provides video clips, visual and audio materials to be used in class.
4. www.learner.org/resources/ This site provides various lesson plans and resources to help the teachers achieve their goals.
5. www.nbclearn.com This site provides short videos of a variety of historical and cultural experiences.
6. www.fte.org/teachers/programs/history/lessons This site provides 16 different lessons using history to explain economic principles.
7. <http://historymatters.gmu.edu/www.taf> This web site is dedicated to showing you other web sites dedicated to specific areas of history. Each cite provided is reviewed and has a brief description of its attributes.
8. <http://www.digitalhistory.uh.edu/> This site has great resources on many US history topics. The site has primary sources, quizzes, games, videos, oral history and link..
9. <http://www.inmotionaame.org/home.cfm> This site is dedicated to the African American migration experience, Great primary sources, maps, photos, and lesson ideas.
10. <http://www.poeticwaves.net/> This site focuses on the Asian American experience in the late 1800's-1920's, poetry, timelines photos.
11. <http://international.loc.gov/intldl/fiahtml/fiahome.html> This site is dedicated to the French influence in development of the Continent – early 1900's. The site offers primary sources, literature, and descriptions of historical events.
12. <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> The ultimate primary map source site, great for cutting into power points and to develop skills.
13. <http://newdeal.feri.org/> This site covers FDR's new deal's impact on the people, primary sources, photos, oral history, and lesson plans.
14. <http://www.jimcrowhistory.org/> This site covers the origins- through the civil rights movement in 1960's. It contains interactive maps, primary sources and links to other cites.
15. <http://memory.loc.gov/ammem/naw/nawshome.html> This site provides primary sources of the women's rights movement from the 1800's into the 1900's.
16. <http://apcentral.collegeboard.com>. This site is the official site for College board material and provides data and old test material to be used within the class.
17. Amistad Commission <http://www.njamistadcurriculum.net>
18. Holocaust Genocide commission <http://www.nj.gov/education/holocaust/>
19. Italian American Heritage <http://www.njitalianheritage.org/heritage-curriculum/>
20. American Indian Commission http://www.nj.gov/state/programs/dos_program_njcaia.html
21. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

VI. SCOPE AND SEQUENCE:

The following topics will be covered in sequence.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September Week 1	Social Study Skills		Evaluate student skills through pretest and have students reflect on areas needing improvement throughout the year.	Benchmark		Benchmark # 1 edconnect (diagnostic) Summer essay due on first day.
2 nd and 3 rd week of the 1 st Marking period.	Chapter 23 Gilded Age Politics: Review politics, economics and social changes of the Reconstruction, Gilded Age Society, political graft, corruption, development of the “New South” and segregation, and analyze Cleveland’s election and the tariff issue.	6.1.12.A.5.a 6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5.b 6.1.12.D. 5.d	Students will understand, apply, analyze, synthesize and evaluate the social, economic and political impact the events of the Gilded age had on the American society.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Continuity Project Read 23 and outline chapter One free response essays. <u>American Spirit</u> Assignments: Chapter 22 E1, F1-2 Chapter 23 A4, B1-2, D1-3, E1-2. Read Packet on Force act and Terrorism of the South Short answer on visual. Review Scoring Free Response, and assign essay.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 rd -4 th week of 1 st marking period	Industrial America: 24 development of the national rail system, consolidation of industry, development of unions, “Social Darwinism”, “Gospel of Wealth”, industrial control of politics and migration and immigration.	6.1.12.A. 5.a 6.1.12.A. 5.b 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C. 5.a 6.1.12.C.5.c 6.1.12.D.5.a 6.1.12.D.5.b 6.1.12.D.5.d 6.1.12.CS.5	Students will understand, analyze, synthesize and evaluate the impact of the technological and economic growth during the late 1800’s on the economic, social and political institutions of America	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Read and outline chapter 24 Answer a skeleton DBQ on time period review AP scoring system Chapter 24 A2-3, B1-3, E3, 5(see appendix B for source assessment sheet) Read handout from the American History magazine Vol.34. #2 June 2001, written by Paula A. Trekel titled; <i>Women who took on Standard Oil</i> . Compete Short answer on visual
5th-9 th Week of the 1 st Marking Period	Chapter 25-26 Urbanization: Rapid growth of cities, political machines, corruption, technological advancements, and growth of entertainment industries. Settling of the West and Agricultural developments: Government and settlers relations with western Native Americans, mining and cattle industries of the west, development of industrialized farming, environmental concerns of settling the western frontier, settlers of the west, and development of a western culture. Growth of Populist movement: Agrarian discontent, shifts in demographics of political power, free silver and a stable monetary system, economic cycles and the industrial state.	6.1.12.A.5.a 6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.B.5.b 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.D.5.c 6.1.12.D.5.d 6.1.12.CS.5	Students will understand, analyze various types of sources, synthesize material in order to evaluate the social, economic, and political structure of developing cities in the late 1800’s Students will understand, analyze through a various literature of the times, synthesize the information in order to evaluate the social, economic, political and environmental impact western development had on America. Students will understand, analyze, synthesize and evaluate the causes of a third party to rise and how it influences social, economic, and political events in America.	Homework Teacher Q/A Class work Essay Quiz Test Homework Teacher Q/A Class work Essay Quiz Test Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	One free response essay <i>American Spirit</i> Chapter 25 A4, B1,3, 4, C1,D2,E1,4 Read handout and excerpt from <i>Drawing and Quartering: the History of American Political cartoons</i> review and discuss the power of political cartoons, discuss techniques in creating and evaluating political cartoons. One document based essay <i>American Spirit</i> Chapter 26 B1, C1-2, A1-2,5-6, D1-2 Read handout from Helen Hunt Jackson’s Book Century of Dishonor <i>American Spirit</i> Chapter 26 E 2,3, F 1,2 Complete a Comparison chart of key players in politicians and groups in the populist era and the Wizard of Oz story line.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
10 th of the 1 st marking period – 3 rd Week of the 2 nd marking period.	<p>Chapter 27-28 Development of a World Power: Development of imperialism, public desire for a new frontier, establishment of the “Sphere of Influence” over the Western Hemisphere, Spanish American War, investments in China, control of the pacific trade routes and the annexation of Philippines, Panama Canal and the Roosevelt Corollary.</p> <p>Progressivism: The origin of progressive reform: local, state, and Federal, TR and Taft as progressive presidents, and the impact of progressivism on families, education, women, African Americans, immigrants and industrial development.</p>	6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.A.6.c 6.1.12.B.6.a 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.D.6.a 6.1.12.D.6.b 6.1.12.D.6.c 6.1.12.CS.6	<p>Students will demonstrate social Studies skills on a benchmark</p> <p>Students will understand, analyze, synthesize and evaluate the impact the world events have on the US economic, social and political actions.</p> <p>Students will understand analyze, synthesize and evaluate the causes of reform within the US by identifying the causes and effects the Progressive era had on the social , economic and political landscape of America</p>	<p>Homework, Note book, Teacher Q/A Quiz Projects</p> <p>Homework, Notebook, Teacher Q/A Essay (use documents)</p>	<p>Benchmark# 2</p> <p>Visual interpretation, Direct/shared reading, Use of Technology</p> <p>Visual interpretation, Direct/shared reading, Graphs and Charts Map Skill , Use of Technology</p>	<p>Benchmark # 2 on edconnect (summative) One free response essay <i>American Spirit</i> Assignments: Chapter 27A1-2, B1. C1,3;D1;E1;F4</p> <p>Read <i>American Issues: A Documentary Reader</i>, Chapter 18, “A nation of Immigrants”, Chapter 19 “Establishing a New Order”, and Chapter 20 “Becoming a World Power.” Short answer on reading</p> <p>Students will complete essay YES or NO us a World Power (<u>from Taking Sides</u>) <i>American Spirit</i>. Chapter 28, A1, B2, C3, 5,D3, E3</p> <p><i>True Spirit Award:</i> Create a letter of recommendation for two of the reformers of the late 1800’s or the early 1900’s, present an oral evaluation of the two candidates on who represents the true spirit of the turn of the century, finally create an essay deciding which reformer deserves the True Spirit Award out of all of the possible reformers nominated. Complete packet on political cartoons of William Taft’s Presidency.</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 th -7 th Week of the 2 nd Marking period	Chapter 29 Wilsonian Progressivism: Third party spoilers, “New Freedom”, Triple wall of Privilege, Reduction in Tariff, protection from trusts, Federal Reserve system, and elasticity of money supply. War in Europe and the Role of the US in WWI: Wilson’s Moral Diplomacy, war in Europe and American Neutrality, The First World War at home and abroad, creation of the Treaty of Versailles and America’s rejection, and the post war economy.	6.1.12.A.6.a 6.1.12.B.6.b 6.1.12.C.6.a 6.1.12.D.6.a 6.1.12.D.6.c 6.1.12.D.6.c 6.1.12.CS.6 6.1.12.A.7.a 6.1.12.A.7.b 6.1.12.A.7.c 6.1.12.B.7.a 6.1.12.C.7.a 6.1.12.C.7.b 6.1.12.D.7.a 6.1.12.D.7.b 6.1.12.D.7.c 6.1.12.CS.7	Students will understand analyze, synthesize and evaluate the causes of reform within the US by identifying the impact Woodrow Wilson had on the social , economic and political landscape of America Students will understand, analyze, synthesize and evaluate the impact World War I had on the US economic, social and political actions domestically and how it altered the US role in World Affairs	Homework, Notebook, Teacher Q/A Essay Homework, Notebook, Teacher Q/A Essay (use documents)	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	One free response essay, <u>American Spirit</u> Chapter 29 A1-2, B1-2, C1-2, D1-3, Complete Short answer Question one document based essay or Free Response <u>American Spirit</u> Chapter 29 A1, B2, C2, D1-2, , E2,3,5,6. Read Excerpt from <u>All is Quiet on the Western Front</u> . Compare to letters from soldier in <u>American Spirit</u>
8 th -10 th week of the 2 nd marking period	Chapter 30-31 The 1920’s Economic, Social and Political life: Development of the consumer economy, development of modernism culture, reaction to the development of modernism; fundamentalism, nativism, prohibition, developments and setbacks in the evolution of equality of African Americans and women, the “return to normalcy” and the republican presidencies of Harding, Coolidge and Hoover.	6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.A.8.c 6.1.12.B.8.a 6.1.12.C.8.a 6.1.12.C.8.b 6.1.12.D.8.a 6.1.12.D.8.b 6.1.12.CS.8	Students will understand, analyze synthesize and evaluate the conflicts that arise in America in regards to social standards by comparing and contrasting the different groups and developments within the 1920’s.	Homework, Notebook, Teacher Q/A Essay Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<u>American Spirit</u> Chapter 30 A1-2, B2, D1-2, Chapter 31 A1-2, B2-3, C1-4, Create an advertisement of an item that would need publicity in the 1920’s (consumerism). Students will create a pin up poster and give an oral presentation selling the product. Short Answer question
Last week of 2 nd marking Period			MIDTERM(Chapter 23-33)			Midterm on edconnect (summative)

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 rd Marking period 1 st -2 nd Week of the 3 rd marking period	The Great Depression and the New Deal: (31-32) Economic causes of the Great Depression, theories on how supply and demand works and can fail, the stock market's function in the US economy, the Hoover response to the economic and social conditions of the depression, election of FDR, Creation of the New Deal and Second New Deal programs and how they worked to fix the economic and social conditions of the Great Depression, role of owners and labor, including labor unions, in repairing the economy of the US, Critics of the New Deal, long term effect of programs adopted during the New Deal, such as Social Security.	6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.a 6.1.12.C.9.b 6.1.12.C.9.c 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.D.9.b 6.1.12.CS.9 6.1.12.A.10.a 6.1.12.A.10.b 6.1.12.A.10.c 6.1.12.B.10.a 6.1.12.C.10.a 6.1.12.C.10.b 6.1.12.D.10.a 6.1.12.D.10.b 6.1.12.D.10.c 6.1.12.D.10.d 6.1.12.CS.10	Students will understand the causes of the Great Depression and analyze, synthesize information to evaluate the effect it had on the social , economic and political aspects of the US.	Homework, Notebook, Teacher Q/A Essay		One free response essay and one document based question. <u>American Spirit</u> Chapter 32, D1-2, Chapter 33 A1-2, B2-3, C1-4, E1,3, F4 Read Handout on Howard Zinn about The Great Depression and the coming of WWII and compare and contrast it with Paul Johnson's interpretation (excerpts from Zinn and Johnson's books) Yes No Taking View Points: Yes No on success of New Deal
3 rd week of the 3 rd Marking period	Chapter 33:Prelude to World War II: The rise of fascism and militarism, US policy of isolationism and neutrality, Reciprocal Trade Agreements, Development of Diplomatic relations with the Soviet Union, FDR's gradual shift towards intervention, Atlantic Charter, and the attack on Pearl Harbor.	6.1.12.A.11.a. 6.1.12.A.11.b	Students will understand, analyze, synthesize and evaluate the events leading to the US involvement in World War II and evaluate the impact it had on the US economic, social and political actions domestically and how it altered the US role in World Affairs	Homework, Notebook, Teacher Q/A Essay		Continuity project Compare topic in two different time periods. <u>American Spirit</u> Chapter 33 read all and answer questions at end of chapter. Read about American's reaction to the holocaust, Packet, and selective reading from Lesson for Understanding the Holocaust.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 th -5 th week of the 3 rd marking period	Chapter 34 The Second World War: Logistical ability to fight a multi-front war, diplomacy and wartime conferences, governmental management of the home front, impact of the war effort on families, women, African Americans, Mexican Americans, Japanese Americans, civil liberties, and unions, migration and the environment.	6.1.12.A.11.c 6.1.12.A.11.d 6.1.12.B.11.a 6.1.12.C.11.a 6.1.12.C.11.b 6.1.12.D.11.a 6.1.12.D.11.b 6.1.12.D.11.c 6.1.12.D.11.d 6.1.12.D.11.e 6.1.12.CS.11	Students will understand, analyze, synthesize and evaluate the US involvement in World War II and evaluate the impact it had on the US economic, social and political actions domestically and how it altered the US role in World Affairs	Homework, Notebook, Teacher Q/A Essay (use documents)	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read <i>American Spirit</i> chapter 35 and complete handout questions. Read handout from the American History magazine Vol.30. #2 July 1995 written by James Wensyel titled <i>WWII the Homefront</i> Create a graph that reflects different nation's losses in WWII and numbers of individuals in the military.
6 th Week of the 3 rd marking period	Chapter 35:Post World War Two Economy: The sunbelt economic boost, development of the suburbs, baby boom, GI bill, enlargement of the middle class, white flight, and the development of greater opportunity for women and African Americans in the economy. Development of the Cold War: War time conferences and creation of the United Nations, creation of Iron Curtain, Truman and containment in Europe and in Asia, Korean War, and the impact of the Cold War on the American society.	6.1.12.C.12.c 6.1.12.CS.12 6.1.12.A.13.a 6.1.12..D.13.a 6.1.12.D.13.d 6.1.12.CS.13 6.1.12.C.14.a 6.1.12.A.14 b 6.1.12.C.14.c 6.1.12.D.14.a 6.1.12.D.14.b 6.1.12.D.14.c 6.1.12.D.14.d 6.1.12.D.14.e 6.1.12.D.14.f 6.1.12.D.14.g 6.1.12.CS.14 6.1.12.A-D 15 6.1.12.CS.15 6.1.12..A-D 16 6.1.12.CS.16	Students will understand, analyze and synthesize information in order to evaluate the social, economic, political changes that occurred after WWII in the US Students will understand, analyze and synthesize information in order to evaluate the US role in the World and the development of the Cold War.	Homework, Notebook, Teacher Q/A Essay (use documents) Homework, Notebook, Teacher Q/A	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Write a free response essay. Read <i>American Spirit</i> chapter 36 answer questions Read <i>Taking Sides: Clashing Views on Controversial Issues in American History Vol. II</i> Issue 13, and Issue 14 Yes No activity Read handout from the American History magazine Vol.33. #2 June 1998, written by Richard Harris titled; <i>Incredible Berlin Airlift</i> . Read handout from the American History magazine Vol.32 #2 May/June 1997, written by James T. Gay, titled: <i>Rebuilding War torn Europe: American Marshall Plan</i>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7th Week of the 3 rd marking period	Chapter 36 American Zenith Diplomatic strategies and policies and the Eisenhower years, Spirit of Geneva, New Look policy, Military Industrial State, Red Scare, and McCarthyism, Hungarian Revolt, Space Race, Suez Canal crisis, U2 program, Conformity and consensus, social critics, non-conformists, the affluent society, and emergence of the modern civil rights movement.	6.1.12.C.12.a 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.c 6.1.12.D.12.d 6.1.12.CS.12 6.1.12.A.13.b 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.b 6.1.12.D.13.b 6.1.12.D.13.c 6.1.12.D.13.d 6.1.12.D.13.f 6.1.12.CS.13 6.1.12.A.14.b 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.D.14 6.1.12.CS 14 6.1.12.A-D 15 6.1.12.CS 15 6.1.12.A-D.16 6.1.12.CS.16	Students will understand, analyze, synthesis different sources to evaluate the effect the Eisenhower's presidency had on domestic and foreign affairs.	Homework, Notebook, Teacher Q/A Essay Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Students will write a memo to Eisenhower reflecting the opinions of one of the key individuals involved in the domestic and foreign policy of the United States from 1945 to 1953. Students will then participate in a round table discussion providing guidance to President elect Eisenhower on how to deal with the key domestic and foreign policy issues of the time. <u><i>American Spirit</i></u> Read Chapter 36 complete questions

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8 th Week of 3 rd marking period.	Chapter 37: Stormy Sixties: Cold war confrontations: Asia, Latin America, and Europe, Recommitment to containment policy under Kennedy and Johnson, New Frontier, Civil Rights movement expanded, Civil rights acts of 1965, 67, 68, Great Society, Development of the Counterculture, Feminism, and anti war movements.	6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.C.12.a 6.1.12.C.12.c 6.1.12.D.12 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.b 6.1.12.D.13.c 6.1.12.D.13.d 6.1.12.D.13.e 6.1.12.D.13.f	Students will understand, analyze and synthesize various sources to evaluate the social, political , economic, and foreign policy decisions influence on the US and the World .	Homework, Notebook, Teacher Q/A Essay (use documents) Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	One document based essay. <i>Project Stones of the 50's, 60's, and 70's</i> (students will create obituary, present a eulogy and design a tombstone for the individual they are assigned). <u><i>American Spirit</i></u> read Chapter 38 complete questions
9 th Week of the 3 rd Marking period	Chapter 38 Challenges to the Power war Order: Economic downturn and stagflation, Nixon's New Federalism, Watergate, Ford's Pardon, Energy Crisis, Carter's election and increased inflation, Environmentalism and Industrial toxins, Superfund, end of American involvement in Vietnam, Détente, Middle East and crisis, SALT I and II, Iranian Crisis and the Limits of a Superpower.	6.1.12.A.14.c 6.1.12.A.14.f 6.1.12.A.14.g 6.1.12.A.14.h 6.1.12.B.14.a 6.1.12.B.14.b 6.1.12.B.14.c 6.1.12.D.14 6.1.12.A-D.15 6.1.12. A-D16 6.1.12.CS 12	Students will understand, analyze and synthesize various sources to evaluate the social, political, economic, and foreign policy decisions influence on the US and the World.	Homework, Notebook, Teacher Q/A Essay	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	One free response question essay <u><i>American Spirit</i></u> and read chapter 39 complete questions Read <u>Taking Sides: Clashing Views on Controversial Issues in American History Vol. II</u> Number 15 Yes NO civil rights success. Read <u><i>American Issues : a Documentary Reader</i></u> chapter 27 answer questions (Read handout from the American History magazine Vol. 38 #3 August 2003, written by Robert Dallek, titled; <i>John F. Kennedy Civil Rights Quandary</i>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
10 th Week of the 3 rd Marking period	Chapter 39: Resurgence of Conservatism: Reagan Revolution, Reganomics, Materialistic generation, “tech” age, “Crash of 87” Savings and Loan crisis, shrinking middle class, resurgence of Cold War, Iran Contra, Regan’s Star Wars initiative, rise and fall of Mikhail Gorbachev, End of the Cold war, Persian Gulf War, Bush’s domestic agenda, Election of Bill Clinton, Republican control of Congress and the “Contract with America	6.1.12.C.12.c 6.1.12.D.12.a 6.1.12.D.12.b 6.1.12.D.12.c 6.1.12.D.12.d 6.1.12.B.13.b 6.1.12.C.13.c 6.1.12.D/13.f 6.1.12.A-D14 6.1.12.A-D 15 6.1.12.A-D.16 6.1.12.CS.12-16	Students will understand, analyze and synthesize various sources to evaluate the social, political, economic, and foreign policy decisions influence on the US and the World.	Homework, Notebook, Teacher Q/A Essay	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	One free response question essay <i>American Spirit</i> and read chapter 40 complete questions
1 day in the last week of the 3 rd marking Period	Chapter 40: American Confronts the Power War Era Politics of in a multicultural society, Globalization and the US economy, domestic and foreign terrorism, environmental issues in a global context, and goals of current foreign policy		Students will understand, analyze and synthesize various sources to evaluate the social, political, economic, and foreign policy decisions influence on the US and the World.	Homework, Notebook, Teacher Q/A Essay (use documents)		Benchmark # 3 On Edconnect (Diagnostic) Read chapter 41 and outline it
4 th Marking Period. 1-3 Week of the 4 th Marking Period.	Chapter 41 Review 1-23 and Test Preparation		Students will develop an understanding on how to prepare for the AP test by review past chapters.			Review: Two week review of themes of Colonial Development to Reconstruction; Week one <u>Fast Track to a 5: Preparing for the AP US History Examination</u> chapters 1-5, Week two <u>Fast Track to a 5: Preparing for the AP US History Examination</u> Chapters 6-9. Test Preparation: Two weeks to take two whole practice exams in class and review results. Students will write 4 FRQ and 1 DBQ

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
<p>4th-10th Week of the 4th marking.</p> <p>1 day in the last week of the marking period</p>	<p>AP test and research paper- oral presentation</p> <p>Research paper presentations and final exam</p>		<p>Students will apply understanding of how to conduct historical research in order to develop a historical conclusion on the accuracy of a portrayal of a historical event.</p>	<p>Practice tests Project</p>	<p>Visual interpretation. Research Paper</p>	<p>Research paper and presentations: Students will review the techniques in constructing a research paper, review reliability of sources, use hard copy resources as well as electronic forms of material, create a bibliography and a works cited and finally will conduct a lesson on how he/she came to the conclusion he/she did using the research to justify his/her historical conclusion.</p> <p>Presentations: Students will present to the class their historical conclusions. Final Exam: 60% Research paper and 40% multiple choice test.</p>

VII. RESOURCES FOR FIELD TRIPS.

A. N J historic sites

1. Battleship New Jersey. (Camden) 866-877-6262 ext 145 or 106. www.battleshipnewjersey.org.
2. New Jersey State House. (Trenton) 609 633-2709. www.njleg.state.nj.us.
3. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. www.STATUERESERVATIONS.COM.
4. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. www.menloparkmuseum.com
5. <http://www.fieldtrip.com/NJ> field trips to historical museums in New Jersey
6. Navel Air Station Wildwood Aviation Museum. 500 Forrestal Rd. Cape May Airport. Rio Grande, NJ 08242 telephone number 609-886- 8787 or www.usnasw.org
- 7.. Drumthwacket Foundation (Princeton) (609) 683-0057 Visit governor's mansion for a day in life of governor foundation@drumthwacket.org
8. . Constitution Center. (1-215-409-6800) www.constitutioncenter.org. (Philadelphia)
9. US Holocaust Museum <http://www.ushmm.org/> (202) 488-0419 or group_visit@ushmm.org (Washington DC).
10. United Nations in New York, (1-212-963-8687 for groups 1-212-963-4440) email toursunhq@un.org or visit www.un.org/tours

B. Virtual trips

1. White house. <http://www.whitehouse.gov/history/whtour/>
2. World War I, WWII and Genocide <http://www.bbc.co.uk/history/worldwars/wwone/>

Atlantic City Public School African American History



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

African American History is a year-long course offered to seniors which examines the experiences of Africans throughout the world, with a focus on America. This course is a survey of African Americans in order for the student to understand the important contributions of this population to American History. African American History emphasizes the political, social, economic, and cultural issues from prehistory to the present. It must also be remembered that history, especially in the U.S., is not one particular group's history, but a collective history where diverse populations have influenced each other. This course stresses the racial, ethnic and cultural diversity of America.

II. RATIONALE

African American History offers the student the opportunity to learn more about the history of Africans in America, New Jersey and across the world. Students will learn to appreciate the use of geography, and the understanding of culture and history. The students will be equipped with the necessary skills to use various forms of information in order to develop conclusions on contemporary issues. This course is aligned with the *New Jersey African American History Curriculum Guide: Grades 9 to 12* and will fulfill the Atlantic City School District requirement for electives.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations

and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

IV. SOURCES

Textbook

Rubensien, African American History: A Cultural landscape. 11th Ed AP Pearson 2014

Supplemental Materials

From Slavery to Freedom: A History of African Americans by John Hope Franklin

Family, by J. California Cooper

Slave, by Mende Nazer

The Narrative of the Life of Frederick Douglass, by Frederick Douglass

Up From Slavery, by Booker T. Washington

Miseducation of the Negro, by Carter G. Woodson

Free at Last: The Struggle for Civil Rights (Perfection Learning)

Internet Resources

New Jersey Amistad Commission www.njamistadcurriculum.com

V: Scope and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
First Marking Period	Unit 1- The African Homeland (Prehistory- A.D. 1600)	6.1.12 6.6.12 6.1.12 A.1,2,3 6.5.12 A,B 6.6.12 D	<p>Explain how geography and history are linked.</p> <p>Familiarize students with the geographical, cultural and historical approaches to studying the past.</p> <p>Analyze the main characters in novel <i>Family</i> and discuss the social, political, and economic themes of the time period.</p>	<p>Map Quiz</p> <p>Map Quiz</p> <p>Shared Reading Journal Essay Quiz Exam</p>	<p>Map Skills</p> <p>Map Skills</p> <p>Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation</p>	<p>Introduction to Course Key Terms Map of Africa Geographical features of Africa.</p> <p><i>Family</i>, by J. California Cooper</p>
	Unit 2- Africans in the Americas (1500s-1700s)	6.1.12 A.1,2,3 6.5.12 A,B 6.6.12 A,B,D,E 6.1.12 A.1,2,3 6.2.12 A,B 6.5.12 A,B 6.6.12 A,B,D,E	<p>Examine the ancient kingdoms of Northern Africa and their contact with Europe.</p> <p>Discuss the trans-Saharan trade.</p> <p>Compare West African families with American families.</p> <p>Compare and contrast Bantu and Swahili cultures.</p> <p>Discuss cause and results of the Atlantic Slave Trade.</p> <p>Analyze the conditions of Middle Passage.</p> <p>Examine how the plantation system made slavery profitable in the Caribbean.</p> <p>Discuss the social status of the first Africans to arrive in Jamestown, Va.</p>	<p>Homework Maps Journal Essay Quiz Exam</p> <p>Homework Maps Journal Essay Quiz Exam</p>	<p>Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills</p> <p>Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills</p>	<p>Chapter 1. Egypt, Kush, Axum (c. 3200 B.C. - A.D. 800) Chapter 1 Activity Chapter 2. Great Empires of West Africa (500s- 1600) Chapter 3. The West African Heritage (500s- 1500s)</p> <p>Chapter 4. The Atlantic Slave Trade (1500- 1760's) Roots Part I and II- questions Chapter 5. The West Indies, First Stop for Africans (1500- 1760s) Chapter 5 Activity- Triangular Trade Chapter 6. Africans in the Thirteen colonies (1619- 1760)</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st -5 th weeks of Second Marking Period	Unit 3- African- Americans and a New Nation (1768- 1840s)	6.1.12 A.1,2,3 6.2.12 A,B,C 6.4.12 D,E,F 6.5.12 A,B 6.6.12 A,B,D,E	Examine African American participation in the American Revolution. Examine the Constitution and discuss the articles that pertain to African Americans. Analyze African American participation in the War of 1812.	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	Chapter 7. The American Revolution: Liberty for All? Primary Source: African Americans in the Revolutionary War Chapter 8. Forging a New Constitution (1787- 1799) Interpret Benjamin Banneker's Letter to Thomas Jefferson. Constitution Article I sections 2 & 9, Art. IV sec 2, Article V Chapter 9. Expanding the Nation (1779- 1840s) Chapter 10. The Tyranny of Slavery (1619- 1860) <i>The Narrative of the Life of Frederick Douglass</i> Movie: Solomon Northup's Odyssey Chapter 11. Armed Resistance to Slavery (1658-1860) Primary Source: Nat Turner's Rebellion Primary Source: David Walker's Appeal Internet Activity: Slave Rebellions in U.S. Chapter 12. Free African Americans in the North and South (1700s- 1860) Primary Source: American Colonization Society Primary Source: Free African Society Response to Colonization Group Activity: Celebration of the Principles of Kwanzaa.
	Unit 4- Free and Enslaved (1619- 1860)	6.1.12 A.1,2,3 6.2.12 A,B,C 6.4.12 D,E,F 6.5.12 A,B 6.6.12 A,B,D,E	Discuss the cruelties of slavery. Evaluate the daily life of an enslaved African American after 1800. Describe the laws that limited the liberty of free African Americans in the mid 1800's. Discuss the reaction of free African Americans to colonization in Africa. Analyze and Examine the Seven Principles of Kwanzaa	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6 th -9 th weeks of Second Marking Period	Unit 5- Challenges to Slavery (1800-1860)	6.1.12 A.1,2,3 6.2.12 A,B,C 6.4.12 D,E,F 6.5.12 A,B 6.6.12 A,B,D,E	<p>Discuss goals of the Abolition Movement.</p> <p>Examine how former enslaved African Americans participated in the Abolitionist Movement.</p> <p>Identify the risks associated with the Underground Railroad.</p> <p>List the contributions African American churches made to the anti-slavery movement.</p>	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	<p>Chapter 13. Abolitionists (1800- 1860) Primary Source: Sojourner Truth 'Ain't I a Woman' Movie: Uncle Tom's Cabin Chapter 14. Escaping from Slavery (1800-1860) Primary Source: The Underground Railroad in New Jersey</p> <p>Chapter 15. African- American churches: Agents for change (1878-1860) Chapter 15 Activity</p>
	Unit 6- Hope for a New Way of Life (1820-1880)	6.1.12 A.1,2,3 6.2.12 A,B,C,D 6.4.12 E,F,G,H 6.5.12 A,B 6.6.12 A,B,D,E	<p>Examine the Supreme Court decision in Dred Scott.</p> <p>Analyze the legal position of all African Americans as a result of the Dred Scott decision.</p> <p>Evaluate the causes and results of the Civil War.</p> <p>Interpret the Emancipation Proclamation.</p> <p>Discuss the benefits and disappointments of Reconstruction.</p> <p>Describe the role African Americans played in Reconstruction governments.</p> <p>Compare & contrast working conditions on the Great Plains.</p>	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	<p>Chapter 16. The Road to the Civil War (1820-1880) Primary Source: Dred Scott Decision Primary Source: John Brown's Speech in his defense Chapter 17. The Civil War and the end of Slavery (1861-1865) Movie: Excerpts from <i>Glory</i></p> <p>Chapter 18. The Promise and the Failure of Reconstruction (1865-1877) Primary Source: P.B.S. Pinchback</p> <p>Chapter 19. Miners, Farmers, and Cowhands (1849-1880)</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Third Marking Period	Unit 7- Freedom without Equality (1877-1910)	6.1.12 A.1,2,3,5,8 6.2.12 A,B,C,D,E 6.4.12 G,H,I 6.5.12 A,B 6.6.12 A,B,D,E	<p>Discuss the economic conditions of African Americans in the late 1800's.</p> <p>Examine the rights denied African Americans by law in the South.</p> <p>Discuss accomplishments in the business world of African Americans.</p> <p>Research educational institutions founded for African Americans.</p>	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	<p>Chapter 20. African-Americans in the New South (1877-1910) Primary Source: Plessy vs. Ferguson Shared Reading: Up From Slavery</p> <p>Chapter 21. Living in the Jim Crow World (1877-1910) Primary Source: Booker T. Washington's <i>Atlanta Compromise</i> Biography Activity: Madame C.J. Walker</p> <p>Chapter 22. Advances in Education, the Arts, and Science (1877- 1910) Posters: HBCU's individually assigned</p>
	Unit 8- Protest and Hope in a New Century (1900- 1941)	6.1.12 A.1,2,3,5,8 6.2.12 A,B,CD,E 6.4.12 H,I,J 6.5.12 A,B 6.6.12 A,B,D,E	<p>Analyze how W.E.B. Dubois viewed the relationship between African Americans and White Americans.</p> <p>Infer the direction members of the Niagara Movement planned to take in the early 1900's.</p> <p>Review early struggle for civil rights.</p> <p>Discuss the conditions sharecroppers faced in the South which led to the Great Migration.</p> <p>Interpret a map showing African American migration during the years of 1910-1920.</p> <p>Discuss why African Americans became attracted to Black nationalism.</p> <p>Discuss how Garvey's plan differed from DuBois and Washington.</p>	Homework Maps Journal Essay Quiz Exam DBQ's	Journals Map Skills Essay Writing Direct/Shared Read Visual Interpretation Graphs/Charts Use of Technology Note taking Skills	<p>Chapter 23. The Civil Rights Struggle (1900-1941) Souls of Black Folk excerpts Primary Source: Niagara Movement reading New Voices of Protest packet</p> <p>Chapter 24. The Great Migration (1915-1930) Great Migration packet Activity #24</p> <p>Chapter 25. Black Nationalism (1916-1929) Marcus Garvey Biography and questions Primary Source: The Back to Africa Movement 1922 Marcus Garvey's Economic Plan</p> <p>Chapter 26. The Harlem Renaissance (1920-1930) Chapter 27. The Great Depression and the New Deal (1929-1941)</p>

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Atlantic City Public School

Criminal Justice in America



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

This course will expose students to the elements of the criminal justice system: police, courts, and corrections. It will allow students to explore the system in a positive way, by allowing students to come in contact with people who work in the system in a non-threatening atmosphere.

II. RATIONALE

Students will learn the purpose, role, tasks, organization, and levels of the system through research. After completing the course, students will have a better understanding of how the criminal justice system works today and be able to make proper evaluations as to what direction it should go in the future.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments

IV. SOURCES

Textbook

Title: Introduction to Criminal Justice, Tenth Edition

Publisher: Wadsworth Group/Thomas Learning

Published Date: 2006

Authors: Senna, Joseph and Larry Siegel

Other Course Materials

Atlantic City Press.

V. Scope and Sequence:

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st Marking Period	The Nature of Crime, Law, and Criminal Justice		<p>Students will identifying, analyzing, and evaluating different crime classifications.</p> <p>Students will demonstrate an understanding of crime and victimization by identifying violent crime in the United States.</p> <p>Students will demonstrate an awareness of role and function of the different levels of our courts and judiciary.</p>	Homework. Classwork Quiz Test Projects	Direct reading Shared reading Note taking, OEQ Visual interpretations Technology	

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 nd marking period.	<p>The Police and Law enforcement.</p> <p>Courts and the Judiciary</p>		<p>Students will become cognizant of the history and organization of the law enforcement in the United States</p> <p>Students will understand the possible employment opportunities available in the criminal justice field</p> <p>Students will develop an awareness of the role and function of the different levels of our courts and judiciary.</p>	<p>Homework.</p> <p>Classwork</p> <p>Quiz</p> <p>Test</p> <p>Projects</p>	<p>Direct reading</p> <p>Shared reading</p> <p>Note taking,</p> <p>OEQ</p> <p>Visual interpretations</p> <p>Technology</p>	

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 rd Marking Period	Courts and the Judiciary		<p>Students will assess the roles of the prosecutor, defense and judiciary</p> <p>Students will identify, analyze and evaluate punishment and sentencing in the US</p>	<p>Homework.</p> <p>Classwork</p> <p>Quiz</p> <p>Test</p> <p>Projects</p>	<p>Direct reading</p> <p>Shared reading</p> <p>Note taking,</p> <p>OEQ</p> <p>visual interpretations</p> <p>,</p>	

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 th Marking Period	Corrections		<p>Students will analyze the history of corrections and possible employment opportunities in this field</p> <p>Students will become cognizant of the history and nature of the juvenile justice system.</p>	<p>Homework.</p> <p>Classwork</p> <p>Quiz</p> <p>Test</p> <p>Projects</p>	<p>Direct reading</p> <p>Shared reading</p> <p>Note taking,</p> <p>OEQ</p> <p>visual interpretations</p> <p>,</p>	

Atlantic City Public School

Modern European Advanced Placement



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

In the Advanced Placement European History course, students acquire a knowledge of the basic events and movements that occurred in Europe during the time period from approximately 1450 to the present. These events and movements are explored through three themes: intellectual and cultural history, political and diplomatic history, and social and economic history. In addition, students learn how to analyze historical documents and how to express their historical understanding in writing.

II. RATIONALE

Students study the history of the Western and non-Western world with a major focus on the growth and development of contemporary civilization. This is a specialized course designed to challenge the student and to meet the requirements of the European History AP Examination. This course offers the student the ability to receive advanced college credits dependent upon their score on the AP Exam in accordance with AP and University standards. It will also comply with State Standards

NJCCC STANDARDS (LCS)

9.1.12.A Income and Careers

9.1.12.B Money Management

9.1.12.C Credit and Debt Management

9.1.12 D Planning, Saving and Investing.

9.1.12 E Becoming a Critical Consumer.

9.1.12 F Civic Financial Responsibility.

9.1.12 G Insuring and Protecting

9.2.12 C Career Preparation

9.3.12 Career & Technical Education.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

IV. SOURCES

Textbook

Title: A History of Western Society: Since 1300

Publisher: Houghton Mifflin, 7th Ed.

Revised 8-08-2018

Published Date: 2002

Authors: McKay, John P., Bennett D. Hill, and John Buckler

Other Course Materials

Title: Sources of Western Tradition

Publisher: Houghton Mifflin

Published Date: 2006

Authors: Perry, Marvin, Joseph R. Peden and Theodore H. Von Laue

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
November-December	<p>V. Absolutism and Constitutionalism</p> <p>VI. Scientific Revolution & Enlightenment</p> <p>VII. Eighteenth Century Society</p>		<p>Distinguish between western and eastern serfdom.</p> <p>Understand the role the Mongol invasions, the boyar class, and the evolution of the Tsar in contributing to Russian absolutism.</p> <p>Observe how art reflects society as they learn about the baroque style.</p> <p>Understand the Enlightenment period in terms of how it was a decided change in the way of thinking and how it was influenced by the Scientific Revolution.</p> <p>Demonstrate how Enlightenment ideas spread throughout Europe.</p> <p>Discuss agricultural improvements in the Netherlands and England in the 17th and 18th centuries.</p> <p>Define “protoindustrialization.”</p> <p>Explain the putting out system of manufacturing in the countryside.</p> <p>Account for the dramatic population increase of the 18th century.</p> <p>Explain how European nations developed world trade during the 18th century.</p> <p>Examine the role of mercantilism in making England a powerful country.</p> <p>Discuss the consequences of European expansion on the common people.</p>			<p>Chapter 16 Chapter 17 Course Pack: James I: True Law and Free Monarchies Thomas Hobbes: Leviathan</p> <p>Chapter 18 Course Pack: Attack on Copernican Theory Letter to the Grand Duchess Christina and Dialogue Concerning The Two Chief World Systems: Ptolemaic and Copernican Kant: What is Enlightenment? Locke: Second Treatise on Gov’t Paine: Age of Reason Holbach: Good Sense Rousseau: Social Contract Beccaria: Of Crimes and Punishments Condorcet: Evils of Slavery Voltaire: A Plea for Tolerance</p> <p>Chapter 19</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December-January	VIII. French Revolution		<p>Distinguish between the causes of the American and French Revolutions.</p> <p>Define what 18th century liberals meant by the words “liberty” and “equality.”</p> <p>Explain the effects of the French Revolution on the common people of France and the areas of Europe incorporated into the French Empire.</p> <p>Examine the impact of the French Revolution on the status of women.</p> <p>Explain Napoleon’s rise to power.</p> <p>Examine the French Empire built by Napoleon.</p> <p>Identify the challenges and events that led to Napoleon’s downfall.</p>			<p>Chapter 21 Course Pack: Grievances of the Third Estate Bourgeois Disdain for Special Privileges of the Aristocracy Liberty, Equality, Fraternity Declaration of the Rights of Man And of Citizens Vindication of Rights of Woman Address to the National Assembly in favor of the Abolition of the Slave trade Petition of the Jews of Paris, Alsace and Lorraine to the National Assembly, January 28th, 1790 Republic of Virtue Levy in Mass Conspiracy of the Equals</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
January	<p>IX. Industrial Revolution</p> <p>X. Congress of Vienna</p> <p>XI. Revolutions of 1830 and 1848</p>		<p>Discuss the factors that led to the revolution in energy and industry, including the role of the steam engine in breaking the power ceiling.</p> <p>Explain the effects of the Industrial Revolution on people's lives.</p> <p>Discuss how the industrial Revolution reinforced the idea of woman's "separate spheres"- the household and child care.</p> <p>Analyze the positive and negative outcomes of the Industrial Revolution.</p> <p>Site examples of the important individuals who played a critical role in the Industrial Revolution.</p> <p>Enumerate the goals of the Congress of Vienna.</p> <p>Examine the lasting effects of the decisions made in Vienna.</p> <p>Examine the revolutions that swept through Europe in 1830 and 1848.</p>			<p>Chapter 22</p> <p>Chapter 23 Revolution Analysis</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
February	<p>XI. Impact of Urbanization</p> <p>XII. Nationalism</p>		<p>Explain how advances in public health and the development of public transportation systems improved health and sanitation.</p> <p>Discuss the diversity of the middle class and working class.</p> <p>Explain the strict moral code that skilled workers and members of the middle class tended to endorse.</p> <p>Understand the role of prostitution in the cities, and the continuing trend toward separate spheres of male and female life.</p> <p>Demonstrate the connections among industrialization, decreasing family size, and more intense care for children.</p> <p>Summarize Darwin’s theory of natural selection, Auguste Comte’s positivism, and the meaning of “realism” in 19th century European literature.</p> <p>Discuss how nationalism became a powerful force in many European states.</p> <p>Elaborate on the unification of Italy and Germany.</p>			<p>Chapter 24 Course Pack: Men, Women, and Sex and the Challenges of Cholera in Hamburg The Motives and Methods of Man: Origins of Species and Descent of Man</p> <p>Chapter 25 Course Pack: Is God Dead? And Crime and Punishment</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
March	XIV. World War I: Cause and Course		<p>Summarize the shifts in European systems that led to WWI.</p> <p>Discuss the role of nationalism and German aggression causing this war.</p> <p>Discuss the nature of trench warfare on the Western front.</p> <p>Identify the Allied Powers and Central Powers.</p> <p>Discuss the impact of war on the home fronts.</p> <p>Summarize how the demands of total war led to the collapse of the Russian state and to the eventual Bolshevik seizure of power in November 1917.</p> <p>Understand some of the reasons for Bolshevik victory in the ensuing civil war.</p> <p>Summarize the terms of the Treaty of Versailles and the reason for American failure to ratify it.</p>			<p>Chapter 27 Course Pack: Russo-Japanese War Genteel Women in the Factory and Women “Of a Very Low Type Racial Boundary in Imperial Britain” John Merriman</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April-May	XVII. Cold War & Contemporary Europe		<p>Explain what led Russia and the U.S. into the Cold War.</p> <p>Explain how Stalin, Churchill, and Roosevelt realigned Europe.</p> <p>Discuss how the Marshall Plan rejuvenated and devastated Europe.</p> <p>Discuss how the Common Market revitalized European economies.</p> <p>Analyze how the Arab world asserted itself after WWII.</p> <p>Summarize the social consequences of postwar prosperity in the West, including greater social mobility and equality and the further expansion of the welfare state.</p> <p>Understand the deep causes of the revolution in women's legal rights that took off in North America and Western Europe in the 1970s.</p>			Chapter 30
	XVIII. AP Exam		Prepare for AP Exam			

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
May- June	XIX. Final Research Paper					Research Paper

**Atlantic City Public School
Holocaust/Genocide Studies
(Currently being updated last revised 1-27-18)**



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

The curriculum of Holocaust/Genocide will utilize the NJ State curriculum designed in 2003 as the core focus of the course. The students will explore the following areas: The Nature of Human Behavior, Views of Prejudice and Genocide, The Rise of Nazism- Prelude to the Holocaust, From Persecution to Mass Murder: The Holocaust, Resistance, Intervention and Rescue, Genocide, and Issues of Conscience and Moral Responsibility. It is the intent of program to encourage the students to develop working understanding of the root causes of principles used by groups to commit genocide, the process in which the ideas evolve in to actions and recognize methods to prevent genocide. The Curriculum will use various resources and materials recommended by the NJ State Holocaust/ Genocide commission to instruct the students. Many of these resources are primary and are very graphic. Students will be made aware prior to taking the course of the sensitivity of the subject and emotions the instruction of the subject might cause them to feel as they learn the subject matter.

II. RATIONALE

The instruction of the Holocaust/Genocide is mandated to be infused throughout a New Jersey student's educational career, however it is not presented in a comprehensive course, rather small units that are related to the content taught at a particular time. This course allows students to study in a whole course setting the complex issue of genocide and the Holocaust. Students will be allowed to develop intricate knowledge of the steps that lead to a genocide, learn of the many genocide occurrences in the 20th Century and be able to develop strategies to prevent ones in the future. It is the goal of the course that the students who take the course can become community turnkey citizens and help our community be a more tolerant of each other.

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments

will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

IV. SOURCES

Title: **The Holocaust and Genocide: The Betrayal of Humanity 2ed 2003**

Publisher: New Jersey Commission on Holocaust Education.

Published Date: 2003



Authors: New Jersey Commission on Holocaust Education

Other Course Materials



The material below is all resources found at the New Jersey Holocaust and Genocide Commission.

<http://www.nj.gov/education/holocaust/curriculum/>

Italian Rescuers During the Holocaust

- [North American Genocide – Native American](#)
- [The Hitler Legacy](#)
- [The Nanking Massacre and Other Japanese Military Atrocities, The Asia-Pacific War – 1931-1945](#)
- [Genocide/Slavery Curriculum Guide](#)
- [Genocide in Darfur, Sudan - Instructional Guide](#)
- [Stalin and His Repressive Regime 1922-1953 High School Curriculum](#)
- The Cambodian Curriculum
 -  [The Killing of Cambodia](#)
(591 KB, PDF)
 -  [Using Memoirs to Meet Content Standards](#)
(677 KB, PDF)

Revised 8-08-2018

-  [The Forced Famine In Ukraine](#)
(773 KB, PDF)
-  [The Great Irish Famine](#)
(2.75 MB, PDF)
- [9/11 Curriculum](#)
- [Amistad Interactive Textbook](#)
- [Renate – A Jewish Child who Escaped Nazi Germany](#) (in German)
- [Renate – A Jewish Child who Escaped Nazi Germany](#) (in English)

V. Scope and Sequence

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Materials
1 st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	1.Students will discuss general theories of human nature and relate these theories to personal experiences.	Free response, MC, Discussion, Presentations Matching Tests, Quiz Research Papers - Projects	<p>Prior to your study of the Holocaust, reflect upon and discuss your view of human nature. 1. Read and discuss the article My Name is Adolf Eichmann</p> <p>2. Read article, Man’s Search for Meaning, by Viktor Frankl. Use the questions at the end of the article as a catalyst for writing your reflections in a journal; or conduct a discussion in a small group, reporting and discussing your group’s findings.</p> <p>3. Administer and discuss results of The Human Nature Survey.</p>	<p>Read Unit 1 Bruce, Lenny. “My Name Is Adolf Eichmann.” The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. Harry Furman, ed. New York: Anti-Defamation League, 1983</p> <p>Frankl, Victor. “Man’s Search for Meaning.” The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. Harry Furman, ed. New York: Anti-Defamation League, 1983. (READING #2)</p> <p>3. Furman, Harry ed. “The Human Nature Survey.” The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. New York: AntiDefamation League, 1983. (READING #3)</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Materials
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	1.Students will discuss general theories of human nature and relate these theories to personal experiences.		<p>Compare and contrast various theories of human nature reflected in the articles and excerpts that follow.</p> <ol style="list-style-type: none"> 1. The Prince, Niccolo Machiavelli 2. Man is Rational, John Locke 3. Man is Evil, Thomas Hobbes 4. Man is the Product of His Environment, B.F. Skinner <p>View the video or select excerpts from To Kill a Mockingbird, and discuss the impact of prejudice in the 1930's in the United States. What do the character traits of the main characters reveal about human behavior?</p> <p>Find theories and expressions reflected in the lyrics of modern music that relate to human nature. Share the lyrics and/or play the music for the class, and lead a discussion on what the lyrics seem to reveal about the views of human nature that are depicted. In addition to the following examples, you may identify your own.</p> <ol style="list-style-type: none"> 1. Pressure, by Billy Joel 2. Pieces of You, by Jewel 3. Doctor My Eyes, by Jackson Browne 4. Willing to Fight, by Ani De Franco 	<p>: 1. Chartock, Roselle, and Jack Spencer, Eds. The Holocaust Years: Society on Trial. New York: Bantam Books, 1978. 47-55. (READING #4)</p> <p>1. Harper, Lee. To Kill a Mockingbird. New York: Warner, 1982. Or, the video of the same title.</p> <p>1. Joel, Billy. The Stranger. Audio CD. Sony/Columbia.1998 (READING #5) 2. Jewel. Pieces of You. CD. Atlantic Recording Corp. 1996 (READING #6) 3. Browne, Jackson, Doctor My Eyes. CD. Elektra Entertainment Group: Division of Warner Brothers,1997. (READING #7) 4. Di Franco, Ani. "Willing to Fight." Living In Clip. Live Concert Album. Righteous Babe Records. 1997</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Materials
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	2. Students will examine aggression and cruelty as parts of human nature.		<p>A. Define aggressive behavior and provide examples to illustrate this definition, using the resources listed below. Express your view on whether aggressive behavior is a natural part of human behavior</p> <p>1. View the video or read the book Lord of the Flies, a popular novel of the 1950's, in which English school children are air-wrecked on an island and become involved in aggressive behavior</p> <p>B. Read Sources of Aggression and summarize the theories of aggression that are described and discuss which of these theories may be supported by your own observations.</p> <p>C. Discuss the dilemmas inherent in the following: a. The Mayor's Choice b. The Milgram "Shock" Experiment</p>	<p>1. Golding, William. "Beast from Water." Lord of the Flies. New York: Penguin USA, 1999.</p> <p>Watson, David, Gail Tregerthan, and Joyce Frank. "Sources of Aggression." Social Psychology. New York: Scott, Foresman and Co., 1984. (READING #8)</p> <p>4a. Furman, Harry, ed. The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. New York: AntiDefamation League, 1983. (READING #9) 4b. Milgram, Stanley. "The Milgram 'Shock' Experiment" The Holocaust and Genocide: A Search for Conscience—An Anthology for Students. Harry Furman, ed. New York: Anti-Defamation League, 1983 9-10 (READING #10)</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Materials
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	2. Students will examine aggression and cruelty as parts of human nature.		<p>D.Read the article Columbine Teens Found Validation In Reprogrammed Hi Tech Games and the poem written by an anonymous student from Columbine High School.</p> <p>Follow-up activities could include:</p> <ul style="list-style-type: none"> • Discuss with the class what the article suggests. • Write reactions to the poem and share these in small groups. • From the poem, write a resolution to inform and assist classmates in need. • Discuss whether computer games can contribute to the development of aggression and cruelty in young people. 	<p>“Columbine Teens Found Validation in Reprogrammed Hi Tech Games.” Response: Simon Wiesenthal Center World Report. Summer/Fall 1999. (READING #11)</p> <p>“Anonymous Poem by Columbine High School Student,” placed on the Internet (READING #12)</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	<p>2. Students will examine aggression and cruelty as parts of human nature.</p> <p>3. Students will examine the positive and negative behaviors associated with obedience, conformity and silence.</p>		<p>View the film Blue Eyed, based on Jane Elliot's experiment• What can you do to help end prejudice? and use the following questions as a guide for analysis, writing activities and/or discussion.</p> <ul style="list-style-type: none"> • What is being done to the people with the collar? Why? • How do you feel about what is happening to them? • At what personal cost has Jane Elliot done her work? • What effect did it have on her 3rd grade class in their adult life? • What does she say is the only thing that makes people change? • What can you do to help end prejudice? <p>In small groups, identify examples in your lives when obedience, silence and conformity have been beneficial to the individual, and when they have been beneficial to society. Group conclusions should be shared with the class followed by a teacher-led discussion.</p> <p>Read the lyrics, and/or listen to the song, <i>The Sounds of Silence</i>, by Paul Simon.</p> <ul style="list-style-type: none"> • Write your interpretation of the lines: "People talking without speaking, people hearing without listening." Discuss your interpretation with the class. • What is the "neon god to which people pray?" • Are the lyrics as relevant today as they were when Simon introduced this song in the 1960's? 	<p>Blue Eyed. Videocassette. San Francisco, CA: California Newsreel. (149 8th Street, Suite 420, San Francisco, CA 94103, 415-621-6196)</p> <p>Also the film on line https://www.youtube.com/watch?v=6gi2TOZdKVe</p> <p>"The Eye of the Storm" and to national attention for her blue eyed/ brown eyed classroom exercise.</p> <p>Group discussion</p> <p>Simon, Paul. <i>The Sounds of Silence</i>. Warner Bros., 1968. (Lyrics found in Furman, Harry, ed. <i>The Holocaust and Genocide: A Search for Conscience- An Anthology for Students</i>. New York: Anti-Defamation League, 1983. (READING #16))</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	3. Students will examine the positive and negative behaviors associated with obedience, conformity and silence.		<p>B. Discuss the consequences of silence as reflected in the following readings:</p> <p>1. <i>The Dying Girl That No One Helped</i>, by Loudon Wainwright. This is the classic story of Kitty Genovese who was assaulted and eventually murdered outside a New York apartment complex while neighbors took no action. Use the questions at the end of the reading as a guide.</p> <p>C. Examine the dangers of conformity and obedience practiced by cults through the following activities:</p> <p>View the video <i>Heil Hitler-Confessions of a Hitler Youth</i>. Identify and discuss the major factors that attracted young people to Hitler Youth and the feelings that are reflected in this video.</p> <p>Read the two <i>New York Times</i> articles on cults, using the following questions as guides for analysis and discussion:</p> <ul style="list-style-type: none"> • What did Heaven's Gate demand of its members that a mainstream religion would not? • How did Heaven's Gate practice mind control? • Account for the secrecy of the cult's activities. 	<p>1. Wainwright, Loudon. "The Dying Girl That No One Helped." <i>The Holocaust and Genocide: A Search for Conscience—An Anthology for Students</i>. Harry Furman, ed. New York: Anti-Defamation League, 1983. (READING # 19)</p> <p><i>Heil Hitler: Confessions of a Hitler Youth</i>. Videocassette. HBO, 1991. (30 minutes) Ambrose Video Publishing, 1290 Avenue of the Americas, Suite 2245, N.Y., NY 10019 View on youtube at https://www.youtube.com/watch?v=nNA8YlekBI</p> <p>Bruni, Frank. "Odyssey of Regimentation Carried Cult Over Decades." <i>The New York Times</i>. 29 March 1997, and "The Overview: Families Are Learning of 39 Cultists Who Died Willingly." <i>The New York Times</i>. 29 March 1997. (READING #23)</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1st Marking period	Self-discovery and various theories of human nature and behavior	Unit 1	<p>4. Students will recognize the positive behavior associated with acts of courage, integrity and empathy.</p> <p>5. Students will compare and contrast the behavior of perpetrator, victim, collaborator, bystander, resister and rescuer.</p> <p>6. Students will develop generalizations that reflect their individual views of human nature.</p>		<p>Drawing from the following sources, interpret the meaning of courage, integrity and empathy. Express your interpretation through a visual medium (poster, chart, PowerPoint, for example.)</p> <p>1. <i>Bystander's Dilemma Series</i>:</p> <ul style="list-style-type: none"> • Era of McCarthyism • Era of slavery • Youth gangs • Heidi's dilemma (See Reading #26) <p>Complete a project in which you depict community examples of people caring for others: examples may include soup kitchens, clothing drives, homeless, senior citizens, etc.</p> <p>A. Brainstorm and reach consensus on the meaning of the following terms using one or more of the sub-topics and resources listed:</p> <ol style="list-style-type: none"> 1. Perpetrator 2. Victim 3. Collaborator 4. Bystander 5. Resister 6. Rescuer <p>A. As a culminating activity to Unit I:</p> <ol style="list-style-type: none"> 1. Discuss your views about human nature. Do you believe that human beings are basically good or basically evil? 	<p><i>The Bystander's Dilemma—Thinking Skills and Values Exploration in the Social Studies.</i> Zenger. (READING #26) [Six (6) reproducible case studies, available from Social Studies School Service.]</p> <p>Teacher –student created resources.</p>

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 nd Marking period	<p>Students will understand that genocide is a possible consequence of prejudice and Discrimination</p> <p>Issues of Conscience and moral responsibility</p> <p>Students will analyze society's moral codes and assess issues of conscience and moral responsibility and their effect.</p>	<p>Unit VII</p> <p># 1</p> <p>#2</p> <p>#3</p> <p>#4</p>	<p>1. Students will analyze the concepts of responsibility, values and morality.</p> <p>2. Students will be able to differentiate between a crime and a war crime.</p> <p>3. Students will examine the organization and set up of the Nuremberg War Crimes Tribunal, and compare and contrast the sentences. Given to the 22 original Nazi defendants.</p> <p>4. Students will study and analyze the wider issues of conscience beyond the scope of the first set of Nuremberg Trials</p>			

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 rd Marking period	Issues of Conscience and Moral Responsibility	Unit VII #5 #6 #7 #8	<p>5. Students will assess the relationship between the Holocaust and the establishment of the State of Israel.</p> <p>6. Students will discuss individual and collective responsibility for the Holocaust.</p> <p>7. Students will evaluate the uniqueness and universality of the Holocaust.</p> <p>8. Students will assess the reality of attempts at Holocaust denial and formulate appropriate responses to such attempts within the principles of a democratic society.</p>			

Suggested Time line	Content Area	NJ HOL/Gen	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 nd Marking period		Unit VII # 9 #10 #11 #12	<p>9. Students will examine post-Holocaust persecution of Jews in Eastern Europe.</p> <p>10. Student will examine the impact of the Holocaust upon post Holocaust life of survivors, their children and their grand children.</p> <p>11. Students will reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society.</p> <p>12. Student will reevaluate their previous generalizations about human nature.</p>			

Atlantic City Public School Psychology- Advanced Placement



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

Psychology is the science of behavior. The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course offers an introduction to psychology (part II0 and prepares students to take the AP Psychology examination, which is administered in May. By achieving a successful score on the exam, students may receive credit and/or advanced placement for course work in college.

This course is designed to demonstrate how psychological methodology and theory may be used to understand and predict behavior, as well as to assist the student in applying conceptual knowledge to everyday situations. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

II. RATIONALE

Students examine the study of human behaviors. The course focuses on the development of humans from infancy to adulthood. This is a specialized course designed to challenge the student and to meet the requirements of the Psychology AP Examination. This course offers the student the ability to receive advanced college credits dependent upon their score on the AP Exam in accordance with AP and University standards. It will also comply with the NJ State Standards.

NJCCC STANDARDS (LCS)

9.1.12.A Income and Careers

9.1.12.B Money Management

9.1.12.C Credit and Debt Management

9.1.12 D Planning, Saving and Investing.

9.1.12 E Becoming a Critical Consumer.

9.1.12 F Civic Financial Responsibility.

9.1.12 G Insuring and Protecting

9.2.12 C Career Preparation

9.3.12 Career & Technical Education.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

Revised 8-08-2018

IV. SOURCES

Textbook

Title: AP SCIENCE OF PSYCHOLOGY

Publisher: McGraw Hill

Published Date: 2018

Authors: Laura King

Other Course Materials

Title:

Publisher:

Published Date:

Authors:

V. Scope and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September	<p>Chapter One History & Approaches</p> <p>Unit Two Research Methods</p> <p>Unit Three Biological Aspects of Psychology</p>	<p>Scientific Inquiry Domain 1.1-1.4 2.1-2.3</p> <p>Research Methods: Measurement Statistics 1.1-1.4 2.1-2.2 3.1-3.6</p> <p>Biopsychology Domain 1.1-1.5 2.1-2.3 3.1-3.3 4.1-4.3</p>	<p>A. Logic, Philosophy & History of Science B. Approaches 1. Biological 2. Behavioral 3. Cognitive 4. Humanistic 5. Psychodynamic 6. Sociocultural</p> <p>A. Experimental, Correlational, & Clinical Research B. Statistics C. Ethics in Research</p> <p>A. Physiological Techniques B. Neuroanatomy C. Functional Organization of Nervous System D. Neural Transmission E. Endocrine System F. Genetics</p>	<p>Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques</p>	<p>Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos</p>	<p>Chapter 1 page 2-23 Vocabulary Historical Perspectives Chart Case Study, “Michele”- group Chapter outline</p> <p>Chapter 2 pages 26-59 Vocabulary Research methods activity Ethics- group activity Normal Distribution chart</p> <p>Chapter 3 pages 61-99 Vocabulary Diagrams- Neuron Action potential Brain Neurotransmitter Handout Chapter Outline</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
November	Unit 6 Learning	Learning 1.1-1.3 2.1-2.4 3.1-3.2	A. Biological Factors B. Classical Conditioning C. Operant Conditioning D. Social Learning E. Cognitive Processes in Learning	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 6 pages 179-211 Vocabulary Pavlov Activity Classical Conditioning Critical Thinking- Operant Conditions Reinforcement Schedule Handout
	Unit 7 Cognition	Memory 1.1-1.3 2.1-2.4 3.1-3.5	A. Memory B. Language C. Thinking D. Problem Solving & Creativity			Chapter 7 pages 213-247 Vocabulary Levels of Processing Chart Retrieval Cues Chapter Outline
	Chapter 8 Testing & Individual Differences	Thinking 1.1-1.3 2.1-2.3 Language 1.1-1.2 2.1-2.3 3.1-3.2 Intelligence 1.1-1.3 2.1-2.3 3.1-3.2	A. Standardization & Norms B. Reliability & Validity C. Types of Tests D. Ethics & Standards in testing E. Intelligence F. Heredity/Environment & Intelligence G. Human Diversity H. Language I. Thinking J. Problem Solving			Chapter 8 pages 249-285 Vocabulary Problem Solving Strategies Maier Activity CQ Test Chapter Outline

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December	Midterm		Review for the Midterm	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Review of First Semester Exams and FRQ's

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
January	Unit 10 Motivation & Emotion	Motivations 1.1-1.4 2.1-2.4 Emotion 1.1-1.3 2.1-2.3 3.1-3.2	A. Biological Bases B. Theories of Motivation C. Hunger, Thirst, Sex, & Pain D. Social Motives E. Theories of Emotion F. Stress	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 10 pages 325-353 Vocabulary Theories of Motivation Handout Biology of Hunger Eating Disorder Chart “Testing Ekman’s Theory” Activity Physiological and Self-Report Measure of Emotion Motives in Conflict- Group Activity

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
March	Unit 15 Abnormal	Psychological Disorders 1.1-1.5 2.1-2.4	A. Definitions B. Theories of Psychopathology C. Diagnosis of Psychopathology D. Anxiety Disorders E. Somatoform Disorders F. Mood Disorders G. Schizophrenic Disorders H. Organic Disorders I. Personality Disorders J. Dissociative Disorders	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 15 pages 497-538 Vocabulary Psychological Disorder DSM IV-TR Axes DSM IV-TR Changes Group Activity- Diagnosing Disorder Chapter Outline

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April	Unit 16 Treatment of Psychological Disorders	1.1-1.3 2.1-2.6 3.1-3.2	A. Treatment approaches 1. Insight Therapies: Psychodynamic/Phenomenological Approaches 2. Behavioral Approaches 3. Cognitive Approaches B. Modes of Therapy 1. Individual 2. Group C. Community & Preventive Approaches	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter16 pages 532-557 Vocabulary Case Studies-Group Activity Handouts- Disputing Irrational Thoughts Diagnosing Mental Disorders Chapter Outline

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April/May	Unit 13 Social Psychology	Social Interactions 1.1-1.3 2.1-2.4 3.1-3.4	A. Group Dynamics B. Attribution Processes C. Interpersonal Perception D. Conformity, Compliance, Obedience E. Attitudes & Attitude Change F. Organizational Behavior Aggression/Antisocial Behavior	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 13 pages 431-465 Vocabulary “Theories Handout” Group Activity- “Bystander Effect” “Miligram Obedience Study” Chapter Outline
May	AP Exam Prep		Review of coursework for AP Exam			Practice Tests AP Exam

Atlantic City Public School
Introduction to Psychology
Currently being amended to new textbook



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

This academic psychology course is an introduction to the concepts, language and the techniques of the scientific study of human behavior.

II. RATIONALE

Students are introduced to the study of human behaviors. The course focuses on the development of humans from infancy to adulthood. This is an elective course and provides the student with 5 credit hours.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and **summative** assessments.

Revised 8-08-2018

IV. SOURCES

Textbook

Title: Thinking about Psychology 3e 2017

Authors: Charles T. Blair-Broeker and Randal M. Ernst

Other Course Materials

Title: Launch Pad for Thinking about Psychology (ebook)

Teacher Resources: Exam Maker Thinking about Psychology
CD with additional Resources

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September-November This area follows Textbook sequence	Unit One I. History of and Perspectives in Psychology II. Research Methods & Ethics III. The Biological Basis of Psychology IV. Sensation & Perception V. States of Consciousness	This Area needs to be aligned with the Standards for Psychology See State standards in lesson plans it is the very last listing.	<p>One page biography of a famous psychologist or in a sub-field of psychology</p> <p>Small group presentation discussing a specific school of thought in psychology.</p> <p>A series of activities will be completed to illustrate understanding of psychological research methods.</p> <p>Debate on the ethics involved in animal experimentation.</p> <p>Write a persuasive paper and defend in class.</p> <p>Create a neuron and demonstrate its function.</p> <p>Diagram of each of the five sense organs</p> <p>Dream/sleep charts will be kept and analyzed for seven days</p> <p>Discussion of altered states of consciousness.</p>	Need to make list of standard types of assessment and that goes here for every page. If there is a special assignment put next to sections for that assignment.	Need to make a list of standard strategies for each page, Power point. Special strategies needs to be aligned with area being used.	<p>Complete Modular 1 in Textbook</p> <p>Small group presentations</p> <p>Complete Modular 2 in Textbook Complete Modular 3 in Textbook</p> <p>Debate</p> <p>Website completion</p> <p>Complete Modular 4 in Textbook Class demonstration of human perception</p> <p>Complete Modular 6-7 Textbook Dream/sleep charts</p> <p>Complete Modular 8 in Textbook Research Paper Class presentation Experiment/Project on drug addiction Complete Modular 9-10 in Textbook</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December-January Needs to be adjusted to new Text breakdown of different stages of development comes before Learning, Memory Cognition and motivation	Unit Two I. Learning II. Memory III. Cognition IV. Motivation & Emotion		<p>Need to fill in objectives here Strategies were listed which was moved to that column</p> <p>.</p> <p>Analyze the basis of thinking, language, and intelligence.</p> <p>Interpret and analyze individual emotions and the motivations of these emotions.</p>		<p>Series of learning experiments</p> <p>Exploration of a website for further understanding of the memory processes</p>	<p>Learning experiments Modules 14-17 in Textbook</p> <p>Web-based activities</p> <p>Modules 23-25 in Textbook</p> <p>Modules</p> <p>Self-evaluations Module 22 in Textbook</p> <p>Modules 26-27in Textbook</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
February-March You might want to move this sequence to be unit two to follow textbook sequence	Unit Three I. Developmental II. Personality III. Social Psychology		Discuss and identify students own development. Explain personal development using a specific developmental theory. Autobiography incorporating developmental stages. Analyze nature v. nurture Discuss current controversial issues and present solutions to these problems. Mini-unit on racism, prejudice, and discrimination			Research Project- Gender and Sexuality Modules 11-13 in Textbook Module 20-21 in Textbook Autobiography Debate Module 18-19 in Textbook Research current issues

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April	Unit Four I. Health Psychology II. Psychological Disorders III. Treatment of Psychological Disorders		<p>Discussion of stress and how to reduce it in personal lives.</p> <p>Analyze and interpret case studies.</p> <p>View and critique films depicting mental illness.</p> <p>Discussion of advantages and disadvantages of various therapy techniques.</p> <p>Create a therapeutic plan for an individual with a specified psychological illness.</p>			<p>Module 35 in Textbook</p> <p>Movie Reviews Modules 30-32 in Textbook</p> <p>Modules 33,34,36 in Textbook</p> <p>Therapeutic Plan</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
May-June	Unit Five Final Project		<p>Develop a hypothesis on any psychological concept discussed throughout the school year.</p> <p>Devise a psychological experiment that will be conducted in order to test hypothesis.</p>			Final Project.

Atlantic City Public School Psychology- Advanced Placement



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

Psychology is the science of behavior. The purpose of the Advanced Placement Psychology course is to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. The course offers an introduction to psychology (part II) and prepares students to take the AP Psychology examination, which is administered in May. By achieving a successful score on the exam, students may receive credit and/or advanced placement for course work in college.

This course is designed to demonstrate how psychological methodology and theory may be used to understand and predict behavior, as well as to assist the student in applying conceptual knowledge to everyday situations. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology.

II. RATIONALE

Students examine the study of human behaviors. The course focuses on the development of humans from infancy to adulthood. This is a specialized course designed to challenge the student and to meet the requirements of the Psychology AP Examination. This course offers the student the ability to receive advanced college credits dependent upon their score on the AP Exam in accordance with AP and University standards. It will also comply with the NJ State Standards.

NJCCC STANDARDS (LCS)

9.1.12.A Income and Careers

9.1.12.B Money Management

9.1.12.C Credit and Debt Management

9.1.12 D Planning, Saving and Investing.

9.1.12 E Becoming a Critical Consumer.

9.1.12 F Civic Financial Responsibility.

9.1.12 G Insuring and Protecting

9.2.12 C Career Preparation

9.3.12 Career & Technical Education.

The course will also infuse where appropriate usage of technology through the NJSLs

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and **summative** assessments.

Revised 8-08-2018

IV. SOURCES

Textbook

Title: AP SCIENCE OF PSYCHOLOGY

Publisher: McGraw Hill

Published Date: 2018

Authors: Laura King

Other Course Materials

Title:

Publisher:

Published Date:

Authors:

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September	Chapter One History & Approaches	Scientific Inquiry Domain 1.1-1.4 2.1-2.3	A. Logic, Philosophy & History of Science B. Approaches 1. Biological 2. Behavioral 3. Cognitive 4. Humanistic 5. Psychodynamic 6. Sociocultural	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 1 page 2-23 Vocabulary Historical Perspectives Chart Case Study, “Michele”- group Chapter outline
	Unit Two Research Methods	Research Methods: Measurement Statistics 1.1-1.4 2.1-2.2 3.1-3.6	A. Experimental, Correlational, & Clinical Research B. Statistics C. Ethics in Research			Chapter 2 pages 26-59 Vocabulary Research methods activity Ethics- group activity Normal Distribution chart
	Unit Three Biological Aspects of Psychology	Biopsychology Domain 1.1-1.5 2.1-2.3 3.1-3.3 4.1-4.3	A. Physiological Techniques B. Neuroanatomy C. Functional Organization of Nervous System D. Neural Transmission E. Endocrine System F. Genetics			Chapter 3 pages 61-99 Vocabulary Diagrams- Neuron Action potential Brain Neurotransmitter Handout Chapter Outline

[illegible]

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December	Midterm		Review for the Midterm	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Review of First Semester Exams and FRQ's

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
January	Unit 10 Motivation & Emotion	Motivations 1.1-1.4 2.1-2.4 Emotion 1.1-1.3 2.1-2.3 3.1-3.2	A. Biological Bases B. Theories of Motivation C. Hunger, Thirst, Sex, & Pain D. Social Motives E. Theories of Emotion F. Stress	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 10 pages 325-353 Vocabulary Theories of Motivation Handout Biology of Hunger Eating Disorder Chart “Testing Ekman’s Theory” Activity Physiological and Self-Report Measure of Emotion Motives in Conflict- Group Activity

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
March	Unit 15 Abnormal	Psychological Disorders 1.1-1.5 2.1-2.4	A. Definitions B. Theories of Psychopathology C. Diagnosis of Psychopathology D. Anxiety Disorders E. Somatoform Disorders F. Mood Disorders G. Schizophrenic Disorders H. Organic Disorders I. Personality Disorders J. Dissociative Disorders	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 15 pages 497-538 Vocabulary Psychological Disorder DSM IV-TR Axes DSM IV-TR Changes Group Activity- Diagnosing Disorder Chapter Outline

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April	Unit 16 Treatment of Psychological Disorders	1.1-1.3 2.1-2.6 3.1-3.2	A. Treatment approaches 1. Insight Therapies: Psychodynamic/Phenomenological Approaches 2. Behavioral Approaches 3. Cognitive Approaches B. Modes of Therapy 1. Individual 2. Group C. Community & Preventive Approaches	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter16 pages 532-557 Vocabulary Case Studies-Group Activity Handouts- Disputing Irrational Thoughts Diagnosing Mental Disorders Chapter Outline

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April/May	Unit 13 Social Psychology	Social Interactions 1.1-1.3 2.1-2.4 3.1-3.4	A. Group Dynamics B. Attribution Processes C. Interpersonal Perception D. Conformity, Compliance, Obedience E. Attitudes & Attitude Change F. Organizational Behavior Aggression/Antisocial Behavior	Vocabulary Drills FRQ Exam Pop Quiz Scheduled Quiz Article Critiques	Class Discussions Lecture PowerPoint Note-taking Paired activities Group activities Videos	Chapter 13 pages 431-465 Vocabulary “Theories Handout” Group Activity- “Bystander Effect” “Miligram Obedience Study” Chapter Outline
May	AP Exam Prep		Review of coursework for AP Exam			Practice Tests AP Exam

Atlantic City Public School

SOCIOLOGY

Grade 12



Vision

The Atlantic City School District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data

Mission

The mission of the Atlantic City of Board Education is to produce and enhance an educational atmosphere that produces academic champions for all levels of our society through a highly responsive, community based school system, in addition to safeguarding and protecting our human and financial assets.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

SOCIOLOGY

1. OVERVIEW

Sociology is a year-long course offered to seniors to introduce students to the scientific study of society. Instruction of students should be centered on how past experiences may effect the student, their families, the community, and the world at present. The students can use those experiences to solve the problems of the future and explain conditions of the present, while acknowledging the influence of the past. Instruction in thinking strategies which lead to critical analysis of social, economic and political questions is of equal importance to content. Therefore, the process of inquiry is especially stressed in the classroom methodology and in written assignments.

II. RATIONALE

Sociology provides a unique perspective by focusing on the groups to which individuals belong rather than only on the individual. It deeply considers how social contexts influence both individuals and groups. In this way, it helps students to see the world through others' eyes, to increase their understanding of group dynamics, and to develop tolerance of differences. Sociology uses objective and data-driven scientific methods to study social interactions at multiple levels, from families and peer-groups to nations and global organizations.

III NJCCC STANDARDS

NJ: 2016 SLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NJ: Grades 11-12

Reading: History/Social Studies

Key Ideas and Details

NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain

Craft and Structure

NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Writing

Text Types and Purposes

NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1. Write arguments focused on discipline-specific content.

WHST.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

WHST.11-12.1b. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

WHST.11-12.1e. Provide a concluding paragraph or section that supports the argument presented.

NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.11-12.2a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

WHST.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.11-12.2d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

WHST.11-12.2e. Provide a concluding paragraph or section that supports the argument presented.

NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

WHST.11-12.3. (See note; not applicable as a separate requirement)

Production and Distribution of Writing

NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

National Council of Social Studies <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>

C3: C3 Framework for Social Studies (Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History)

C3: All Levels Appendix C: Sociology

The Sociological Perspective and Methods of Inquiry. College, Career, and Civic ready students:

D2.Soc.1.9-12. Explain the sociological perspective and how it differs from other social sciences.

D2.Soc.2.9-12. Define social context in terms of the external forces that shape human behavior.

D2.Soc.3.9-12. Identify how social context influences individuals.

D2.Soc.4.9-12. Illustrate how sociological analysis can provide useful data-based information for decision making.

D2.Soc.5.9-12. Give examples of the strengths and weaknesses of four main methods of sociological research: surveys, experiments, observations, and content analysis

IV. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their

proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

V. REQUIRED RESOURCES AND SUPPLEMENTAL MATERIALS

A. The text for this course is:

1. Benokraitis, Nicole V. SOC 5. Wadsworth Publishing.2016.

B. The following are supplemental material available for use in the class :

1. The Kite Runner – Khaled Hosseini
2. Honky – Dalton Conley
3. Slave – Mende Nazer
4. A Piece of Cake – Cupcake Brown
5. The Glass Castle – Jeanette Walls
6. The House on Mango Street – Sandra Cisneros

C. Useful internet sites:

1. www.ablongman.com/henslin.

VI Scope and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 1	I. What is Sociology /What is a Sociological Imagination?		<p>Examine what is meant by the broader social contexts that underlie human behavior, and how and why sociologists study these broader social contexts.</p> <p>Analyze the sociological perspective: what it is, what it offers, and why C. Wright Mills referred to it as “the intersection of biography (the individual) and history (the social factors that influence the individual).”</p>	<ul style="list-style-type: none"> -Quizzes -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Kahoot.it -Socrative.com 	<p>Chapter 1: Thinking Like a Sociologist</p> <p><u>-Discussion Topics:</u> Example; Analyzing sociological patterns in baby names, marriage/divorce rates, age expectancy rates, etc.</p> <p><u>-My Identity Project:</u> SWBAT create a PowerPoint/Google Slides presentation based on how they identify themselves through socializing factors such as; age, gender, religion, nationality, music, culture, language, etc. They attach pictures, music, and present for a grade.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 1	II. Why Study Sociology?		<p>Define and discuss science as application (the systematic methods used to obtain knowledge) and product (the knowledge and /or information that are obtained by those methods).</p> <p>Identify, understand, and make distinctions between the natural sciences and the social sciences.</p>	<p>Quizzes</p> <p>-Tests</p> <p>-Homework</p> <p>-Projects</p> <p>-Class Participation</p> <p>-Teacher Q/A</p> <p>-News articles analysis</p> <p>- Graded Assignments</p>	<p>PowerPoint/ Prezi presentations</p> <p>-Overhead projector</p> <p>-Class Discussions</p> <p>-Turn & Talks</p> <p>-Cooperative Learning</p> <p>-K-W-L Charts</p> <p>-Graphic Organizers</p>	<p>Chapter 1: Thinking Like a Sociologist</p> <p><u>-The Blind Men and the Elephant Activity:</u> See textbook for instructions</p> <p><u>-Song Analysis Project:</u> SWBAT will select 2 songs that address or have addressed social issues. They will then analyze both songs' lyrics in order to demonstrate an understanding of how society has been, or is, reflected in our music. They attach lyrics, music, and their analysis to a PowerPoint presentation and then present for a grade.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 1	III. Origins of Sociology		<p>Discuss the social changes and the changing social conditions that fostered the development of sociology as a distinct academic discipline in the middle of the nineteenth century.</p> <p>Identify and critique the sociological contributions of the following mid-to-late nineteenth and early twentieth-century European thinkers: Auguste Comte, Herbert Spencer, Karl Marx, Emile Durkheim, and Max Weber.</p> <p>Examine the history of sociology in North America from the late 1800s to the present while identifying the social contributions of the following American sociologists: Albion Small, George Herbert Mead, Ernest Burgess, Robert E. Park, Talcott Parsons, W.E.B. Dubois, and C. Wright Mills</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -Graphic Organizers -Kahoot.it -Socrative.com -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers 	<p>Chapter 1: Thinking Like a Sociologist</p> <p><u>-Field Observation #1:</u> Students will (1) observe 2 different social groups of students at ACHS (<i>before homeroom, during lunch, etc.</i>) (2) Will write a 1-2-page paper based observations (3) will take videos and /or pictures of each social group and attach them a PowerPoint/Google Slide Presentation (4) circle the location of the social groups on map (5) present your observations</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	IV. Theoretical Perspectives of Sociology		<p>Understand how and why levels of social integration affect rates on suicide and how Emile Durkheim's nineteenth-century study of suicide helped to demonstrate the ways in which social integration affects people's behaviors.</p> <p>Identify the three major theoretical perspectives in sociology – symbolic interactionism, functional analysis, and conflict theory – and describe the particular level of analysis, characteristics, viewpoints, and concerns associated with each</p> <p>Discuss “public sociology.” Do you think that social reform, rather than social science, has become the more dominant goal of sociology?</p>	<ul style="list-style-type: none"> -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p><u>-Utopian Creation Project</u> Students will design their “perfect society” and create visuals that describe what would it look like. Students will create their ideal government, laws, economy, religion, etc. as it pertains to their Utopian society. Students will present it for a grade.</p> <p><u>-3 Perspectives Collage Project</u> Students will create a collage poster identifying and illustrating the 3 sociological perspectives (functionalist, Conflict, and Interactionist). Additionally, they will be tasked to identify movie clips, videos, or songs that describes each perspective.</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 2	I. What is Culture?		<p>Examine culture, discuss its effects, and differentiate between material and nonmaterial culture.</p> <p>Understand what is meant by “culture shock” and provide examples of situations that may cause it</p> <p>Analyze “ethnocentrism” and “cultural relativism,” offer examples of both concepts, and list the positive and negative consequences of each.</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p>Chapter 3: Culture</p> <p><u>-How Has Culture Changed Project:</u> Students will answer a set of cultural questions and then interview a parent/guardian or teacher and ask them questions about how American culture has changed throughout the years. Students will record the interview on video and write an essay, comparing and contrasting both answers in essay form.</p> <p><u>Surveys:</u> Students will complete a survey that examines components of American society such as; food, music, values, etc. They will then survey students or teachers from a different culture and compare and contrast answers.</p> <p><u>Water: Film Analysis:</u> Students will watch, analyze, and write an essay on the Film: <i>Water</i>. Students will use cultural relativism to examine the Hindu tradition of prearranged marriages and treatment of widows.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 2	II. Components of Symbolic Culture		<p>Define and differentiate between gestures and language</p> <p>Analyze why language is the basis of culture, including why it is critical to human life and essential for cultural development.</p> <p>Understand the Sapir-Whorf hypothesis and provide examples of how language reflects and expresses thinking, perceptions, and experiences.</p> <p>Examine “values,” “norms,” “folkways,” “mores,” and “taboos”; provide examples of each and discuss their sociological significance.</p>	<p>Quizzes</p> <p>-Tests</p> <p>-Homework</p> <p>-Projects</p> <p>-Class Participation</p> <p>-Teacher Q/A</p> <p>-News articles analysis</p> <p>- Graded Assignments</p>	<p>-PowerPoint/ Prezi presentations</p> <p>-Overhead projector</p> <p>-Class Discussions</p> <p>-Turn & Talks</p> <p>-Cooperative Learning</p> <p>-K-W-L Charts</p> <p>-Graphic Organizers</p> <p>-Kahoot.it</p> <p>-Socrative.com</p>	<p>Chapter 3: Culture</p> <p><u>Slang Word Analysis Project:</u> Students will research the slang words of an assigned region and time period in history (1920s U.S. slang, 1800s Australian slang words, etc.) Students will create a poster comparing and contrasting these words and role-play them.</p> <p><u>Evolution of Written Language:</u> Students will examine how written language has evolved and predict how written language will be in the future. Students will examine how online and texting language has drastically changed. How will Snapchat, emojis, and GIFs will change the future of written language.</p> <p><u>Violating Social Norms Project:</u> Students will predict, observe, and record people’s reaction to a violation of social norms (folkways). Students will create a PowerPoint presentation that outlines their initial prediction and outcomes.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 2	III. Subcultures and countercultures, Cultural Universals, and Technology		<p>Compare and contrast dominant culture, subculture, and counterculture, providing examples of each.</p> <p>Explain what the terms “value clusters” and “value contradictions” mean. Offer examples of some value clusters and value contradictions in American society.</p> <p>Discuss the differences between “ideal” and “real” culture.</p> <p>Define and identify some cultural universals and discuss how carrying out universal human activities may differ from one group to another.</p> <p>Examine some current new technologies and talk about how they are changing social behaviors and relationships in the United States and around the world.</p> <p>Define and discuss cultural lag, cultural diffusions, and cultural leveling.</p>	<p>Tests</p> <p>-Homework</p> <p>-Projects</p> <p>-Class Participation</p> <p>-Teacher Q/A</p> <p>-News articles analysis</p> <p>- Graded Assignments</p>	<p>-PowerPoint/ Prezi presentations</p> <p>-Overhead projector</p> <p>-Class Discussions</p> <p>-Turn & Talks</p> <p>-Cooperative Learning</p> <p>-K-W-L Charts</p> <p>-Graphic Organizers</p> <p>-Kahoot.it</p>	<p>Chapter 3</p> <p><u>Subculture/Counterculture Presentation Project:</u> Students will research an assigned subculture/counterculture (Bodybuilders, Rastafarians, surfers, skaters, etc.) Students will examine their social norms, language, music, material culture, etc. They will then present their PowerPoint presentations for a grade.</p> <p><u>Subculture/Counterculture Presentation Project:</u> Students will research an assigned subculture/counterculture (Bodybuilders, Rastafarians, surfers, skaters, etc.) Students will examine their social norms, language, music, material culture, etc. They will then present their PowerPoint presentations</p> <p><u>Film Analysis: The Gods Must Be Crazy:</u> Students will watch the first few minutes of the film: The Gods Must Be Crazy and write an essay about whether their lifestyles were indeed improved by technology (glass bottle) or not</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 3	I. What is Human Behavior? – Socialization into the Self and Mind		<p>Discuss the ongoing debate over what determines human behavior: “nature” (heredity) or “nurture” (social environment), and cite the evidence that best supports each position.</p> <p>Understand what is Examine how studies of feral, isolated, and institutionalized children prove that social contact and interaction in essential for healthy human development</p> <p>Analyze how socialization is not only critical to the internalization of cultural norms, the development of cognitive activity, but also the development of emotions affecting not only how people express their emotions, but also what particular emotions they may feel.</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p>Chapter 4: Socialization</p> <p><u>Surveys:</u> Students will complete a survey that examines what the “true” nature of man is</p> <p><u>Feral Children Essay:</u> Students will conduct research and write an essay on an assigned “alleged” feral child case. Students will create a persuasive essay on the feral child’s authenticity by using their sociological perspective</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	II. Socialization into Gender		<p>Examine what is meant by gender socialization and how the family, media, and other agents of socialization teach children to act masculine or feminine based on their sex.</p> <p>Describe some of the “gender messages” in the family and mass media, and discuss how these messages may contribute to social inequality between men and women</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p>Chapter 4 Socialization <u>Debate</u> A class debate will take place arguing if gender is biological or socialized.</p> <p><u>Standards of Beauty Project</u> Students will conduct research as to what the standards of feminine beauty have been throughout history and how they have changed. They will also examine how these standards of beauty have been placed on society (media, magazines, books, etc.). students will print pictures or cut pictures from magazines to create a collage of the past and present standards of feminine beauty.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 3	III. Agents of Socialization		<p>List the major agents of socialization in American society, and talk about how each of these teach and influence people's attitudes, behaviors, and other orientations toward life.</p> <p>Examine the term "resocialization" and provide examples of situations that may necessitate it.</p> <p>Understand why socialization is a lifelong process and summarize the needs, expectations, and responsibilities that typically accompany different stages of life.</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p><u>Chapter 4 Socialization</u></p> <p><u>Commercials Analysis Project</u> Students will have to find 5 commonly seen commercials and examine how these commercials play a socializing role in society. Students will create a PowerPoint presentation, attach the commercials to the slide show, and will present their findings to the class for a grade.</p> <p><u>Socialization Diagram Activity</u> Students will compose a diagram that features a circle in the center that represents him/her. Around the circle, the student will list the various institutions that have had an impact on his/her development. Students will then draw 2 arrows between the circles that represent them and the social institutions. One arrow will be pointed from the circle to the institution and the other from the institution to the circle. The thickness of the arrow will represent the degree of influence the person has had on the institution or the influence the institution has had on the person</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	. What is Deviance?		<p>Examine the meaning of “deviance”, and understand why deviance is relative from a sociological perspective.</p> <p>Analyze why human groups need norms to exist and, consequently, develop a system of social control for enforcing norms.</p> <p>Describe some of the sanctions human groups use to enforce norms, including shaming and degradation ceremonies.</p> <p>Differentiate between biological, psychological, and sociological explanations of why people violate norms.</p>	<p>Quizzes</p> <p>-Tests</p> <p>-Homework</p> <p>-Projects</p> <p>-Class Participation</p> <p>-Teacher Q/A</p> <p>-News articles analysis</p> <p>- Graded Assignments</p>	<p>PowerPoint/ Prezi presentations</p> <p>-Overhead projector</p> <p>-Class Discussions</p> <p>-Turn & Talks</p> <p>-Cooperative Learning</p> <p>-K-W-L Charts</p> <p>-Graphic Organizers</p> <p>-Kahoot.it</p> <p>-Socrative.com</p>	<p><u>Breaking the Dressing Norm Project</u> Students will work in pairs. One student will “overdress” and the other will “underdress” while at a public location. Students will record the sanctions, both formal and informal, accompany being “underdressed” or “overdressed”.</p> <p><u>A Beautiful Mind Film Analysis</u> Students examine the specific deviant behaviors portrayed in the film, where these behaviors are portrayed sympathetically or unsympathetically, and what ultimately happens to the deviant character (or characters). Students will also examine the thematic implications of the at resolution, how representative or unrepresentative the film is of the way American society generally views deviant individuals.</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 4	II. Types of Deviance and Crime		<p>Examine the different ways street crime and white-collar crime are perceived by the public and treated by the criminal justice system.</p> <p>Discuss the reasons for and implications of “get tough” policies on crime in the United States.</p> <p>Address the ramifications of the growing prison population in the United States; examine how the way society addresses crime is related to the conflict perspective.</p> <p>Examine genders, social class, and racial-ethnic biases in the death penalty.</p> <p>Explain why crime statistics may be leading and should be interpreted with caution</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<ul style="list-style-type: none"> -PowerPoint/ Prezi presentations -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers -Kahoot.it -Socrative.com 	<p>Chapter 7: Deviance, Crime, and Social Control</p> <p><u>Observation Project:</u> Students will watch a television show that portrays deviant behavior, such as the Jerry Springer Show, “professional” wrestling, COPS, or another show that depict violence, infidelity, or unusual behavior. Analyze the behavior featured. Does it appear to be real or is it a fabrication for the purposes of entertainment? Assuming the behavior is real, what theory might be appropriate to explain the behavior featured in the selection viewed? Why is the American viewing public so preoccupied with such shows and behavior? If the student has the capability, they will show the video clip, edit it, and share with the class.</p>

Suggested Time line	Content Area	NJ CCCS	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	III. Controlling Deviance and Crime		<p>Differentiate between deviance and crime, describe the key characteristics of deviance. Describe, illustrate, and evaluate the functionalist, conflict, feminist, and symbolic perspectives on deviance.</p> <p>Identify and evaluate the criminal justice system's social control methods</p>	<ul style="list-style-type: none"> -Quizzes -Tests -Homework -Projects -Class Participation -Teacher Q/A -News articles analysis - Graded Assignments 	<p>PowerPoint/ Prezi presentations</p> <ul style="list-style-type: none"> -Overhead projector -Class Discussions -Turn & Talks -Cooperative Learning -K-W-L Charts -Graphic Organizers 	<p>Chapter 7: Deviance, Crime, and Social Control</p> <p><u>The Experiment Film Analysis</u> Students examine the socializing factors and specific deviant behaviors portrayed in the film. This film is based on the Stanford Prison Experiment</p>

Atlantic City Public School United States Government AP



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

I. OVERVIEW

This course encompasses the study of various institutions, groups, beliefs, and ideas that constitute US politics. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. The course also examines both specific countries and their governments and the general concepts used to interpret the political relationships and institutions found in virtually all national politics.

II. RATIONALE

US Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. This is a specialized course designed to challenge the student and to meet the requirements of the United States Government AP Examination. This course offers the student the ability to receive advanced college credits dependent upon their score on the AP Exam in accordance with AP and University standards.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

III. INSTRUCTIONAL STRATEGIES and ASSESSMENT

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Teachers will collaborate and plan around student data created from assessments. Students will be **formatively** assessed through short and long-term assignments including reading from the text and supplemental readings in order to complete group activities and individual assignments, as well as, group discussions. Students will utilize writing skills to demonstrate their proficiencies of the content matter for others to assess, such as, reports, portfolios, power point presentations, etc.. Other assignments will stress skills to enhance vocabulary, test-taking strategies and critical thinking and analytical skills. Integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students will be utilized in designing formative and summative assessments.

III. SOURCES

Textbook Wilson, American Government, AP Edition 2014

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Other Course Materials

The Lanahan Readings in the American Polity. edited by, Ann Serow and Everett C. Ladd. Baltimore: Lanahan Publishers, Inc, 2003.

We the People: The Citizen and the Constitution. edited by, Duane E Smith. Calabasas, CA: Center for Civic Education.

Lasser, William. *Perspectives on American Politics.* New York: Houghton Mifflin, 2004.

IV. Scope and Sequence:

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Sept	Unit One I. Constitutional Underpinnings of United States Government A. The Study of American Government B. The Constitution C. Federalism		*Discuss the political and economic circumstances at the time of the framing of the Constitution. *Understand the motivation of the framers. *Analyze the weaknesses of the Articles of Confederation *Explain the strengths of the Constitution. *Analyze Separation of power. *Discuss the nature and political impact of federalism *Explain the system of checks and balances.	Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion	Text Readings Chaps 1-3 pgs 2-75 Supplemental Readings -“Diversity in the Power Elite.” -“Federalist Paper 10” -Power Elite Project
Oct	Unit Two II. Political Beliefs and Behaviors A. American Political Culture B. Public Opinion C. Political Participation		*Understand the ideological beliefs people maintain regarding their government. *Explain political socialization. *Analyze public opinion and its impact on policy. *Understand how and why citizens vote the way they do. *Discuss the methods of political participation.	Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion	Text Readings Chaps 4-6 pgs 76-149 Supplemental Readings -“Democracy in America” -www.politicalcompass.org Assess political beliefs -Political Ideology Graffiti Poster

Oct-Nov	Unit Three III. Political Parties, Interest Groups, and Mass Media A. Political Parties B. Elections and Campaigns C. Interest Groups D. The Media		*Justify the reasons citizens disagree over political beliefs and behavior. *Explain what parties do how they operate. *Understand how political parties are organized. *Compare how political parties link citizens to government. *Summarize how they make the rules for elections. *Analyze what interest groups do and what makes them effective. *Critique the role of PACs and their impact on the political process. * ID the types of mass media. *Evaluate the purpose of mass media. *Research the impact of the media on the political agenda.	Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion	Text Readings Chaps 7-10 pgs 150-278 Supplemental Readings -“Why Americans Still Don’t Vote -Political Bias Project -Create an Interest Group
Dec-Jan	Unit Four			Discussions, Quizzes,	Direct/Shared Readings,	Text Readings Chaps 11-14 pgs 279-432

Feb-Mar	IV. Institutions of National Government A. Congress B. The Presidency C. The Bureaucracy D. The Judiciary	*Analyze the structure and function of the legislative branch, the executive branch, the judicial branch, and the bureaucracy. *Compare the structural and political interrelationships of the institutions of government. *Evaluate the connections between the national government, citizens, political parties, public opinion, elections, interest groups, and the states.	Tests, Writing Assignments	Note taking, Free response essay writing, Projects, Class Discussion	Supplemental Readings -“Congressional Women” -“Presidential Character” Create a perfect presidential resume.
	Unit Five V. Public Policy A. The Policy Making Process B. Economic Policy C. Social Welfare D. Foreign and Military Policy E. Environmental Policy	*Discuss the process of making public policy. *Evaluate citizen participation in policy making. *Assess the interactions between Congress, the courts, and the bureaucracy on policy making. *Analyze the impact of elections in policy making. *ID the participants in domestic and economic policy making. *Evaluate the limitations of domestic and economic policy making.	Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion	Test Readings Chaps 15-17 pgs 434-495 Chaps 20-21 pgs 552-600 Supplemental Readings -“The Other America” -“Tyranny of Kindness” Students will contact a public official regarding an issue they feel is important.
Mar-April			Discussions, Quizzes,	Direct/Shared Readings,	Text Readings Chaps 20-21 pgs 496-551

April-May	Unit Six VI. Civil Rights and Liberties A. Civil Liberties B. Civil Rights		<ul style="list-style-type: none"> *Evaluate substantive and procedural rights and liberties. *Assess the impact of the Fourteenth Amendment on rights and liberties. *Analyze the consequences of judicial interpretation on rights and liberties 	Tests, Writing Assignments	Note taking, Free response essay writing, Projects, Class Discussion	Supplemental Readings -“Gideon’s Trumpet” -“Simple Justice”
	Unit Seven VII. Review for AP Exam		<ul style="list-style-type: none"> *Utilize past AP Exams to review material taught in class. *Analyze answers of AP practice exams. *Discuss reasons for correct and wrong answers. 	AP Exam	Direct/Shared Readings, Free response essay writing, Class Discussion	<ul style="list-style-type: none"> *AP Exam Practice Tests *Score and Analyze Answers from Practice Tests.
May-June	Unit Eight VIII. Running Your Own Political Campaign		<ul style="list-style-type: none"> *Prepare to run for office at some level of the national, state, or local government. *Research topics that are issues at the chosen level of government. *Create advertisements to persuade people to vote for students in their election. 	Final Project		<ul style="list-style-type: none"> *Students will manage their own political campaign. -They will create a political platform, deciding on key issues to bring up in the election process. -Write at least two speeches that will explain their stance on two issues from their platform. -Create two campaign advertisements designed for radio, TV, or print.

Atlantic City Public School World History AP



Vision

The Atlantic City District recognizes the urgency to provide resources to improve instruction through exemplary and diverse practices which are monitored and analyzed through student achievement data. The District has the expectation that all students will achieve the Common Core State Standards at all grade levels

Mission

In order to meet the needs of all students, the District is committed to increasing students learning and improving teaching in the core academic subjects by using instructional strategies aligned with the Common Core State Standards and based on Scientifically Based Research. Parents will be active partners and key stakeholders with Atlantic City School District to support their student's intellectual, emotional physical and social growth.

Atlantic City High School Mission Statement

The mission of Atlantic City High School is to provide each student and staff member with a stimulating and challenging learning environment that promotes intellectual growth, creativity, respect for self and others, and physical and mental health. Our primary goal is that all students achieve their maximum potential as lifelong learners.

World History AP

I. OVERVIEW

World History AP is an academic, yearlong course with an emphasis on non-Western history. The course relies heavily upon college-level texts, primary source documents, and outside readings. Students will be required to participate in class discussions, and group and individual projects. A special emphasis will be given to historical writing through essay and document-based questions (DBQs). In addition, objective exams, simulations and integrated computer technology assignments will be given. The AP World History Themes will be utilized throughout the course: the relationship of change and continuity from 8000BCE to the present, the impact of interaction among and within major societies, the impact of technology, economics, and demography on the people and the environment, systems of social structure and gender structure, the cultural, religious and intellectual developments, and changes in functions and structures of states and in attitudes toward states and political identities including the emergence of the nation-state.

II. RATIONALE

Students study the historic, political, geographic, cultural and economic events that have shaped the contemporary world. This is a specialized course designed to challenge the student and to meet the requirements of the World AP Exam. This course offers the student the ability to receive advanced college credits dependent upon their score on the AP Exam in accordance with AP and University standards.

III. NJCCC STANDARDS 2014

The revised social studies standards provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. History: America in the World.** *All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.*
- **Standard 6.2 World History/Global Studies.** *All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.*

- **Standard 6.3 Active Citizenship in the 21st Century.** *All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.*

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The [essential questions](#) created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Organization of the Standards

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

- Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
- Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.

Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

The course will also infuse where appropriate the Careers Readiness Practices developed under NJCCC STANDARDS (LCS)

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence

The course will also infuse where appropriate usage of technology through the NJSLS

8.1 Educational Technology: All students will use digital tools to assess, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts:

8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.

8.1.2.A.2 Create a document using a word processing application.

8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of each.

8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual Environments (i.e. games, museums)

8.1.2.A.5 Enter information into a spreadsheet and sort the information.

8.1.2.A.6 Identify the structure and components of a database.

8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.

B. Creativity and Innovation

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

C. Communication and Collaboration:

8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

D. Digital Citizenship

8.1.2.D.1 Develop an understanding of ownership of print and non-print information.

E: Research and Information Fluency:

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

F. Critical thinking, problem solving, and decision making:

8.1.2.F.1 Use geographic mapping tools to plan and solve problems.

8.2 Technology, Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

A. The Nature of Technology: Creativity and Innovation

8.2.2.A.1 Define products produced as a result of the technology or of nature.

8.2.2.A.2 Describe how designed products and systems are useful at school, home or work.

8.2.2.A.3 Identify a system and the components that work together to accomplish its purpose.

8.2.2.A.4 Choose a product to make and plan the tools and material needed.

8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

B. Technology and Society:

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

C. Design:

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

D. Abilities for a Technological World:

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

E. Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a set of instructions) using a predefined set of commands (e.g., to move a student or character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug and algorithm).

IV. STRATEGIES

Students are required to write essays, work on analyzing and evaluating a variety of primary and secondary sources, prepare and present oral presentations, to use technology such as power point during presentations, and to complete a research paper. The student is **summative** assessed in a quarterly fashion in which each quarter has a minimum of four free response essays, one document based essay, three tests, three chapter quizzes and various homework assignments including, but not limited to, assessments of primary sources in, *The Human Record*, and creation of chapter outlines of the textbook. Students' grades are derived from essays (45%), tests (35%), quizzes (15%), and various homework assignments (10%). Students' final average is a cumulative grade established from the four marking period quarters and a final exam score. The final exam consists of a research paper and timed multiple choice test covering all of the areas taught during the school year.

V. REQUIRED SOURCES

A. Textbook

Title: The Earth and Its Peoples, AP Edition Volume II, 5th ed.

Publisher: Houghton Mifflin

Published Date: 2014

Author: Richard Bulliet et al.

B. Other Course Materials

Title: The Human Record

Publisher: Houghton Mifflin 5th Ed.

Published Date: 2009

Authors: Alfred Andrea and James Overfield

C. Useful internet sites:

1. www.nj-history.org This site provides interactive activities for the Revolutionary War, the Market Economy and the Progressive history that is devoted to the NJ experience. It has primary and secondary sources, as well as video and audio lectures.
2. www.mapquest.com This site allows the students to manipulate road maps in order to understand location and how maps are useful.
3. www.googleearth.com This allows the students to use and explore geography principals.
4. www.unitedstreaming.com This site provides video clips, visual and audio materials to be used in class.
5. www.learner.org/resources/ This site provides various lesson plans and resources to help the teachers achieve their goals.
6. www.jerseyhistory.org This site provides information about NJ resources.
7. www.fte.org/teachers/programs/history/lessons This site provides 16 different lessons using history to explain economic principles.
8. <http://historymatters.gmu.edu/www.taf> This web site is dedicated to showing you other web sites dedicated to specific areas of history. Each cite provided is reviewed and has a brief description of its attributes.

9. <http://www.digitalhistory.uh.edu/> This site has great resources on many US history topics. The site has primary sources, quizzes, games, videos, oral history and link..
10. <http://www.inmotionaame.org/home.cfm> This site is dedicated to the African American migration experience, Great primary sources, maps, photos, and lesson ideas.
11. <http://www.poeticwaves.net/> This site focuses on the Asian American experience in the late 1800's-1920's, poetry, timelines photos.
12. <http://international.loc.gov/intldl/fiahtml/fiahome.html> This site is dedicated to the French influence in development of the Continent – early 1900's. The site offers primary sources, literature, and descriptions of historical events.
13. <http://memory.loc.gov/ammem/gmdhtml/gmdhome.html> The ultimate primary map source site, great for cutting into power points and to develop skills.
14. <http://newdeal.feri.org/> This site covers FDR's new deal's impact on the people, primary sources, photos, oral history, and lesson plans.
15. <http://www.jimcrowhistory.org/> This site covers the origins- through the civil rights movement in 1960's. It contains interactive maps, primary sources and links to other cites.
16. <http://memory.loc.gov/ammem/naw/nawshome.html> This site provides primary sources of the women's rights movement from the 1800's into the 1900's.
17. <http://apcentral.collegeboard.com>. This site is the official site for College board material and provides data and old test material to be used within the class.

VI. SCOPE AND SEQUENCE:

The following topics will be covered in sequence.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st -5 th weeks of First Marking Period	I. Foundations A. Introduction B. World Geography and the Birth of Civilization <ol style="list-style-type: none"> 1. Location 2. Demography 3. Society C. Revolution in Thought and Religion <ol style="list-style-type: none"> 1. China 2. India 3. Hebrews 4. Greece 5. Africa D. New Patterns of Civilization <ol style="list-style-type: none"> 1. Movement 2. Collapse 3. Emergence 		Define the term "civilization." Analyze the relationship between river valley environments, irrigated agriculture, and the emergence of the earliest civilizations. Determine the locations and the time periods of Mesopotamian, Egyptian, and Indus Valley civilizations. Draw comparisons between the Mesopotamian, Egyptian and Indus Valley civilizations. Trace the development of social and political institutions and religious beliefs in river valley civilizations and understand the relationship between these institutions and beliefs and the natural environment. Examine the development of China's civilization and its intellectual history in the Shang and the Zhou periods. Understand the role of mutual interaction, warfare, and trade in the historical development of the civilizations of western Asia and northeast Africa. Describe the essential characteristics of the Minoan, Mycenaean, and Nubian civilizations, and appreciate both the influences of the older centers and the distinctive lines of development in these new societies. Analyze change over time in China, the Middle East, Nubia, and Greece in terms of the significance of their varying environments, the role of bronze, horses, and chariots, and the phenomenon of interdependence.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments <i>The Epic of Gilgamesh</i> <i>Confucius</i> <i>Hinduism: The Way of Devotion</i> <i>The Book of Genesis</i> <i>Three Funerary Texts</i> <i>Flavius Josephus, Against Apion</i> Essay Topics Compare the roles of women in the Celtic and Middle Eastern societies in the Iron Age. Explain how environment influenced the physical development of the human species. Compare the role of trade in the Egyptian, Mesopotamian, and Indus Valley civilizations.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6 th -8 th Weeks of First Marking Period	II. 1000-1450 Consolidation and Interaction A. Political Development in Asia and Europe <ol style="list-style-type: none"> 1. Feudalism in Japan 2. Early Middle Ages in Europe 3. Mongol Rule: From China to the borders of Europe B. Islamic Civilization at Home and Beyond <ol style="list-style-type: none"> 1. Classic culture 2. Religion and Society 3. Conflict with the West C. The High Middle Ages <ol style="list-style-type: none"> 1. Revival of Empire 2. European Society 3. Division of Christendom 		Identify the geographical locations and the fundamental characteristics and historical development of the Celts, the Israelite peoples, and the Phoenicians and understand the role of migrations in the development of these people. Compare the structure and the goals and analyze the wider influence of the Assyrian and Carthaginian empires. Describe and account for the different patterns of development of civilizations in the Western and Eastern Hemispheres. Understand the historical development and the economic basis of the Persian Empire. Discuss the religious and political justifications for kingship and the mechanisms that the Persians developed for successful administration of their extensive and diverse empire. Discuss the characteristics of the Islamic civilization including the Shari'a, the role of cities in Islam, intellectual life, and the roles of women and slaves. Analyze the significance and the both short and long term influence of Persian and Greek culture in the Mediterranean and Western Asian worlds. Discuss the political evolution of the Roman state from the Republic to the principate, paying particular attention to how change was related to growth of the empire and questions of land ownership. Describe the development of Christianity and to explain how it became the dominant religion of the Roman Empire.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments <i>Abu'l-Hasan Ali al-Mas-udi: Meadows of Gold</i> <i>Zhau Rugua: A Description of Foreign Peoples</i> <i>John Mandeville: Travels</i> <i>John of Monte Corvino, Letters to West</i> Essay Topics Examine the significant differences of similarities between the political systems of Egypt and Chinese. Compare the status of women in Islamic and Roman societies. Issues that you may want to keep in mind include family roles, legal status, and the institution of marriage. Discuss the most significant technological innovations of the medieval period. Analyze the roles of women in Mongol society and Mongol history.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8 th -10 th Weeks of First Marking Period	D. Africa 1. Great Empires of Western and Central Sudan 2. European Contact 3. Great Zimbabwe E. Civilization of the Americas 1. The Classic Period 2. Post Classic Period F. World Perspective 1000-1450 1. Technology 2. Cultural Exchange 3. Migration 4. Trade 5. The Plague 6. Gender		Define the term “Africanity” and explain the development of “Africanity” in terms of the Bantu migrations. Analyze the relationship between environment, transportation technology, and trade along the Silk Road, Indian Ocean, and trans-Saharan Trade. Analyze and be able to compare the emergence of the Olmec and Chavin civilizations. Understand the ways in which environment affected the development of the economies, politics, and culture of the various parts of the Americas. Discuss and describe the essential features of the classic-era and postclassic civilizations of Mesoamerica. Analyze the political and economic development of Western Europe during the medieval period and be able to undertake a critical analysis of the term “feudalism.” Compare the medieval Western society, politics, culture, and religion with those of the Byzantine Empire.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments <i>Seated Female Figure</i> <i>The Life of Charlemagne: The Emperor Himself</i> <i>“Frank-Land”: An Islamic View of the West</i> <i>A Moche Ceramic</i> <i>Pedro de Cieza de Leon, Chronicles</i> <i>Marco Polo: Description of the World</i> <i>William of Rubruck: Journey to the Land of the Tartars</i> Essay Topics How did trade in the Mediterranean differ from trade in the Indian Ocean? Explain and justify your position on the following statement: Native American societies were more in touch with and sensitive to their environment than the civilizations of Europe and the Middle East. Compare the effects of the Black Death in Europe and in the Islamic world.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st -4 th week of Second Marking Period	III. 1450-1750: The World in Transition A. The Rise of National Monarchies 1. Japan: Tokugawa 2. China: Ming and Ch'ing 3. India: Mughals 4. Middle East: Ottoman Empire 5. Africa: Songhai 6. Russia: Romanov Dynasty 7. England: Stuarts 8. France: Bourbons 9. Spain: Hapsburgs B. Conquest and Exploitation 1. Mercantilism 2. Spanish Empire in America 3. Africa and the trans-Atlantic slave trade 4. French and British Colonies in North America 5. Central Asia & Islamization		Analyze the Tokugawa political system and explain why and how the decentralized political structure contribute simultaneously to economic growth and to the weakening of the Tokugawa state. Explain the relationship between China's technological stagnation and its economic growth in the early Ming period. Discuss the construction of the Mughal Empire in India and the relations between Islam, Hinduism, and Sikhism. Determine the ways in which the Hundred Years War and the emergence of the "new monarchies" laid the foundations for the modern European state system. Discuss the concept of "land based empires" to analyze the territorial expansion, the economic and political structures, and the foreign relations of the Russian and Qing empires. Compare the routes, motives, and sailing technologies of those people who undertook global maritime expansion before 1450 to the routes, motives and sailing technologies of the Portuguese and Spanish explorers of 1400-1550. Describe and account for the Spanish ability to conquer a territorial empire in the Americas. Analyze the effects of the Atlantic system on African, European, and American societies and their environments. Create a comparative analysis of the economies and labor systems of the Portuguese, Spanish, French and English colonies	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Tokugawa Hidetada: <i>Laws governing the Military Households</i> Francesco Pegliotti: <i>The Practice of Commerce</i> Sultan Selim I: <i>Letter to Shah Ismail of Persia</i> Ibn Battuta: <i>A Donation to Those interested in curiosities</i> Sepulveda: <i>Democrates Secundus, Or The Just Causes of War Against the Indians</i> Nzinga Mbemba: <i>Letters to the King of Portugal</i> Peter the Great: <i>Edict and Decrees</i> Bartolome de Las Casas: <i>In Defense of The Indians</i> Joao dos Santos: <i>Eastern Ethiopia</i> Deliberations of the Tlaxcalan Municipal Council, March 1553 <i>A Mi'kmaq Elders Speech To French Settlers</i> <i>Encomienda Regulations in Paraguay</i> Essay: Prepare a comparative analysis of slavery in the Atlantic system and slavery in the Roman Empire.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
5 th -8 th Weeks of Third Marking Period	III. 1450-1750: The World in Transition (continued) C. European Enlightenment 1. Scientific Revolution 2. Enlightenment Impact: Government, Religion , and Society D. World Perspective 1450-1750 1. Religion and Philosophy: Neo-Confucianism, Deism, and Religious development in India 2. Art and architecture: Renaissance, African, and Asian 3. Gender: The Witch Craze 4. Agriculture, Trade, and commerce		Discuss the views of the Enlightenment thinkers. Analyze the impact Enlightenment ideals had on the expanding middle class. Discuss the changes made by the Enlightened despots. Analyze the impact the Enlightenment had on the American and French Revolution.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Marquis de Condorcet: <i>Sketch of the Progress of the Human Mind</i> Adam Smith: <i>The Wealth of Nations</i> English Bill of Rights Essay Topics Discuss the role Enlightenment thought and folk cultures played in the making of the 18 th century revolutions.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9 th -10 th Weeks of Third Marking Period	IV. 1750-1914 The Era of European Dominance A. Political Regulations in Europe and America <ol style="list-style-type: none"> 1. French Revolution 2. American Revolution 3. Wars of Independence in Latin America B. Eighteenth and Nineteenth Century Industrialization <ol style="list-style-type: none"> 1. Great Britain 2. Continental Europe 3. Meiji, Japan 		<p>Discuss and compare the course of the American, the French, and the Haitian revolutions and analyze the reasons for and significance of the different outcomes of these three revolutions.</p> <p>Describe the successes and shortcomings of the conservative reaction in the French revolution as seen in the actions of the Congress of Vienna and the Holy Alliance.</p> <p>Analyze the causes and results of agitation for the extension of democratic rights and national self-determination in Europe and the United States in the 19th Century up to the 1870.</p> <p>Analyze the causes and the process by which Latin American states gained independence.</p> <p>Analyze the cause of the Industrial Revolution in England, Europe and The United States.</p> <p>Describe the social,, environmental, and economic impact of the Industrial Revolution and make the connections between the impact of the Industrial Revolution and the ideological political responses.</p> <p>Discuss the causes and the accomplishments of the Meiji Restoration.</p>	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Cahier of the Third Estate of the City Paris Thomas Paine: <i>Common Sense</i> Bolivar's Dream for Latin America Advertisements and Illustrations from British Books and Periodicals English workers in Early Industrial Revolution Samuel Smiles, Self-Help & Thrift Sarah Stickney Ellis, The Wives of England Images of the West in Late Tokugawa and Meiji Japan Prints and Drawings, 1853-1887 Essay Topics Compare the role of women in the American and French Revolutions. .

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st -2 nd Weeks of Third Marking Period	IV. 1750-1914 The Era of European Dominance (continued) C. The European Challenge <ol style="list-style-type: none"> 1. Political Reform 2. Economic Advancement 3. Social Unrest D. Nationalism <ol style="list-style-type: none"> 1. Europe 2. Trans-Pacific (U.S., China, and Japan) 		Describe the development of new technologies and the world economy from 1850 to 1900 and make the connections between the developments and social change in the industrialized nations. Analyze the concept of nationalism and be able to give concrete examples of the development and uses of nationalism in Europe. Discuss the roles and weaknesses of the major nations of Europe from 1850-1900 Explain the role of the United States and Japan and compare these newly emerging powers with the European powers and with China.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Heinrich von Trietschke: <i>Extracts from History of Germany in the Nineteenth Century and Historical and Political Writings</i> Essay Topics Describe and analyze the development of a major city from about 1850-1900.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 rd -5 th Weeks of Third Marking Period	IV. 1750-1914 The Era of European Dominance (continued) E. Imperialism 1. New Imperialism 2. Africa 3. Ottoman Empire 4. India 5. China F. World Perspective 1750-1914 1. Urban transformation 2. Slavery and Serfdom 3. Marriage, Birth, and Population Explosion 4. Migration East and West 5. Capitalism, Socialism, and Labor 6. Racism 7. Gender 8. Western Thought		Discuss the roles of the technological change and market demand in the development of the “New British Empire.” Describe the development of new states and secondary empires in Africa and understand the relationship between these new states and secondary empires and the role of Europeans in the decline of the slave trade and the rise of the “legitimate trade” from 1750 to 1870. Analyze the concepts of “New Imperialism” and “colonialism” in terms of motives, their methods, and their place in the development of the world economy and the global environment. Discuss the scramble for Africa and use concrete examples to illustrate the process of colonization and reactions to colonization in Africa. Describe and analyze the reasons for and the results of reform in the Ottoman Empire. Analyze the development of the British rule in India, the contradictory policies (social reform vs. support of tradition) of the raj, and the significance of the Sepoy Rebellion. Analyze the external and the internal challenges that weakened the Qing Empire in the nineteenth century.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Ottoman Reforms in the Tanzimat Era Sultan Abdul Mejid, <i>Imperial Rescript</i> Ndansi Kumalo, <i>His Story</i> Essay Topics Compare and contrast the New British Empire to the British Empire prior to about 1750.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6 th -10 th Weeks of Third Marking Period	V. 1914-Present: Global Conflict and Change A. World War and Revolution 1. Seeds of War 2. Settlement and Aftermath 3. Russian Revolution B. Depression, Dictators and Democrats 1. The Great Depression 2. Soviet Experiment 3. German Democracy and Dictatorship 4. The New Deal 5. Japanese Militarism C. World War II 1. Road to War 2. The Holocaust 3. Global Impact of World War II		Discuss the social and political effects of the First World War in Europe, Africa, Asia, and the United States. Analyze the causes and significance of the Russian Revolution and Lenin's policies in the Soviet Union. Analyze the Stalinist Revolution and be able to describe Stalin's strategy for achieving rapid industrialization. Discuss the causes and consequences of the Depression and relate them to the rise of fascism in Italy and Germany. Interpret the causes and the consequences of the Second World War in Europe and in the Asia-Pacific theater. Describe and explain the significance of the changes in the character of warfare in the Second World War.	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Wilfred Owen, <i>Dulce Et Decorum EST and Disabled</i> Lenin, <i>What is to be Done?</i> Joseph Stalin: <i>The Results of the First Five-year Plan</i> Rudolf Hoss Henry L. Stimson: <i>The Decision to Use the Atomic Bomb</i> Essay Topics Compare the First World War with the American Civil War or with the Taiping Rebellion. Compare the causes and effects of the First and Second World War.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 st – 4 th Week of Fourth Marking Period	V. 1914-Present: Global Conflict and Change (continued) D. The West Since 1945 <ol style="list-style-type: none"> 1. The Cold War 2. Social Revolution and Changing Culture 3. Political Upheaval in Eastern Europe and the USSR E. Emerging Powers in Post War East Asia <ol style="list-style-type: none"> 1. China 2. Japan 3. Korea 4. Taiwan 5. Singapore F. Decolonization and the New Nationalism <ol style="list-style-type: none"> 1. Africa 2. Middle East 3. South and Southeast Asia 4. Latin America G. World Perspective:1914-Presents <ol style="list-style-type: none"> 1. Racism 2. Popular Culture 3. Social Revolution 4. Global Economics 5. Environment 6. Terrorism 7. Regional Conflicts 8. Religion 9. Gender 		<p>Describe the effects of colonial rule on Africa between 1900 and analyze the relationship between the effects of colonial rule, the World Wars, and the Depression, and the beginnings of the independence movement in Africa.</p> <p>Analyze the development of the Indian Independence Movement from 1905 to 1947 and be able to explain the roles of Mohandas Gandhi and of Muhammad Ali Jinnah.</p> <p>Discuss the broad outlines of the Mexican Revolution and the economic policies of the Lazaro Cardenas.</p>	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	Primary Source Documents/ Document Based Assessments Mohandas Gandhi: <i>Indian Home Rule</i> Lazaro Cardenas: <i>Speech To the Nation</i> Mao Zedong: <i>Report on an Investigation of the Peasant Movement in Hunan and Strategic Problems of China's Revolutionary War</i> Zand Dokht: <i>The Revolution that Failed Women</i> Nelson Mandela: <i>The Rivonia Trial Speech to the Court</i> World Bank: <i>World Development Reports 1978-2000</i> Essay Topics Compare the challenges and the processes of nation-building in African, Asian, or Latin American nations of your choice. Examine how the Cold War affected the development of weapons technology.

Appendix

Social Studies Assessment Schedule 2018-2019

Month	Dates	Assessment type	Assessment	Content Area
September	11 thru 14	Benchmark (diagnostic)	World Benchmark #1	World History all
		Benchmark (diagnostic)	US I Benchmark # 1	US I -all
		Benchmark (diagnostic)	US II Benchmark # 1	US II – all
October	22 thru 11-	Unit 1 test(Summative)	Unit 1 Renaissance and Exploration	World acd, hon, LRC
	15 thru 18	Unit Test(Summative)	Unit 1 Colonization to New Nation	US I acd, hon, LRC
	9 thru 12	Benchmark(diagnostic)	US II Benchmark # 2	US II acd, hon, AP
November	1 thru 16	Benchmark (diagnostic)	World Benchmark # 2	World History acd , hon
	1 thru 7	Benchmark (diagnostic)	US I Benchmark # 2	US I acd, hon, adv
	Oct 29 th thru 7	Unit Test(Summative)	Unit Test 1 Progressives-WWI	US II acd, hon LRC
December				

January	7 thru 16	Unit Test(Summative)	Unit Test 2 Enlightenment and Revolutions	World History acd, hon and LRC
	7 thru 16	Unit Test(Summative)	Unit Test 2 Articles of Confed to Constitution.	US I acd, hon , LRC
	14-24	Unit Test (midterm) (Summative)	Unit test 1 (Midterm) Colonization- Constitution	US I advanced
January	7- 18	Unit Test(Summative)	Unit Test 2 Post WWI and Great Depression	US I acd, hon, LRC
	14-24	Unit Test(Summative)	Unit Test 1 (Midterm) Reconstruction - GD	US II AP
February	25 thru 28	Benchmark (diagnostic)	US I Benchmark # 3	US I acd, hon, adv
March	18 thru 29	Unit Test(Summative)	Unit 3 Test Nationalism, Imperialism, WW1 and WW2	World History acd, hon, LRC
	18 thru 22	Unit Test(Summative)	Unit 3 New Nation – Civil War	US I acd, hon, LRC
	4 thru 15	Unit Test (Summative)	Unit 3 Pre WWII to Cold War Begins	US II acd, hon, LRC
	26 thru 29	Benchmark(diagnostic)	US II Benchmark # 3	US II acd, hon, adv

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April	1 thru 12	Benchmark(diagnostic)	World Benchmark # 3	World History acd, hon
May				
June	10 thru 14	Unit Test(Summative)	Unit Test # 4	World History acd, hon, LRC
	10 thru 14	Unit Test(Summative)	Unit Test # 4	US I acd, hon, LRC
	10 thru 14	Unit Test(Summative)	Unit test # 2 New Nation – Reconstruction	US I adv
	10 thru 14	Unit Test(Summative)	Unit Test # 4 New Frontier - Today	US II acd, hon, LRC
	10 thru 14	Unit Test (Summative)	Unit Test # 2 (Final) Great Depression - Today	US II AP

WORLD HISTORY PACING

Marking Period 1 (September 6- November 7) 41 days

Benchmark #1 and Social Studies Skills (1 week)
The Renaissance and Protestant Reformation (2 weeks)
European Exploration and Expansion (3 weeks)

Unit Test 1 (Renaissance and Exploration) October 22- November 2

The Enlightenment and the Scientific Revolution (3 weeks)
Benchmark #2 (November 1-16)

Marking Period 2 (November 13- January 24) 43 days

French Revolution (1 week)
American Revolution (1/2 week)
Industrial Revolution (1 week)
Revolutions in Latin America (1 week)

Unit 2 Test (Enlightenment and Revolutions) January 7-January 16

German and Italian Unification (1 week)
Imperialism (1 week)

Marking Period 3 (January 25- March 26) 41 days

Nationalism, Imperialism, Industrialization, and militarism (2 weeks)
World War I (2 weeks)
The Great Depression (1 week)
World War II (2 weeks)

Unit 3 Test (Nationalism, Imperialism, WWI, and WWII) March 18- March 29

Marking Period 4 (March 27- June 7) 45 days

End of Colonization (1 week)
Benchmark #3 (April 1-12)
The Cold War (3 weeks)
Technological Innovations (1 week)
Global Economy (1 week)
Final Review

Unit 4 Test- (Cold War- Present) Final Exam June 10-13 TBD

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United States History I Pacing

Marking Period 1 (September 6- November 7) 41 days

Benchmark #1 (2 days)

Project Citizen Introduction of Civic Responsibility (1 week)

****Project Citizen Groups and Topics chosen by end of MP 1**

Colonization and Settlement (2 weeks)

Unit 1 Test (Chapters 2-4) October 18- October 29

Shaping the New Nation (5 weeks)

Benchmark #2 (2 days) **November 1-7**

Marking Period 2 (November 13- January 24) 43 days

United States Constitution and the Bill of Rights (**Living Constitution**)/We the People (2 weeks)

Project Citizen (5 weeks)

Unit 2 Test Constitutional Philosophy and Structure (Civics) Chapter 5

January 11- January 16

Launching a New Nation (2 weeks)

Marking Period 3 (January 25- March 26) 41 days

Expansion and Reform (4 weeks)

Benchmark #3 (**February 25-28**)

The Civil War (4weeks)

Unit 3 Test (Chapters 6-11) March 18- March 22

Marking Period 4 (March 27- June 7) 45 days

Reconstruction (1-2 weeks)

Industrial Revolution (6 weeks)

Changes in Western Frontier

Urbanization

Immigration

The Gilded Age

Final Exam /Unit Test 12, 14-16 (June 10-June 13) TBD

Grades due June 14

June 17-21 Half -Day Schedule

United States History II Pacing

Marking Period I (September 6- November 7) 41 days

Benchmark #1 (1 day)

Review Social Studies Skills/ Urbanization/ Migration (1 week)

Progressive Era (4 weeks)

Benchmark #2 **October 9- October 12**

America as a World Power (1 week)

World War I (2 weeks)

Unit 1 Test (Chapters 17-19) October 29- November 7

Marking Period 2 (November 13- January 24) 43 days

Roaring Twenties (3 weeks)

Great Depression and the New Deal (3 weeks)

Unit 2 Test (Chapters 20-23) January 7- January 18

World War II (3 weeks)

Marking Period 3 (January 25- March 26) 41 days

World War II (1 week)

Postwar United States: The Cold War 1945- 1960 (2 weeks)

Postwar United States: Civil Rights and Social Change 1945-1960 (2 weeks)

Unit 3 Test (Chapters 24-27) March 4- March 15

Postwar United States: Domestic, economic and foreign policy 1960- 1970 (1 week)

Benchmark #3 **March 26-29**

Marking Period 4 (March 27- June 7) 45 days

Civil Rights Movement 1950-1970 (2 week)

Vietnam War and Southeast Asia 1960-1980 (1 week)

Civil Rights and Social Change: Latinos, women, Native Americans 1950-2010 (1 week)

Contemporary U.S.: Domestic Politics and Economics 1970- 2010 (2 week)

Contemporary U.S.: Foreign Policy 1980-2010 (2 week)

Unit Test (Chapters 28-34)

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