

# **Atlantic City Public School**

## **Curriculum of High School Social Studies Core Subjects and Electives**



### **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.

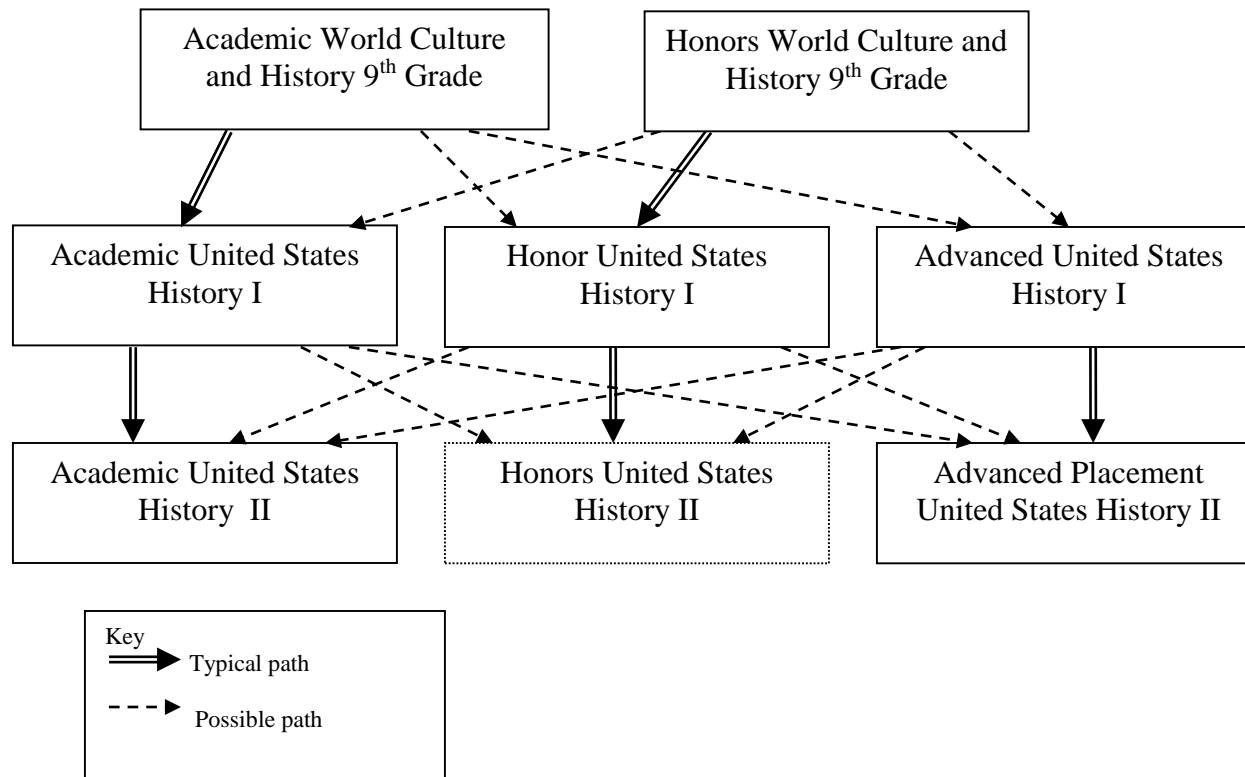
Human beings learn from the experiences that have happened to them in the past. Most people think about experiences that they have had that are similar to the one they are presently facing in order to determine what should or could be done. As it has been said 'wisdom comes with experience.' The purpose 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.

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



## Courses Offered at ACHS

Course Name	Course Number
World History Academic .....	2100
World History Honors .....	2110
US I Academic .....	2300
US I Honors .....	2310
US I Advanced.....	2301
US II Academic .....	2400
US II Honors .....	2410
US II AP.....	2401

### Electives

African American History.....	2561
Criminal Justice in America.....	2557
Economics AP.....	5701 (Currently be revised not complete)
European History AP .....	2501
Holocaust/Genocide .....	2700 (Currently be revised not complete)
Introduction to Psychology.....	2559
Psychology AP.....	2558
Sociology .....	2555 (Currently be revised not complete)
US Government AP.....	2601
World History AP.....	2602

# **Atlantic City Public School**

## **World Cultures and 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 21<sup>st</sup> 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.



#### **IV. STRATEGIES**

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Students will complete 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. At the end of each unit, the students will develop an alternative assessment to exhibit their mastery or proficiency of knowledge and skills taught.

#### **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](http://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](http://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

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. Holicaust 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](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](http://www.nbclearn.com)

## VI. Scope and Sequence

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> Week of First Marking Period	Four main themes of Social Studies	<p>Social Studies Table: Chronological Thinking, Spatial Thinking, Critical Thinking, Presentational Skill</p> <p>RH 9-10.2 RH 9-10.3 RH 9-10.4</p> <p>WHST 9-10.1 WHST 9-10.4 WHST 9-10.5</p>	<p>Evaluate Student Social Study Skill levels.</p> <p>Familiarize students with the civic, geographic, economic and historic approaches to studying the past.</p> <p>Explain how geography and history are linked</p> <p><b>Geography:</b> 5 themes of Geography, use geography skills to describe their environment, define the regions and map skills.</p> <p><b>Civics :</b> rights, responsibilities, purpose of government, forms of government</p> <p><b>Culture/ History:</b> define key terms and concepts, key cultural traits (family, religion, social hierarchy, education, value systems, economy), identify their local cultural traits, and develop skills in order to use primary and secondary sources to develop a conclusion.</p> <p><b>Economics:</b> define different economic systems and explain the influence of economic demands on geography, governmental decisions and culture.</p>	<p>Test</p> <p>Essay Homework Maps O.E.Q's Document-based Assessments</p>	<p>Benchmark</p> <p>Warm-up Exercise Direct/Shared Reading Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p>Benchmark # 1</p> <p>Nystrom Activity #1 Utilize desk maps to locate countries based on longitude and latitude degrees, equatorial scales and elevation.</p> <p>Text Chapter 1 Section 1 in class reading</p> <p>Text page 989; "The Universal Declaration of Human Rights" UN Resolution 1948</p> <p>Define: Monarchy (absolute, limited, constitutional), Republic, Democracy, Socialism, Communism, Totalitarian, Theocracy. <b>Honors:</b> Text page 967 "Aristotle: The Politics"</p> <p>Text Chapter 4 section 1 Text Chapter 2 Section 5 Text Chapter 6 Section 4 Text Chapter 11 Section 1</p> <p>Define: Traditional Economy, Market Economy, Centrally Planned Economies, and Mixed Economies, Barter system, feudal system, mercantilism, global market economy, imperialism.</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> -4 <sup>th</sup> Week of First Marking Period	<b>Early Modern Times (1350-1770)</b>  Ideas developed during the Renaissance, Reformation and Scientific Revolution led to political, economic and cultural changes that have had a lasting impact.	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	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.  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.	Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments	Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology	<b><u>Chapter 14/Chapter 1</u></b> 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 <b>** Honors- History Through Literature:</b> <i>The Prince</i> pp32-33  <b><u>NBC Learn:</u></b> 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	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> -7 <sup>th</sup> 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.</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>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p>	<p>Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p><b><u>Text Chapter 15 and 16/ Chapter 2 &amp; 3</u></b> Nystrom Atlas books pages 94-97 and Activity 43a and first section of 43b Nystrom Activity 45a-d Nystrom Activity 46a-d <b>** Honors -History through Literature- Broken Spears</b> pages 35-36 <b>Biography Activity:</b> <i>Francis Xavier Olaudah Equiano</i> <b>** Honors -Primary Source Activity:</b> <i>An Unusual Dinner</i></p> <p><b><u>NBC Learn</u></b> 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</p> <p><b><u>Text Chapter 18/Chapter 5</u></b> <b>Biography Activity:</b> <i>Voltaire</i> <b>Primary Source Activity:</b> Rousseau vs. Wollstonecraft <b>** Honors- History through Literature – Candide</b> pgs 39-40</p> <p><b><u>NBC Learn</u></b> Catherine the Great: Enlightened Despots Benjamin Franklin A Tribute to Thomas Jefferson Gen. Washington and the Continental Army</p>
8 <sup>th</sup> -9 <sup>th</sup> Weeks First Marking period	<p>Ideas developed during the Enlightenment led to political, economic and cultural changes that have had a lasting impact.</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>			

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
<p>Last Week of 1<sup>st</sup> Marking period</p> <p>1<sup>st</sup>-3<sup>rd</sup> Week Of Second Marking Period</p> <p>4<sup>th</sup> -6<sup>th</sup> Week of Second Marking Period</p>	<p>Benchmark assessment</p> <p>Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.</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</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>Students will demonstrate social studies Skills</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. Cite the reasons that Britain was the starting point for the Industrial Revolution. 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>Test</p> <p>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p>	<p>Test</p> <p>Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p>Benchmark #2 <b>Text Chapter 19/Chapter 6</b> <b>Primary Source Activity- <i>The Royal Family in Prison</i></b> <b>** Honors-History through Literature- A <i>Tale of Two Cities</i> pgs 41-42</b> <b>Biography Activity:</b> Maximilien Robespierre Nystrom Atlas book pages 100-105 <b>Map Activity: Napoleon's Empire</b> Text Nystrom Activity 50d</p> <p><b><u>NBC Learn</u></b> Debating the Legacy of the French Revolution <b>Text Chapter 20/Chapter 7</b> <b>Biography Activity:</b> Josiah Wedgewood <b>** Honors-History through Literature- <i>Mary Barton</i> pgs 43-44</b> Nystrom Atlas book p.98-99 <b>Viewpoint Activity: <i>Rules for Workers</i></b></p> <p><b><u>NBC Learn</u></b> Industrial Revolution gives rise to wealthy class Market Revolution Children in early Industrial America Eli Whitney's Invention</p> <p><b>Text Chapter 21 Sections: 2 and 3 infusing concepts from section 1 / Chapter 8</b> <b>** Honors- History through Literature- <i>Les Miserables</i> pgs 45-46</b> Nystrom Activity 50d <b>Biography Activity: Miguel Hidalgo y Costilla</b></p> <p><b>Text Chapter 22/Chapter 9 sections 1 and 3</b> <b>Primary Source Activity-<i>The People of Paris Earn a Living</i></b> <b>Biography Activity: Julia Cameron</b> <b>** Honors- History through Literature- <i>Pride and Prejudice</i> pgs 47-48</b></p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7 <sup>th</sup> -9 <sup>th</sup> Week of the 2 <sup>nd</sup> Marking period.	<p>Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform</p> <p>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.</p>	<p>6.2.12.A.3.c 6.2.12.C.3.b</p> <p>6.2.12.A.3.d 6.2.12.A.3.c 6.2.12.C.3.d 6.2.12.D.3.b</p> <p>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 <b>Af-Am 6.4.12 H</b> <b>Imm.6.4.12 I</b></p> <p>RH 9-10.3 RH 9-10.4 RH 9-10.9</p> <p>WHST 9-10.1 WHST 9-10.2 WHST 9-10.8 WHST 9-10.10</p>	<p>Examine how Bismarck unified Germany</p> <p>Describe the roles Cavour and Garibaldi played in the struggle for Italy.</p> <p>Examine the development of rights for Women and Labor Unions in GB</p> <p>Describe the impact of the Dreyfus affair and other challenges on the Third Republic.</p> <p>Outline the causes of the new imperialism.</p> <p>Identify forces shaping Africa in the early 1800s.</p> <p>Assess how British rule affected India.</p> <p>Trace the origins of Indian nationalism</p> <p>Enumerate trade rights westerners sought in China</p> <p>Summarize the main reforms under the Meiji.</p> <p>Analyze the impact imperialism had on Africa and Asia.</p>	<p>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p> <p>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p>	<p>Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p><b>Text Chapter 23/Chapter 10 sections 1,2 and 3</b> <b>Biography Activity: Guiseppe Verdi</b> <b>** Honors- History through Literature- <i>How I Found America</i> pgs 49-50</b></p> <p><b>Text Chapter 24/Chapter 11Sec 1, 2and 3</b> <b>Biography Activity: Emmeline Pankhurst</b> <b>Primary Source Activity: A Report on the Dreyfus Affair</b> <b>** Honors-History through Literature- <i>The Pickwick Papers</i> pgs 51-52</b> <b>Viewpoint Activity: Democracy in America</b></p> <p><b><u>NBC Learn</u></b> The Women's Sphere Inventions that gave birth to the Modern City</p> <p><b><u>Text Chapter 25 / Chapter 12 &amp; Chapter 26 sections 1 &amp; 5/Ch 13 sections 1 &amp; 2</u></b> <b>Viewpoint Activity: <i>Two Views of Imperialism in Africa</i></b> <b>** Honors- History through Literature- <i>The Gentleman of the Jungle</i> pgs 53-54</b> <b>Chinua Achebe: <i>Things Fall Apart</i></b> Nystrom Atlas book p. 106- 109 Nystrom Activity 53d, 54d <b>** Honors-History through Literature- <i>Under Reconstruction</i> pgs 55-56</b></p> <p><b><u>NBC Learn</u></b> 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</p>



Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
During the 1 <sup>st</sup> Week of Third Marking Period  1 <sup>st</sup> -5 <sup>th</sup> week of the Third Marking Period.	<b>Mid-term</b>  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.	<p>6.2.12.A.1-3. all 6.2.12.B.1-3.all 6.2.12.C.1-3.all 6.2.12.D.1-3 all RH.9-10.2 RH 9-10.3 WHST 9-10.1</p> <p>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</p> <p>RH 9-10.1 RH 9-10.3 RH 9-10.4 WHST 9-10.1 WHST 9-10.2 WHST 9-10.9</p> <p>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</p> <p>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</p>	<p>* Midterm on content contained within Chapters 14-26</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Test</p> <p>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p>	<p>Mid- term MC</p> <p>Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p>Mid-Term Test</p> <p><b>Text Chapter 27/Chapter 14</b> ** <b>Honors- History through Literature-</b> <i>All Quiet on the Western Front</i> pgs 57-58 <b>Primary Source: Wilson's Fourteen Points</b> <b>Primary Source: Germany Protests the Versailles Treaty</b></p> <p>Nystrom Atlas book pp110-111 Nystrom Activity 56a-c</p> <p><b>NBC Learn</b> 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</p> <p><b>Text Chapter 28/Chapter 14</b> ** <b>Honors- History through Literature-</b> <i>One Day in the Life of Ivan Denisovich</i> pgs 59-60</p> <p>Nystrom Atlas book pp112-113</p> <p><b>Text Chapter 29/ Chapter 15</b> sections 2-5 ** <b>Honors- History through Literature-</b> <i>The Underdogs</i> pgs 61-62</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6-9th Week of Third Marking Period	<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.</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.</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.</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.</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 <b>Hol/Gen 6.4.12</b> 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 <b>Hol/Gen 6.4.12</b> 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>Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments</p>	<p>Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology</p>	<p><b>Text Chapter 30/Chapter 16</b> <b>** Honors-History through Literature-</b> <i>The Sound of the Cicadas</i> pgs 63-64 <b>Primary Source: Lilo Linke, <i>Restless Days, A German Girl's Autobiography</i></b></p> <p><b><u>NBC Learn</u></b> 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><b><u>Text Chapter 31/Chapter 17</u></b> <b>** Honors- History through Literature-</b> <i>Night</i> pgs 65-66 Nystrom Atlas book pp. 114-115 Nystrom Activity 57a-c, 58 a-d <b><u>NBC Learn</u></b> 50<sup>th</sup> 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>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
<p>Last Week of 3<sup>rd</sup> Marking period</p> <p>1<sup>st</sup> week of the Fourth Marking Period</p> <p>2<sup>nd</sup> -3<sup>rd</sup> Week of Fourth Marking Period</p>	<p>Benchmark #3</p> <p>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.</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.</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</p>	<p><b>RH 9-10.4</b>  <b>WHST 9-10.1</b>  <b>WHST 9-10.4</b>  <b>WHST 9-10.5</b></p> <p>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>*Students will demonstrate social studies Skills</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>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>Test</p> <p>Quiz  Essay  Test  Homework  Maps  O.E.Q's  Document-based Assessments</p>	<p>Test</p> <p>Warm-up Exercise  Direct/Shared Read  Map Skills  Visual Interpretation  Note taking  Writing  Graph/Charts  Use of Technology</p>	<p>Benchmark #3</p> <p><b><u>Text Chapter 32/Chapter 18</u></b>  Nystrom Atlas book p116-117</p> <p><b><u>NBC Learn</u></b>  The creation of a divided Berlin</p> <p><b><u>Text Chapter 33/Chapter 18</u></b>  <b>** Honors-History through Literature-  <i>Cat's Eye</i> pgs 68-69</b>  Nystrom Atlas book pp118-119</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> - 5 <sup>th</sup> 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.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.	Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments	Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology	<b><u>Text Chapter 34/Chapter 19 sections 1&amp;2</u></b> <b>** Honors- History through Literature- <i>The Trial</i> pgs 70-71</b>  <b><u>NBC Learn</u></b> Hong Kong Handover
6 <sup>th</sup> -7 <sup>th</sup> 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.  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.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.			<b><u>Text Chapter 35/Chapter 19 sec 4 &amp; Chapter 20 section 3</u></b> Nystrom Atlas book pp.120-121 Nystrom Activity 59a-d  <b>** Honors- History through Literature- <i>The Day Gandhi was Shot</i> pgs 72-74</b>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8 <sup>th</sup> 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.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 <b>Hol/Gen 6.4.12 L-5</b> <b>Imm. 6.4.12 L-5</b>	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.	Quiz Essay Test Homework Maps O.E.Q's Document-based Assessments	Warm-up Exercise Direct/Shared Read Map Skills Visual Interpretation Note taking Writing Graph/Charts Use of Technology	<b><u>Text Chapter 36/Chapter 19 section 3 &amp; Chapter 20 section 1</u></b> <b>** Honors-History through Literature- <i>Poems About Prison</i> pgs 75</b>  <b><u>NBC Learn</u></b> Archbishop Desmond Tutu Wins Nobel Peace Prize 1984 Making Dirty water drinkable in Kenya
9 <sup>th</sup> 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.  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.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 <b>Hol/Gen 6.4.12 L-5</b> <b>Imm. 6.4.12 L-5</b>  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. Students will demonstrate social studies Skills on a skill assessment test			<b><u>Text Chapter 37/Chapter 21 Sections 1-4</u></b> <b>** Honors- History through Literature- <i>The Years with Laura Diaz</i> pgs 76-77</b>  <b><u>NBC Learn</u></b> 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
Final Exam			Content from chapters 27-37 in a one day test	MC, and OE		Final Exam

## 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](http://www.epals.com/schoolmail)

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**



## 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](http://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.eftours.com](http://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 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 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

#### **IV. STRATEGIES**

This course will emphasize large group instruction, small group activities, individual work as a vehicles for achieving the stated objectives. Students will complete 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.

#### **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](http://www.turnitin.com)
2. [www.mapquest.com](http://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](http://www.googleearth.com) This allows the students to use and explore geography principles.
4. [www.unitedstreaming.com](http://www.unitedstreaming.com) This site provides video clips, visual and audio materials to be used in class.
5. [www.learner.org/resources/](http://www.learner.org/resources/) This site provides various lesson plans and resources to help the teachers achieve their goals.
6. [www.nbclearn.com](http://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](http://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 – early1900'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 cites.
17. <http://www.lettrs.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. Holicaust 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](http://www.nj.gov/state/programs/dos_program_njcaia.html)
23. Arab American Commission <http://www.aafusa.org/americanheritagecommission.aspx>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1st Week of First Marking Period	<b>SOCIAL STUDIES SKILLS</b>	<p>Social Studies Table: Chronological Thinking, Spatial Thinking, Critical Thinking, Presentational Skill</p> <p>RH 9-10.2 RH 9-10.3 RH 9-10.4</p> <p>WHST 9-10.1 WHST 9-10.4 WHST 9-10.5</p>	<p>Evaluate Social Study skills</p> <p>Five Themes of Geography (Location, place, relationship with place, movement, and regions) Landforms and Climates</p> <p>Use of charts and diagrams to reflect social conditions.</p> <p>Examine the use of art and literature to demonstrate the social, economic, political conditions of history.</p>	<p>Test</p> <p>Homework Class Participation Teacher Q/A; Graded Assignments</p>	<p>Map Skills, Visual Interpretation, Graphic/charts; Use of Technology</p>	<p>Benchmark1</p> <p>Nystrom: Mapping US History lessons 1a-b,2a-b,3a-d use Atlas of US history <u>Americas</u>. Pages R20-30 Map Quest Cooperative Learning Activities- <a href="https://www.google.com/earth/">https://www.google.com/earth/</a></p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> -3 <sup>rd</sup> Week of First Marking Period	<b>1. Colonization and Settlement</b> North American Colonial societies adapted European governmental economic and cultural institutions and ideologies to meet their needs in the new world	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.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Text Chapter 2: Section 2-4</b> 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 <b>Honors: Read <a href="#">John Smith What Happened Till the First Supply, 1607–1614</a> from Classzone(or see appendix)</b>  <b>Text Chapter 3</b> 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. <b>Honor: Read <a href="#">Jonathan Edwards from Sinners in the Hands of an Angry God, 1741</a> and <a href="#">Lord Adam Gordon from How Our Cities Looked, 1765</a> from Classzone (or see appendix)</b> Economics in History Mercantilism and Colonies page 3 The Impact of British Taxes pg 4  <b>Text Chapter 4</b> 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. <b>Honors: Read <a href="#">Thomas Paine from Common Sense, 1776</a> <a href="http://www.nj-history.org">www.nj-history.org</a> <a href="#">NJ In History</a> <a href="#">Fighting to be Heard</a> , Part 1</b>
4 <sup>th</sup> -6 <sup>th</sup> Week of First Marking Period	<b>2. Revolution and the New Nation</b> 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.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.			

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7 <sup>th</sup> and 9 <sup>th</sup> Week of First 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</p> <p>Debates about individual rights, states' rights and federal power shaped the development of the political institutions and practices of the new Republic.</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>	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	<p>Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology</p>	<p><b><u>Text Chapter 5</u></b> 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) <b>Honors: read Federalist paper number 10 And Madison's notes on Slavery.</b> <a href="http://www.classzone.com/cz/books/american_s05/resources/pdfs/psource/TAS03_5_142_PS.pdf">http://www.classzone.com/cz/books/american_s05/resources/pdfs/psource/TAS03_5_142_PS.pdf</a>  NJ State constitution of 1776: <a href="http://avalon.law.yale.edu/18th_century/nj15.asp">http://avalon.law.yale.edu/18th_century/nj15.asp</a> <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a> Philadelphia free black communities society..</p>
9th week of First Marking period	<b>Benchmark #2</b>	<p>RH 9-10.4 RH 9-10.10</p> <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>	Test		<u>Benchmark #2.</u>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> -2 <sup>nd</sup> Week of the Second Marking Period(first 5 days)	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.A.2.a 6.1.12.A.2.b  <b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b> <b>WHST 9-10.4</b> <b>WHST 9-10.5</b> <b>WHST 9-10.8</b>	To analyze the major ideas of the natural rights philosophy, including natural rights, the purpose of government, consent and the social contract.  Examine the major ideas of republican government, including self-interest, civic virtue, the common good and representative democracy.  Examine the evolution of thinking about individual rights beginning with the classical periods in Greece and Rome through the Age of Enlightenment.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<u>We the People: the Citizen and the Constitution :Unit 1</u> Level 2 Lesson 2 <b>Honors: Level 3</b> Lesson 1 <u>We the People: the Citizen and the Constitution :Unit 1 and Unit 2</u> Level 2 Lesson 3 Lesson 4 Lesson 5 Lesson 8 <b>Honors: Level 3</b> Lesson 2 Lesson 3 Lesson 5 Lesson 6 Present power point on Project Citizen. Define of individual ,civil (private), public policy. The students divide into “problem” groups. <b>Project citizen student packet issued</b> <b>Use forms 3 4</b> <u>We the People- Unit 2</u> Level 2 Lesson 10 <b>Read NJ constitution 1776 and Current</b> <a href="http://avalon.law.yale.edu/18th_century/nj15.a.sp">http://avalon.law.yale.edu/18th_century/nj15.a.sp</a> <a href="http://www.njleg.state.nj.us/lawsconstitution/constitution.asp">http://www.njleg.state.nj.us/lawsconstitution/constitution.asp</a> <b>Honors: Level 3</b> Lesson 7 <b>Read NJ constitution 1776 and Current</b> <a href="http://avalon.law.yale.edu/18th_century/nj15.a.sp">http://avalon.law.yale.edu/18th_century/nj15.a.sp</a> <a href="http://www.njleg.state.nj.us/lawsconstitution/constitution.asp">http://www.njleg.state.nj.us/lawsconstitution/constitution.asp</a> Student will select a problem to investigate and complete Handout identifying a problem. <b>Project citizen student packet forms 5,6,7,8</b>
2 days with in first 2 weeks of the Second Marking period	Debates about individual rights, states’ rights and federal power shaped the development of the political institutions and practices of the new Republic.  Evaluating possible solutions to problems and conflicts that arise in an interconnected world. .	6.3.12	Identifying , understanding, analyzing, and evaluating problems that are around them in order to develop solutions to correct them.  Summarize how the state declarations of rights reflected the Founders’ ideas about the purpose of government and the protection of individual rights.	Project Citizen project  Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Project Citizen rubric  OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	
3 <sup>rd</sup> week of the Second Marking period.	Debates about individual rights, states’ rights and federal power shaped the development of the political institutions and practices of the new Republic.	<b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b> <b>WHST 9-10.4</b> <b>WHST 9-10.5</b> <b>WHST 9-10.8</b>	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 . (Discovery Sheets) Complete Form 4(Identifying the Problem)	Project Citizen: handout identifying a problem		
1 day within the 3 <sup>rd</sup> week Second Marking period	Examining issues and events through multiple lenses while also considering the context, point of view and multiple perspectives of a given problem.					

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4th -5Week of 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</p> <p>Debates about individual rights, states' rights and federal power shaped the development of the political institutions and practices of the new Republic.</p>	<p>6.1.12.C.2.b</p> <p>6.1.12.A.2.b 6.1.12.D.2.b</p> <p><b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b> <b>WHST 9-10.4</b> <b>WHST 9-10.5</b> <b>WHST 9-10.8</b></p>	<p>Identify the weakness in the Articles of Confederation and explain why the Founders decided to change the Articles.</p> <p>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.</p> <p>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</p>	<p>Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation</p>	<p>OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology</p>	<p><u>We the People: the Citizen and the Constitution :Unit 1</u> Level 2 Lesson 11 <b>Honors: Level 3</b> Lesson 8</p> <p><u>We the People: the Citizen and the Constitution :Unit 3</u> Level 2 Lesson 12 Lesson 13-14 Lesson 15-16 <b>Honors- Level 3</b> Lesson 9 Lesson 10 Lesson 12 Lesson 13 Lesson 14</p>
2 days in 4th Week of the Second marking period	<p>Determining the credibility and value of information.</p> <p>Examining Global issues and events through multiple lenses while also considering context, point of view, and multiple perspectives.</p>	<p>6.3.12</p> <p><b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b></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>Project Citizen Group project check off list.</p>	<p>Cooperative Learning</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) <b>Project Citizen Student Packet forms 6,7,8</b> Students will report their findings to group leader , and will discuss what is the most viable solution to the group problem <b>Project Citizen Student Packet form 9</b></p>
4 days in 5 <sup>th</sup> week of the Second Marking period	<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>Students will work cooperatively to create the 4 panel presentation and the binders of their research.</p>	<p>Project Citizen Binder check off list</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>



Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6th Week of the Second Marking period	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.A.2.b	Examine how Congress used the Constitution to organize the executive and judicial branches.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<u>We the People- Unit 4</u> Level 2 Lesson 17-18 Lesson 19 Lesson 20
2 Days of the 6 <sup>th</sup> Week of the Second Marking Period.	Evaluating possible solutions to problems and conflicts that arise in an interconnected	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.			<b>Honors- Level 3</b>  Lesson 15 Lesson 16
	Making rational and persuasive written and oral arguments when presenting solutions to controversial and/or complex global issues.	<b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b> <b>WHST 9-10.4</b> <b>WHST 9-10.5</b> <b>WHST 9-10.8</b>	Examine why the Bill of Rights provided limited protection of individual rights.			
		6.3.12	Analyze the controversies that led to the rise of political parties and explain why this was an important.			
			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	Scoring rubric Project Citizen binder/ Power Point/Portfolio	Cooperative learning., Power point	Students will present their project to the teacher and the class who will evaluate it based upon Scoring rubric.
7 <sup>th</sup> Week	Determining the credibility and value of information. Evaluating possible solutions to problems and conflicts that arise in an interconnected world.	6.1.12				<u>We the People- Unit 4</u> Level 2 Lesson 21 Lesson 22
=	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.A.2.d 6.1.12.D.2.b 6.3.12 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	Identify the role of the US Supreme Court to protect individual rights from Government intrusion.  Analyze the role the US Supreme Court has in defining the relationship between State and Federal powers.			<b>Honors- Level 3</b> Lesson 19 Lesson 20  Students will create and rehearse finished Project Citizen Project.

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8 <sup>th</sup> Week of the Second Marking period	<p>Determining the credibility and value of information.</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>Making rational and persuasive written and oral arguments when presenting solutions to controversial and/or complex global issues.</p>	<p>6.3.12</p> <p><b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b></p> <p>6.1.12A-D.1-2 6.3.12</p> <p><b>RH 9-10.1</b> <b>RH 9-10.2</b> <b>RH 9-10.3</b> <b>RH 9-10.4</b> <b>RH 9-10.7</b> <b>WHST 9-10.1</b> <b>WHST 9-10.2</b> <b>WHST 9-10.4</b> <b>WHST 9-10.5</b> <b>WHST 9-10.8</b></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>	Project Citizen rubric	Presentations and panel evaluation Project Citizen rubric	Student will present their findings to a problem they have identified in the community (local to Global) around them .
9 <sup>th</sup> Week of the Second Marking period	Mid Term		Students will be tested on the knowledge of chapters 1-5 and the We People chapters 2-4	Midterm	test	Give department Midterm to students to take.

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> -2 <sup>nd</sup> week of the 3 <sup>rd</sup> marking period	<b>3. Expansion and Reform</b> 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.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	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	Teacher Q/A Graded Assignments Notebooks/journal Quiz Test Essay. Projects	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Americans Unit 2 Chapter 6</b> -Using In Depth Resources 6-4 pages 39 6-3 pages (geography region) -6 literature pages 46-54 use appropriate readings. <b>Honors: Read and discuss <a href="#">Thomas Jefferson from A Letter to Meriwether Lewis, 1803</a> (or see Appendix)</b> -Use Historic Supreme Court Decisions #1 <i>Marbury v Madison</i> pages 1-6 -Nystrom Activity 23d and Atlas page 34 - <a href="#">NJ in History Fighting to be Heard</a> Selections from part 2-3  <b>Chapter 7</b> -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 <b>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) <a href="#">John C. Calhoun from Address to the People of the United States, 1832</a> and <a href="#">Andrew Jackson from Proclamation to the People of the United States, 1832</a> (located in Classzone or in Appendix)</b> -Use Historic Supreme Court Decisions #3-6 Pages 13-36 - <a href="http://www.nj-history.com">www.nj-history.com</a> (market economy)
3-4 <sup>th</sup> week of 2 <sup>nd</sup> Marking period.	Multiple Political, social and economic factors caused American Territorial expansion.  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.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  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.			

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
5 <sup>th</sup> -6 <sup>th</sup> Week of the 3 <sup>rd</sup> Marking period	Multiple Political, social and economic factors caused American Territorial expansion.  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.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 <sup>th</sup> 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.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Chapter 8</b> 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 <b>Honors: Read and discuss <a href="#">Harriet A. Jacobs from Incidents in the Life of a Slave Girl, about 1820s</a> from Classzone (or see appendix)</b>  <b>Chapter 9</b> 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 <b>Honors: Read and discuss the challenges of traveling with <a href="#">Robert Stuart from The Discovery of the Oregon Trail, 1812</a> from Classzone (or see appendix)</b>  <b>Chapter 10</b> 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 <b>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</b> Use Historic Supreme Court Decisions #11 <i>Dred Scott v Sanford</i> . Page 61-66
7 <sup>th</sup> Week of the 3 <sup>rd</sup> Marking period	The Civil War was caused by ideological, economic, and political differences about the future course of the nation.	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	Assessment	Instructional Strategies	Instructional Activities
8 <sup>th</sup> -9 <sup>th</sup> 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.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	To identify the military strategy, political struggle, outcome and legacy of the Civil War.	Teacher Q/A; Graded Assignments; Notebooks/Journal s; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Chapter 11</b> 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 <b>Honors: Read poems from indept resources page 63-65 have students relate to war situations. Also read <a href="#">General William T. Sherman from A Letter to General John Bell Hood, 1864</a> and <a href="#">General John Bell Hood from A Letter to General William T. Sherman, 1864</a> from classzone(or see appendix)</b>
Last week of Third Marking Period	Social Studies Skills	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	Benchmark student social study skills to evaluate individual and group progress		Test	<b>Benchmark #3</b>
1s-2 <sup>nd</sup> week of the Fourth Marking Period.	Efforts to reunite the country through Reconstruction were contested, resisted and had long-term consequences.	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			<b>Chapter 12</b> 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. <b>Honors Read and discuss <a href="#">Mississippi State Legislature from Black Codes of Mississippi of 1865</a>, <a href="#">U.S. Government from Civil Rights Act of 1866</a> and <a href="#">Thaddeus Stevens from An Address on Reconstruction, 1867</a> from classzone(or see appendix)</b>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 <sup>rd</sup> -4 week of 4 <sup>th</sup> Marking Period	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.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.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Chapter 13</b> 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 <b>Honors: Read and discuss <a href="#">J. D. C. Atkins On the Use of English in Indian Schools, 1887</a> from classzone(orsee appendix)</b> <b>Chapter 14</b> 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 <b>Honors: Read and discuss union roles and development in US <a href="#">Samuel Gompers On the Goals of Trade Unions, 1883</a> from classzone (or see appendix)</b> <b>Chapter 15</b> 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 <b>Honors: Read <a href="#">Jane Addams The Modern City and the Municipal Franchise for Women, 1906</a> from classzone (see appendix)and discuss urbanization issues and the role of women in urban verses rural areas.</b> <a href="#">-www.nj-history.org</a> (progressive era)
5-6 th week of 4 <sup>th</sup> Marking Period	Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.	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.			
6-7 <sup>th</sup> week of 4 <sup>th</sup> 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.			

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8-9 <sup>th</sup> Week of the Fourth Marking Period	Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans	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 9-10.7 RH 9-10.10 WHST 9-10.1 WHST 9-10.2 WHST 9-10.4 WHST 9-10.5 WHST 9-10.8	To examine significant turn-of-the-20 <sup>th</sup> -Century trends in such areas as technology, education, race relations and mass culture.	Teacher Q/A; Graded Assignments; Notebooks/Journals; Quiz, Test, Essay. Projects, Class Participation	Direct/Shared Reading OEQ, Note taking, Warm-up exercise; Map Skills; Video Cooperative Learning Visual Interpretation, Graphic/charts; Use of Technology	<b>Chapter 16</b> Using In-Depth Resources 16-1 pages 71-72 (geography region) 16 literature pages 73-81 use appropriate readings.
10 <sup>th</sup> Week of the Fourth Marking period.	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.		Final will evaluate student knowledge of content 8-16		Test	Final exam.

## **VII.Suggested Essay Pool for U.S. History I 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 Beeches 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](http://www.battleshipnewjersey.org).
2. New Jersey State House. (Trenton) 609 633-2709. [www.njleg.state.nj.us](http://www.njleg.state.nj.us).
3. Old Barracks Museum (Trenton) 609-396- 1776. [www.barracks.org](http://www.barracks.org).
4. Cold Spring Historic Village (Cold Spring) 609-898-2300 ext. 17 [www.hcsv.org](http://www.hcsv.org).
5. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. [www.STATUERESERVATIONS.COM](http://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](http://www.menloparkmuseum.com)
9. Powhatan Lenape Nation at the Rancocus Indian Reservation(261-4747) [www.powhatan.org](http://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](mailto:foundation@drumthwacket.org)

B. Philadelphia area historical sites

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

X. Appendix



### **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.





# **Atlantic City Public School**

## **United States History II**

### **Grade 11**



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 20<sup>th</sup> 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.

#### IV. STRATEGIES

This course will emphasize large group instruction, small group activities, and individual work as vehicles for achieving the stated objectives. Students will complete 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.

#### 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](http://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](http://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](http://www.googleearth.com) This allows the students to use and explore geography principals.

4. [www.unitedstreaming.com](http://www.unitedstreaming.com) This site provides video clips, visual and audio materials to be used in class.
5. [www.learner.org/resources/](http://www.learner.org/resources/) This site provides various lesson plans and resources to help the teachers achieve their goals.
6. [www.nbclearn.com](http://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](http://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://www.besthistorysites.net/ushistory\\_greatdepression.shtml#lesson](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/](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. Holocaust 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](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	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> Week of First Marking Period	<b>I. Social Studies Skills</b>	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	<b>Pretest -1<sup>st</sup> benchmark assessment</b>  <b>Geography of US and the World</b> 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) <b>Evaluating sources and understanding bias in historical reporting.</b> 1. Newspapers 2. Media 3. internet 4. Textbooks and historical literature <b>Interpreting visual data and images</b> 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. <b>Study Skills</b>	Benchmark 1 Homework  Teacher Q/A Class work Quiz  Homework Teacher Q/A Class work Quiz  Homework Teacher Q/A Class work Quiz		Benchmark #1  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	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> Week of First Marking period	Debates about individual rights, states' rights. And federal power shaped the development of the political institutions and practices.	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.	Homework Teacher Q/A from direct reading. Notebook structure Quiz Test	Direct/ Shared Guided Reading, Use of Technology Cooperative learning Visual interpretation Graph/charts	We the People: Unit 5 Level 2 Lesson 23 Lesson 24-25 Lesson 26 Lesson 27 Lesson 28 <b>Honors- Level 3</b> Lesson 27 Lesson 29 Lesson 30 Lesson 31 Lesson 32
3 <sup>rd</sup> – 5 <sup>th</sup> Week of 1 <sup>st</sup> Marking period	<b>6. The Emergence of Modern America: Progressive Reforms</b>  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.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 <sup>th</sup> 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			<b>Read Chapter 17</b> Use In Depth Resource.17 pages 1-5 (for organized notes formats) <b>Honors: Read and discuss</b> <a href="#">U.S. Government from The United States of America v. Susan B. Anthony, 1873</a> and <a href="#">Florence Kelley On the Need for Child Labor Laws, 1905</a> from Classzone (or see appendix) In class read "Tariffs and Taxes" from Economics in History Supplement to Text Discuss various forms Government Revenue <a href="http://www.nj-history.org">www.nj-history.org</a> progressives section <a href="http://www.state.nj.us/state/historical/pdf/nj-legacy-teachers-guide.pdf">http://www.state.nj.us/state/historical/pdf/nj-legacy-teachers-guide.pdf</a> (see appendix "War on Paterson" <a href="http://njdigitalhighway.org/enj/lessons/paterson_strike_of_1913/">http://njdigitalhighway.org/enj/lessons/paterson_strike_of_1913/</a> primary sources and lessons on Paterson Workers Strike of 1913
6 <sup>th</sup> -7 <sup>th</sup> 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.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.			<b>Read Chapter 18</b> 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 <b>Honors: Read</b> <a href="#">Anti-Imperialist League Platform, 1899</a> and <a href="#">Albert J. Beveridge On the War in the Philippines, 1900</a> from Classzone (or see Appendix) and discuss the various viewpoints of US foreign policy NYSTROM : Activity 41a-c and atlas pages 72-73

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8-9 weeks of First Marking Period and 1 <sup>st</sup> week of the second marking period.	<b>7. The Emergence of Modern America: World War I</b>  United States involvement in World War I affected politics, the economy, and geopolitical relations following the war	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	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz Test	Direct/ Shared Reading, Use of Technology Visual interpretation Graph/charts, and Map Skills	<b>Read Chapter 19</b> 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> <b>Honors: Read and discuss <a href="#">Committee on Public Information Four-Minute Speech, 1918</a>, and <a href="#">Woodrow Wilson Why a League of Nations Is Necessary, 1919</a> from Classzone</b> <b>NYSTROM: 44a-44d and atlas 76-77</b>
9 <sup>th</sup> Week of the First Marking period	<b>Social Study Skills</b>	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Evaluation of Student social studies skills  To understand, analyze and evaluate the changes from 1920-1940 socially (rural to urban) economically (prosperity to depression) and politically (Conservative to Liberal)		Test	<b>Benchmark #2</b>
2 <sup>nd</sup> week of Second marking period	<b>8. The Emergence of Modern America: Roaring Twenties</b>	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 trace the political and social changers after the World War I and throughout the decade of the 1920's			<b>Read Chapter 20</b> Use In Depth Resource: 20-3 page 9 (impact of Automobile) 20 Literature pages 11-19 pick appropriate readings. <b>Honors: Read <a href="#">Louis Marshall from A Letter Regarding Immigration Restrictions, 1924</a> from Classzone and discuss changes to immigration</b>
3 <sup>rd</sup> -4 <sup>th</sup> 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.C.8.b 6.1.12.D.8.b	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.			<b>Read Chapter 21</b> Use In Depth Resource 21-3 pgs 30-31(geography and transportation) 21 Literature pages 34-40 pick appropriate readings <b>Honors: refer to images portrayed in the <a href="#">Great Gatsby Junior English requirement</a>, or Read <a href="#">Samuel Hopkins Adams from My Bootlegger, 1921</a> from Classzone</b> <b>Nystrom: 45a-b</b>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
5 <sup>th</sup> -6 <sup>th</sup> weeks of Second marking period	<b>9. The Great Depression and World War II : the Great Depression</b> The Great Depression resulted from government economic policies, business practices and individual decisions and it impacted business and society.	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.	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz –Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<b>Read Chapter 22</b> Using In Depth Resources 22-2 pages 53 (geography and environment) <b>Honors: IN Depth resources 22-1(page51-52)</b> 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 <a href="http://www.besthistorysites.net/ushistory_greatdepression.shtml#lesson">http://www.besthistorysites.net/ushistory_greatdepression.shtml#lesson</a> <b>NYSTROM: 46a-b</b>
6 <sup>th</sup> -9 <sup>th</sup> Week of the Second Marking Period	<b>10. The Great Depression and World War II: New Deal</b> 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.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	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.			<b>Chapter 23</b> Using In Depth Resources: 23 Guide reading pages 60-64 23 Literature pages 76-84 pick appropriate readings. <b>Honors: Read and discuss literature pages 80-82 "Hard Times".</b> 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 <a href="http://www.besthistorysites.net/ushistory_greatdepression.shtml#lesson">http://www.besthistorysites.net/ushistory_greatdepression.shtml#lesson</a> NYSTROM: 47a-b and atlas pages 82-83 <a href="http://www.wpamurals.com/newjersey.htm">http://www.wpamurals.com/newjersey.htm</a> WPA <b>Murals in NJ</b>
1day in the 9 <sup>th</sup> Week of the Second Marking Period	<b>Midterm</b>	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Students will demonstrate their knowledge of the content contained within chapters 17-23		Test	<b>Midterm</b>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> and 2 <sup>nd</sup> week of Third marking period	<b>11. The Great Depression and World War II : World War II</b> The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy and Japan	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.	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<b>Chapter 24</b> 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. <b>Honors: Read and discuss literature reading pages 17-19 “Sophie’s Choice”</b> NYSTROM 49a-b and Atlas pages 84-85  <b>Chapter 25</b> Using In Depth Resources: 25-2 page 32 (Interpreting text and visuals) 25 Literature pages 36-44 pick appropriate readings <b>Honors: Read and discuss <a href="#">Office of Civilian Defense What Can I Do?, 1942</a> and <a href="#">U.S. Government Japanese-American Testimony from the National Defense Migration Hearings, 1942</a></b> from Classzone Use Supreme Court Decisions #27 <i>Korematsu vs. United State 1944</i> on page 157-162 <b>NYSTROM:</b> 50,51,52 and atlas 84-91 NJ and WWII <a href="http://www.usgennet.org/usa/nj/state/NJ-History.htm#During%20WWII">http://www.usgennet.org/usa/nj/state/NJ-History.htm#During%20WWII</a>
3 <sup>rd</sup> and 5 <sup>th</sup> 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.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.			

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6 <sup>th</sup> -7 <sup>th</sup> week of Third marking period	<b>12. Post War United States: Cold War</b> 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.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.	Homework, notebook Teacher Q/A Essay Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<b>Chapter 26</b> Using In Depth Resources: 26-1 page 55-56 (using charts and graphs ) 26 Literature pages 57-65 pick appropriate readings Honors Read and <b>discuss <a href="#">Harry S. Truman</a> <a href="#">The Truman Doctrine, 1947</a> from Classzone (or see appendix)</b> Nystrom atlas 92-95
8 <sup>th</sup> – 9 <sup>th</sup> week of the Third marking period	<b>13. Postwar United States: Civil Rights and Social Change.</b> 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.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			<b>Chapter 27</b> 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 <b>Honors: Read and discuss Literature page 82-89 “The man in the Gray Flannel Suit” and page 80 “The other America”</b> Nystrom atlas 96-99
1day in the 9 <sup>th</sup> Week of the Third Marking Period	<b>Benchmark</b>	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Students will take a benchmark assessment of their Social Study skills			Benchmark

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> -2 <sup>nd</sup> week of the Fourth Marking period	<b>12. Post War United States: Cold War</b> 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.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  RH 11-12.2 RH 11-12.3 RH 11-12.8 WHST 11-12.1 WHST 11-12.4 WHST 11-12.7	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.	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<b>Chapter 28</b> 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 <b>Honors Read and discuss <a href="#">U.S. Government from Civil Rights Act of 1964</a></b> from Classzone Using Economics in History Read and discuss “Poverty Amidst Plenty” page 28 Nystrom Activity 54b and atlas 94 NJ History <a href="http://njmonthly.com/articles/lifestyle/bye-bye-baby-boom.html">http://njmonthly.com/articles/lifestyle/bye-bye-baby-boom.html</a>  We the People : Unit 6 Level 2 Lessons 29 and 30 <b>Honors Level 3</b> Lessons 33 -34
4 days in the 2 <sup>nd</sup> or 3 <sup>rd</sup> week of the Fourth Marking period	<b>“We the people” Role of responsibilities of citizens and methods to create change within a democratic republic</b>		Students will examine and evaluate their role in a democratic society in making sure individual rights are protected.			
3 <sup>rd</sup> and 4 <sup>th</sup> week of the Fourth Marking Period	<b>13. Postwar United States: Civil Rights and Social Change.</b> 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.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.			<b>Chapter 29</b> Using In Depth Resources: 29-1 page 28-29, (Geography Region) 29 Literature pages 30-38 pick appropriate readings <b>Honors literature pages 31, “We shall overcome”, pages 34-36 “And All Our Wounds Forgiven”</b> Use Supreme Court Decisions #13 Brown v. Board of Education page 73-79 NJ history : <a href="http://hedgepeth-williams.org/">http://hedgepeth-williams.org/</a>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> -5 <sup>th</sup> Week of the Fourth Marking period	<b>12. Post War United States: Cold War</b> 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	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<b>Chapter 30</b> Using In Depth Resources: 30-4 pages 51-52, (Geography location) 30 Literature pages 55-63 pick appropriate readings <b>Honors: read and discuss <a href="#">Lyndon B. Johnson from Peace Without Conquest, 1965</a></b> 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  <b>Chapter 31</b> Using In Depth Resources: 31-3 pages 68 (compare contrast) 31 Literature pages 74-81 pick appropriate readings <b>Honors literature page 76 “The Feminine Mystique”, page 77 “Woodstock” and pages 78-80 “Los Vendidos”</b> 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
6 <sup>th</sup> Week of 4 <sup>th</sup> marking period.	<b>13. Postwar United States: Civil Rights and Social Change.</b> 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.			



Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7 <sup>th</sup> Week of the 4 <sup>th</sup> Marking period	<p><b>14 Contemporary United States: Domestic Policies</b></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. Immigration, educational opportunities and social interactions have led to the growth of a multicultural society with varying values and perspectives.</p> <p><b>15. Contemporary United States International Policies</b></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.</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>	Homework, notebook Teacher Q/A Essay (Document Based) Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<p><b>Chapter 32</b> 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</p> <p><b>Honors: Read and discuss literature page 16 "Silent Spring" and <a href="#">House Judiciary Committee</a> <a href="#">Articles of Impeachment, 1973</a> from Classzone</b> 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	Assessment	Instructional Strategies	Instructional Activities
8 <sup>th</sup> week of the 4 <sup>th</sup> marking period	<p><b>14 Contemporary United States: Domestic Policies</b></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.</p> <p><b>15. Contemporary United States International Policies</b></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.</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>	Homework, notebook Teacher Q/A Essay Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<p><b>Chapter 33</b> 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><b>Honors : Read and discuss "</b><a href="#">Tear Down This Wall.</a><b>" Ronald Reagan (1987) (PDF)</b> Classzone(chap31) Use Supreme Court Decisions #24 Webster v. Reproductive Health Services. (1989) page 139-144.</p>

Suggested Time line	Content Area	NJCCC and PARCCS Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9th Week of the Fourth Marking Period	<p><b>14 Contemporary United States: Domestic Policies</b></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.</p> <p><b>15. Contemporary United States International Policies</b></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.</p> <p><b>16. Contemporary United States: Interconnected Global Society</b></p> <p>Scientific and technological changes have dramatically affected the economy, the nature of work, education and social interactions.</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	To summarize the political and social events of the 1990's early 2000's	Homework, notebook Teacher Q/A Essay Project Quiz Test	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	<p><b>Chapter 34- Epilogue Readings</b>            Using In Depth Resources:            34-2 page 55-56            (Geography movement)            34 Literature pages 57-64 pick appropriate readings            Honors: Read and Discuss <a href="#">Newt Gingrich A Contract with America, 1994</a> from Classzone (or see Appendix)            NYSTROM:60a-b and atlas 104-105</p>
End of the Fourth Marking period	Final Exam	RH 11-12.2 RH 11-12.4 RH 11-12.10 WHST 11-12.1 WHST 11-12.4 WHST 11-12.5	Students will demonstrate their knowledge on the content of Chapters 24-34	Test		Final Exam

## **VII. Suggested Essay Pool for U.S. History II 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?





## 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.

## **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](http://www.battleshipnewjersey.org).
2. New Jersey State House. (Trenton) 609 633-2709. [www.njleg.state.nj.us](http://www.njleg.state.nj.us).
3. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. [www.STATUERESERVATIONS.COM](http://www.STATUERESERVATIONS.COM).
4. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. [www.menloparkmuseum.com](http://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](http://www.usnasw.org)
- 7.. Drumthwacket Foundation (Princeton) (609) 683-0057 Visit governor's mansion for a day in life of governor [foundation@drumthwacket.org](mailto:foundation@drumthwacket.org)
8. . Constitution Center. (1-215-409-6800) [www.constitutioncenter.org](http://www.constitutioncenter.org). (Philadelphia)
9. US Holocaust Museum <http://www.ushmm.org/> (202) 488-0419 or [group\\_visit@ushmm.org](mailto: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](mailto:toursunhq@un.org) or visit [www.un.org/tours](http://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 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.



#### 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 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 American Spirit Volume I, completion of guidebook sections D-G corresponding to the 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. The final exam consists of a research project on DBQ's 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 16<sup>th</sup> ed. AP ed Boston Mass.: Houghton Mifflin Co., 2016. (ebook)

Mindtap The American Pageant 16<sup>th</sup> ed Aped (web book)

B. The following are supplemental material used by students:

Kennedy, David M. and Thomas Bailey. The American Spirit Volume I: to 1877. 12<sup>th</sup> ed. Boston Mass.: Houghton Mifflin Co., 2009.

Mindtap The American Pageant 16<sup>th</sup> 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](http://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](http://www.googleearth.com) This allows the students to use and explore geography principals.
3. [www.unitedstreaming.com](http://www.unitedstreaming.com) This site provides video clips, visual and audio materials to be used in class.
4. [www.learner.org/resources/](http://www.learner.org/resources/) This site provides various lesson plans and resources to help the teachers achieve their goals.
5. [www.nbclearn.com](http://www.nbclearn.com) This site provides short videos on a variety of historical and cultural experiences..
6. [www.fte.org/teachers/programs/history/lessons](http://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](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	Pretest evaluation Discuss purpose in studying the past Write a sample essay on Why is history important to study.
2 <sup>nd</sup> week of the 1 <sup>st</sup> Marking period.	<b>Chapter 1 New World Beginnings</b> 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. Workbook D-G Read primary sources.
3 <sup>rd</sup> Week of the 1 <sup>st</sup> Marking period.	<b>Chapter 2 Planting of English America</b> 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	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 Workbook D-G  <u>American Spirit</u> Assignments: Chapter 2 A2, B1, C1

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> -5 <sup>th</sup> week of 1 <sup>st</sup> marking period	<b>Chapter 3 Settling the Northern Colonies.</b> - 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	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 Workbook D-G  <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 <sup>th</sup> Week of the 1 <sup>st</sup> Marking Period	<b>Chapter 4 American Life in the Seventeenth Century</b> -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	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 Workbook D-G  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 <sup>st</sup> Marking period.	<b>Chapter 5 Colonial Society on the Eve of Revolution.</b> 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	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 Workbook D-G  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

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9 <sup>th</sup> Week of the 1 <sup>st</sup> Marking period.	Benchmark #2		Benchmark of students Social Study Skill level	Assessment test	Visual interpretation, Direct/shared reading, Graphs and Charts Map Skills, Use of Technology	<b>Benchmark # 2</b>
1 <sup>st</sup> Week of the 2 <sup>nd</sup> marking period.	<b>Chapter 6 Duel for North America</b> Review world wars and analyze the influence the wars had on the development of the English colonies in America.	6.1.12.C.1.a 6.1.12.D.1.c	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.	Homework, Note book, Teacher Q/A Quiz Projects		<b>Read Chapter 6</b> and complete outline sheet Complete Map of Colonies and impact wars had on British colonies. One free response question write full essay  Workbook D-G <u>American Spirit</u> Assignments: Chapter 6A-2, B 1-2, C1-
2 <sup>nd</sup> -4 <sup>th</sup> Week of the 2 <sup>nd</sup> Marking period	<b>Chapter 7 The Road to Revolution</b> Political, economic and social conflict causes the development of conflict between the British Colonies and Great Britain.	6.1.12.A.2.a 6.1.12.B.2.a 6.1.12.D.2.a 6.1.12.D.2.e	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.			<b>Read Chapter 7</b> and complete outline sheet One free response question  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
5 <sup>th</sup> -6 <sup>th</sup> Week of the 2 <sup>nd</sup> Marking Period	<b>Chapter 8 America Secedes from the Empire</b> - American Political Philosophy -Compare/Contrast Patriots verse Loyalists -Strategies of the Revolution	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	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.  Students will understand, analyze a variety of sources, synthesize data in order to evaluate the effective strategies used to win the rebellion.		Cooperative learning groups, Role Play	<b>Read Chapter 8</b> and complete outline sheet One free response question  Workbook D-G Read Thomas Paine's " <u>Common Sense</u> " and a handout from Zinn's <u>Peoples' history of the United States</u> . 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.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
7-8 <sup>th</sup> Week of the 2 <sup>nd</sup> Marking Period	<b>Chapter 9 The Confederation and the Constitution.</b> - 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	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  6.3.12	Students will understand, analyze various sources, synthesize data in order to develop conclusion on social, economic, and political development of a unique governmental system.  PROJECTCitizen	Homework, Notebook, Teacher Q/A Essay	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 9 and complete outline sheet  One free response question  Workbook D-G 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
9-10 <sup>th</sup> Week of the 2 <sup>nd</sup> Marking	<b>Chapter 10 Launching the New Ship of State</b> -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	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.  Project Citizen is due by 5 <sup>th</sup> week of the 3 <sup>rd</sup> Marking period.	Homework, Notebook, Teacher Q/A Essay Project	Visual interpretation, Direct/shared reading, Graphs and Charts ,Map Skills , Use of Technology	Read Chapter 10 and complete outline sheet  One free response question essay  Workbook D-G <u>American Spirit</u> Assignments: Chapter 10 A,B D and complete comparison chart of Alexander Hamilton and Thomas Jefferson

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> - 2 <sup>nd</sup> Week of the 3 <sup>rd</sup> marking period	<b>Chapter 11 The Triumphs and Travails of the Jeffersonian Republic</b> -“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	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  Workbook D-G <u>American Spirit</u> Assignments: Chapter 11, A3 B1-2, C1-2, D1
3 <sup>rd</sup> -4 <sup>th</sup> 3 <sup>rd</sup> Marking period	<b>Chapter 12 The Second War for Independence and the Upsurge of Nationalism.</b> - 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.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	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  Workbook D-G <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 <sup>th</sup> - 6 <sup>th</sup> week of the 3 <sup>rd</sup> marking period	<b>Chapter 13 The Rise of a Mass Democracy</b> - 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	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  Workbook D-G <i>American Spirit</i> Assignments: Chapter 13 A1-3, C1-2, D1,2, E1, F1, G2
7 <sup>th</sup> Week of the 3 <sup>rd</sup> marking period	<b>Chapter 14 Forging the National Economy</b> - 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	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  One free response question essay  Workbook D-G <i>American Spirit</i> Assignments: Chapter 14, A1 3, B2,3, C1,4 D2  <a href="http://www.nj-history.com">www.nj-history.com</a> Market economy section on NJ canal and railroad building.
8 <sup>th</sup> - Week of the 3 <sup>rd</sup> marking period	<b>Chapter 15 the Ferment of Reform and Culture</b> - 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	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  Workbook D-G <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 <sup>rd</sup> marking period	<b>Chapter 16 The South and the Slavery Controversy</b> -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	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.	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  Workbook D-G <u>American Spirit</u> Assignments: Chapter 16 A1, 3,4, B1-3, C2
10 <sup>th</sup> Week of the 3 <sup>rd</sup> marking period.	<b>Chapter 17 Manifest Destiny and its legacy</b> - 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  Workbook D-G <u>American Spirit</u> Assignments: Chapter 17 D1,2, E1, A2,4
1 <sup>st</sup> week of the 4 <sup>th</sup> Marking period	<b>Chapter 18 Renewing the Sectional Struggle</b> - Popular Sovereignty and Sectionalism - Compromise of 1850 and the Kansas Nebraska Act.	6.1.12.D.3.c 6.1.12.A.4.a	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 <sup>nd</sup> -3 <sup>rd</sup> Week of 4 <sup>th</sup> marking period.	<b>Chapter 19 Drifting Toward Disunion</b> -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  One free response question essay  Workbook D-G <i>American Spirit</i> Assignments: Chapter 19 A1-2,B1-2, C1, D1-2
4 <sup>th</sup> - 5 <sup>th</sup> Week of the 4 <sup>th</sup> Marking period	<b>Chapter 20 Girding for War: The North and the South</b> -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	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  Workbook D-G <i>American Spirit</i> Assignments: Chapter 20 B1,C2,3, D1,3,E1
5 <sup>th</sup> -6 <sup>th</sup> Week of the 4 <sup>th</sup> Marking Period	<b>Chapter 21 The Furnace of Civil War</b> -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	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	Read Chapter 21 and complete outline sheet  One free response question essay  Workbook D-G <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 <sup>th</sup> -8 <sup>th</sup> Week of the 4 <sup>th</sup> marking period	<b>Chapter 22 The Ordeal of Reconstruction.</b> - The Reconstruction plans and effects on the social, economic, and political structure of the South and the nation as a whole.  <b>Chapter 23 Political paralysis in the Gilded Age.</b> - 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.c 6.1.12.D. 4.c 6.1.12.D.4.d 6.1.12.D.4.e  6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.C.4.c 6.1.12.D.4.d 6.1.12.D.4.e 6.1.12.A.5.c 6.1.12.B.5.a 6.1.12.C.5.b	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.  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 Essay  Homework, Notebook, Teacher Q/A	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 22 and complete outline sheet  Workbook D-G <u>American Spirit</u> Assignments: Chapter 22A1,2,B2,3, D1, E1 Read handout on reconstruction  Read Chapter 23 and complete outline sheet
9 <sup>th</sup> -10 <sup>th</sup> Week of the 4 <sup>th</sup> marking period	Conduction Historical research in order to create a historical hypothesis by creating a DBQ		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	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](http://www.battleshipnewjersey.org).
2. New Jersey State House. (Trenton) 609 633-2709. [www.njleg.state.nj.us](http://www.njleg.state.nj.us).
3. Old Barracks Museum (Trenton) 609-396- 1776. [www.barracks.org](http://www.barracks.org).
4. Cold Spring Historic Village (Cold Spring) 609-898-2300 ext. 17 [www.hcsv.org](http://www.hcsv.org).
5. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. [www.STATUERESERVATIONS.COM](http://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](http://www.menloparkmuseum.com)
9. Powhatan Renape Nation at the Rankokus Indian Reservation(261-4747) [www.powhatan.org](http://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](mailto:foundation@drumthwacket.org)

### B. Philadelphia area historical sites

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

# **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 graduate 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.

## **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 assessed in a quarterly fashion in which each quarter has a minimum of four free response short or long essays,



one document based essay, two tests, three chapter quizzes and various homework assignments including, but not limited to, assessments of primary sources in The American Spirit Volume II , completion of guidebook sections D-G corresponding to the 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. 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 RESOURCES

A. The text for this course is:

Kennedy, David M., Lizabeth Cohen . The American Pageant 16<sup>th</sup> 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. 11<sup>th</sup> ed. Boston Mass.: Houghton Mifflin Co., 2006.

Mindtap The American Pageant 16<sup>th</sup> 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. 6<sup>th</sup> 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](http://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](http://www.googleearth.com) This allows the students to use and explore geography principals.
3. [www.unitedstreaming.com](http://www.unitedstreaming.com) This site provides video clips, visual and audio materials to be used in class.
4. [www.learner.org/resources/](http://www.learner.org/resources/) This site provides various lesson plans and resources to help the teachers achieve their goals.
5. [www.nbclearn.com](http://www.nbclearn.com) This site provides short videos of a variety of historical and cultural experiences.
6. [www.fte.org/teachers/programs/history/lessons](http://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](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		Pretest evaluation Summer essay due on first day.
2 <sup>nd</sup> and 3 <sup>rd</sup> week of the 1 <sup>st</sup> Marking period.	<b>Chapter 23</b> <b>Gilded Age Politics:</b> 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	Read 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

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 <sup>rd</sup> -4 <sup>th</sup> week of 1 <sup>st</sup> marking period	<b>Industrial America: 24</b> 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	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 25 Answer a DBQ on time period  Chapter 25 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> .
5th-9 <sup>th</sup> Week of the 1 <sup>st</sup> Marking Period	<b>Chapter 25-26</b> <b>Urbanization:</b> Rapid growth of cities, political machines, corruption, technological advancements, and growth of entertainment industries. <b>Settling of the West and Agricultural developments:</b> 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. <b>Growth of Populist movement:</b> 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	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 <sup>th</sup> of the 1 <sup>st</sup> marking period – 3 <sup>rd</sup> Week of the 2 <sup>nd</sup> marking period.	<p><b>Chapter 27-28</b>  <b>Development of a World Power:</b> 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><b>Progressivism:</b> 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	<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><b>Benchmark # 2</b>          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.”</p> <p><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
3 <sup>rd</sup> Marking period 1 <sup>st</sup> -2 <sup>nd</sup> Week of the 3 <sup>rd</sup> marking period	<b>The Great Depression and the New Deal: (32-33)</b> 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.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	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)
3 <sup>rd</sup> week of the 3 <sup>rd</sup> Marking period	<b>Chapter 34:Prelude to World War II:</b> 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		One essay  <u>American Spirit</u> Chapter 34 read all and answer questions at end of chapter.



Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> -5 <sup>th</sup> week of the 3 <sup>rd</sup> marking period	Chapter 35 <b>The Second World War:</b> 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	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 Wensyl 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 <sup>th</sup> Week of the 3 <sup>rd</sup> marking period	<b>Chapter 36:Post World War Two Economy:</b> 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. <b>Development of the Cold War:</b> 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.A.13.a 6.1.12.D.13.a 6.1.12.D.13.d 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.A-D 15 6.1.12..A-D 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 <u>Taking Sides: Clashing Views on Controversial Issues in American History Vol. II</u> Issue 13, and Issue 14  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 <sup>rd</sup> marking period	<b>Chapter 37 Eisenhower's Presidency:</b> 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.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.A.14.b 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.D.14 6.1.12.A-D 15 6.1.12.A-D.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.  <i>American Spirit</i> Read Chapter 37 complete questions

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
8 <sup>th</sup> Week of 3 <sup>rd</sup> marking period.	<b>Chapter 38: Stormy Sixties:</b> 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 6.1.12.A.14.c 6.1.12.A.14.f 6.1.12.A.14.g 6.1.12.A.14.h	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>Stones of the 50's and 60'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 <sup>th</sup> Week of the 3 <sup>rd</sup> Marking period	<b>Chapter 39 Staleated Seventies:</b> 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.f 6.1.12.A.14.g 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	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><i>Taking Sides: Clashing Views on Controversial Issues in American History Vol. II</i></u> Number 15 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 <sup>th</sup> Week of the 3 <sup>rd</sup> Marking period	<b>Chapter 40: Resurgence of Conservatism:</b> 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	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 40 complete questions
1 day in the last week of the 3 <sup>rd</sup> marking Period						Benchmark # 3
	<b>Chapter 41 Modern America:</b> 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)		Read chapter 41 and outline it
4 <sup>th</sup> Marking Period. 1-3 Week of the 4 <sup>th</sup> Marking Period.	<b>Review 1-23 and Test Preparation</b>		Students will develop an understanding on how to prepare for the AP test by review past chapters.			<b>Review:</b> Two week review of themes of Colonial Development to Reconstruction; <b>Week one</b> <u>Fast Track to a 5: Preparing for the AP US History Examination</u> chapters 1-5, <b>Week two</b> <u>Fast Track to a 5: Preparing for the AP US History Examination</u> Chapters 6-9. <b>Test Preparation:</b> 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>4<sup>th</sup>-10<sup>th</sup> Week of the 4<sup>th</sup> 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>		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.	Practice tests Project	Visual interpretation. Research Paper	<p><b>Research paper and presentations:</b> 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><b>Presentations:</b> Students will present to the class their historical conclusions. <b>Final Exam:</b> 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](http://www.battleshipnewjersey.org).
2. New Jersey State House. (Trenton) 609 633-2709. [www.njleg.state.nj.us](http://www.njleg.state.nj.us).
3. Statue of Liberty and Ellis Island Immigration Museum (New York Harbor) 1-866-782-8834. [www.STATUERESERVATIONS.COM](http://www.STATUERESERVATIONS.COM).
4. Menlo Park Museum and the Edison tower (Edison) 732-549-3299. [www.menloparkmuseum.com](http://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](http://www.usnasw.org)
- 7.. Drumthwacket Foundation (Princeton) (609) 683-0057 Visit governor's mansion for a day in life of governor [foundation@drumthwacket.org](mailto:foundation@drumthwacket.org)
8. . Constitution Center. (1-215-409-6800) [www.constitutioncenter.org](http://www.constitutioncenter.org). (Philadelphia)
9. US Holocaust Museum <http://www.ushmm.org/> (202) 488-0419 or [group\\_visit@ushmm.org](mailto: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](mailto:toursunhq@un.org) or visit [www.un.org/tours](http://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.

## **III. 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](http://www.njamistadcurriculum.com)



## IV: 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)	<b>6.1.12</b> <b>6.6.12</b>  <b>6.1.12</b> A.1,2,3 <b>6.5.12</b> A,B <b>6.6.12</b> 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)	<b>6.1.12</b> A.1,2,3 <b>6.2.12</b> A,B <b>6.5.12</b> A,B <b>6.6.12</b> 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 Middles 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><b>Chapter 1.</b> Egypt, Kush, Axum (c. 3200 B.C. - A.D. 800) Chapter 1 Activity <b>Chapter 2.</b> Great Empires of West Africa (500s- 1600) <b>Chapter 3.</b> The West African Heritage (500s- 1500s)</p> <p><b>Chapter 4.</b> The Atlantic Slave Trade (1500- 1760's) Roots Part I and II- questions <b>Chapter 5.</b> The West Indies, First Stop for Africans (1500- 1760s) Chapter 5 Activity- Triangular Trade <b>Chapter 6.</b> Africans in the Thirteen colonies (1619- 1760)</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> -5 <sup>th</sup> weeks of Second Marking Period	Unit 3- African- Americans and a New Nation (1768- 1840s)	<b>6.1.12</b> A.1,2,3 <b>6.2.12</b> A,B,C <b>6.4.12</b> D,E,F <b>6.5.12</b> A,B <b>6.6.12</b> A,B,D,E	<p>Examine African American participation in the American Revolution.</p> <p>Examine the Constitution and discuss the articles that pertain to African Americans.</p> <p>Analyze African American participation in the War of 1812.</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><b>Chapter 7.</b> The American Revolution: Liberty for All?  <b>Primary Source:</b> African Americans in the Revolutionary War</p> <p><b>Chapter 8.</b> Forging a New Constitution (1787- 1799)            Interpret Benjamin Banneker's Letter to Thomas Jefferson.            Constitution Article I sections 2 &amp; 9, Art. IV sec 2, Article V  <b>Chapter 9.</b> Expanding the Nation (1779- 1840s)</p> <p><b>Chapter 10.</b> The Tyranny of Slavery (1619- 1860)  <i>The Narrative of the Life of Frederick Douglass</i>            Movie: Solomon Northup's Odyssey  <b>Chapter 11.</b> 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.  <b>Chapter 12.</b> Free African Americans in the North and South (1700s- 1860)            Primary Source: American Colonization Society            Primary Source: Free African Society            Response to Colonization</p> <p>Group Activity: Celebration of the Principles of Kwanzaa.</p>
	Unit 4- Free and Enslaved (1619- 1860)	<b>6.1.12</b> A.1,2,3 <b>6.2.12</b> A,B,C <b>6.4.12</b> D,E,F <b>6.5.12</b> A,B <b>6.6.12</b> A,B,D,E	<p>Discuss the cruelties of slavery.</p> <p>Evaluate the daily life of an enslaved African American after 1800.</p> <p>Describe the laws that limited the liberty of free African Americans in the mid 1800's.</p> <p>Discuss the reaction of free African Americans to colonization in Africa.</p> <p>Analyze and Examine the Seven Principles of Kwanzaa</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	

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
6 <sup>th</sup> -9 <sup>th</sup> weeks of Second Marking Period	Unit 5- Challenges to Slavery (1800-1860)	<b>6.1.12</b> A.1,2,3 <b>6.2.12</b> A,B,C <b>6.4.12</b> D,E,F <b>6.5.12</b> A,B <b>6.6.12</b> 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><b>Chapter 13.</b> Abolitionists (1800- 1860)            Primary Source: Sojourner Truth 'Ain't I a Woman'            Movie: Uncle Tom's Cabin  <b>Chapter 14.</b> Escaping from Slavery (1800-1860)            Primary Source: The Underground Railroad in New Jersey</p> <p><b>Chapter 15.</b> African- American churches: Agents for change (1878-1860)            Chapter 15 Activity</p>
	Unit 6- Hope for a New Way of Life (1820-1880)	<b>6.1.12</b> A.1,2,3 <b>6.2.12</b> A,B,C,D <b>6.4.12</b> E,F,G,H <b>6.5.12</b> A,B <b>6.6.12</b> 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 &amp; 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><b>Chapter 16.</b> The Road to the Civil War (1820-1880)            Primary Source: Dred Scott Decision            Primary Source: John Brown's Speech in his defense  <b>Chapter 17.</b> The Civil War and the end of Slavery (1861-1865)            Movie: Excerpts from <i>Glory</i></p> <p><b>Chapter 18.</b> The Promise and the Failure of Reconstruction (1865-1877)            Primary Source: P.B.S. Pinchback</p> <p><b>Chapter 19.</b> 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)	<b>6.1.12</b> A.1,2,3,5,8 <b>6.2.12</b> A,B,C,D,E <b>6.4.12</b> G,H,I <b>6.5.12</b> A,B <b>6.6.12</b> 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><b>Chapter 20.</b> African-Americans in the New South (1877-1910)            Primary Source: Plessy vs. Ferguson            Shared Reading: Up From Slavery</p> <p><b>Chapter 21.</b> 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><b>Chapter 22.</b> 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)	<b>6.1.12</b> A.1,2,3,5,8 <b>6.2.12</b> A,B,CD,E <b>6.4.12</b> H,I,J <b>6.5.12</b> A,B <b>6.6.12</b> 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><b>Chapter 23.</b> The Civil Rights Struggle (1900-1941)            Souls of Black Folk excerpts            Primary Source: Niagara Movement reading            New Voices of Protest packet</p> <p><b>Chapter 24.</b> The Great Migration (1915-1930)            Great Migration packet            Activity #24</p> <p><b>Chapter 25.</b> Black Nationalism (1916-1929)            Marcus Garvey Biography and questions            Primary Source: The Back to Africa Movement 1922            Marcus Garvey's Economic Plan</p> <p><b>Chapter 26.</b> The Harlem Renaissance (1920-1930)</p> <p><b>Chapter 27.</b> The Great Depression and the New Deal (1929-1941)</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> -3 <sup>rd</sup> weeks of Fourth Marking Period	Unit 9- The Civil Rights Revolution	<b>6.1.12</b> A.1,2,3,5,8 <b>6.2.12</b> A,B,CD,E <b>6.4.12</b> J,K,L <b>6.5.12</b> A,B <b>6.6.12</b> A,B,D,E	Discuss African American participation in WWII.  Analyze the Civil Rights Movement of the 1960's.	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	<b>Chapter 28.</b> WWII and African-Americans (1941-1945) Tuskegee Airmen <b>Chapter 29.</b> Gains and losses in the Post-War Years (1941-1960s) <b>Chapter 30.</b> The Battle for Civil Rights (1954-1963) Brown v. Board of Education Free at Last: Integration Plan Little Rock: 50 Years Later <b>Chapter 31.</b> New Directions in the Civil Rights Movement (1964-1972) Free at Last: Fannie Lou Hamer <b>Chapter 32.</b> Marching off to Vietnam (1963-1982)



# **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.

## **III. 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.



#### IV. Scope and Sequence:

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> 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>	<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
2 <sup>nd</sup> 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 <sup>rd</sup> 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 <sup>th</sup> 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**

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## **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.

## **III. SOURCES**

### **Textbook**

**Title:** A History of Western Society: Since 1300

**Publisher:** Houghton Mifflin, 7<sup>th</sup> Ed.

**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

#### IV. Scope and Sequence:

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September	<p><b>Introduction</b></p> <p><b>I. Renaissance</b></p>          <p><b>II. Protestant Reformation</b></p>		<p>Introduction to course</p> <p>Summarize the characteristics that defined humanism during the Renaissance.</p> <p>Define and discuss individualism and secularism.</p> <p>Differentiate between Christian humanism and civic humanism.</p> <p>Evaluate the social changes brought about by humanism during the Renaissance.</p> <p>Compare the humanism of the North to the humanism of the South.</p> <p>Discover the new political forms which came about during this time.</p> <p>Discuss the historical context for the Protestant Reformation.</p> <p>Explain Protestantism's impact on Western society.</p> <p>Analyze the Counter Reformation by the Catholic Church.</p> <p>Observe the Reformation through the eyes of Martin Luther.</p>			<p>Overview and practice essays</p> <p><b>Chapter 13</b> Course Pack: How a Prince Should Conduct Himself so as to gain renown Whether it is better to be loved than feared Oration on the Dignity of Man The Courtier A Letter to Boccaccio: Literary Humanism</p> <p><b>Chapter 14</b> DBQ Essay</p>





Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
November-December	<b>V. Absolutism and Constitutionalism</b>  <b>VI. Scientific Revolution &amp; Enlightenment</b>  <b>VII. Eighteenth Century Society</b>		<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 17<sup>th</sup> and 18<sup>th</sup> 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 18<sup>th</sup> century.</p> <p>Explain how European nations developed world trade during the 18<sup>th</sup> 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><b>Chapter 16</b>  <b>Chapter 17</b>            Course Pack:            James I: True Law and Free Monarchies            Thomas Hobbes: Leviathan</p> <p><b>Chapter 18</b>            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><b>Chapter 19</b></p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December-January	<b>VIII. French Revolution</b>		<p>Distinguish between the causes of the American and French Revolutions.</p> <p>Define what 18<sup>th</sup> 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><b>Chapter 21</b>  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 28<sup>th</sup>, 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
March	<b>XIV. World War I: Cause and Course</b>		<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><b>Chapter 27</b> 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
May- June	<b>XIX. Final Research Paper</b>					Research Paper

**Atlantic City Public School**  
**ECONOMICS AP**  
**(Currently being updated not complete (7-22-16))**  
**Grade 12**



**Vision**

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**Mission**

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## **1. OVERVIEW**

Economics AP is a yearlong course divided into three parts: Microeconomics, Macroeconomics and Keys to Financial Literacy. The first unit of the three Microeconomics, will cover the study of economic principles concerning individual decision makers within an economy. The main areas of concentration include basic economic concepts: the nature and functions of product markets; factor markets; and, efficiency, equality, and the role of government. Students are expected not only to know the material but also to apply critical thinking skills to the units covered. The second unit is Macroeconomics, which will emphasize economic principles as applied to the economy as a whole. Topics discussed will reflect the material include an analysis of national income and its components, economic indicators, inflation and unemployment, money, and banking, stabilization policies, and the United States and world trade. The unit will include a brief test preparation section 2 weeks prior to taking the AP test for Microeconomics and Macroeconomics. The last unit is abridged version of the Keys to Financial literacy course. The unit will include understanding Apply decision making to personal financial choices (planning, maintaining and analyzing money management) throughout various stages of financial status. Evaluate the sources and resources of financial systems that are available throughout various stages of financial status. Evaluate sources of personal credit, as well as the rights and responsibilities of credit, will understand basic contract responsibilities and evaluate investments and create a plan for the future.

## **II. RATIONALE**

To provide students with the opportunity to earn college credit in both Micro Economics and Macro Economics while also achieving the NJ State 21<sup>st</sup> Century Life and Careers Standards, 9.1, 9.2, 9.3. The course allows students to move at a fast pace in order to expand their understanding of economic conditions beyond a standard Financial Literacy content.

## **III NJCCC STANDARDS**

**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 A Career Awareness**

**9.2.12 B Career Exploration**

**9.2.12 C Career Preparation**

**9.3.12 Career & Technical Education.**

#### **IV. STRATEGIES**

Economics AP is a yearlong course divided into three parts: Microeconomics, Macroeconomics and Keys to Financial Literacy. The first two parts are designed to prepare the students to take the Microeconomic and Macroeconomic AP test. The final unit is designed to cover key aspects of the state requirement of Financial Literacy. Students will also be able to develop the skills to work with an online notebook, and utilize various online skills necessary for taking many classes in collegiate world.

#### **V. REQUIRED RESOURCES AND SUPPLEMENTAL MATERIALS**

##### **Textbook**

McConnell, Campbell r., Stanley L. Brue and Sean M. Flynn. Economics Principles, Problems, and Policies AP Edition. McGraw Hill , New York, 2015.

##### **Web book:**

McGraw Hill Connectplus

Web sources:

FRED: <https://research.stlouisfed.org/>

Bureau of Labor and Statistics: <http://www.bls.gov/>

US Census: <http://www.census.gov/>

## VI. Course and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	<p>Chapter 1: Introduction to Economic Terms and concepts.</p> <p>Chapter 2: Market System and Circular Flow</p>		<p><b>Students will:</b> Develop an understanding of the purpose of studying economics and how it will help their decisions.</p> <p>Be able to define and identify differences between Micro and Macroeconomics as well as positive and normative economics.</p> <p>Explain the relationships of the means of production and how they explain production possibilities.</p> <p>Diagram and use Production and Consumption Possibilities curves to analyze economic decisions.</p> <p>Be able to define market and command economies and use and analyze the important characteristics.</p> <p>Identify five Fundamental Questions faced by any economic system.</p> <p>Be able to create and describe a circular flow model to explain economic relationships.</p>	<p>On line review questions. Problems Open Ended Explanations Quizzes Tests (online) Test ( Open ended in class)</p>	<p>Discussion Power point Video AP OE questions Pair discussion and answering.</p>	<p>Sign in to Online Activity center. Take Pretest Read Chapter One Complete review Questions and Graphing skill questions Complete Problems and OE Locate Newspaper articles reflecting vocabulary used in chapter. View video (Crash Course Economics)</p> <p>Read Chapter Two</p> <p>Complete review Questions and Graphing skill questions Complete Problems and OE (View Crash Course Economics specialization and market economies ) Power point</p>





Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9 <sup>th</sup> week	Utility Maximization Chapter 7		<p>Students will Define marginal utility and state the law of diminishing marginal utility.</p> <p>Students will Explain and graph the relationship between marginal utility and total utility.</p> <p>Students will List four assumptions made in the theory of consumer behavior.</p> <p>State the utility-maximizing rule and use the utility-maximizing rule to determine a consumer's spending (and demand curve) when given income, utility, and price data</p> <p>.</p>			
10 <sup>th</sup> Week	Business Markets Chapter 9-10 Resource usage and maximization. Competitive markets		<p>Students will be able to distinguish between explicit and implicit costs, accounting and economic profits as wells between normal and economic profit; explain why a normal profit is an economic cost, but economic profit is not.</p> <p>Students will be able to explain the law of diminishing returns.</p> <p>Students will differentiate between the short run and long run.</p>			



			<p>Students will be able to compute, explain and distinguish marginal and average product when given total product data; total marginal and average product; fixed, variable and total cost; and explain the difference of average and marginal cost.</p> <p>Students will be able to compute, graph and explain: fixed cost , average variable cost, average total cost and marginal cost when given the cost data. And relate average product to average variable cost and marginal product to marginal.</p> <p>Explain the difference between short and long run costs and explain the different shaped curves.</p> <p>List causes of economies of scale.</p>			
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Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> Marking period. 1 <sup>st</sup> -2Week (12-13)	Pure Competition in Short run Chapter 10		<p>Students will be able to list and describe the differences between the four basic mark models and the characteristics of each.</p> <p>Students will be able to explain the conditions for a purely competitive firm and an industry (market)</p> <p>Students using a model will be able to explain how purely competitive firms vies demand for its product and marginal revenue from each addition al unit sold, Compute average, total and marginal revenue when given a demand schedule, use both total revenue and total cost and marginal revenue marginal cost approach o determine the short run price and out put that maximizes profits for competitive firm.</p> <p>Students will be able to explain why the MC curve is equal to the firm supply curve in a purely competitive market.</p>			
2 week (13)	Pure Competition in the long run		<p>Students will be able to difference between LR equilibrium and short run equilibrium for a purely competitive firm and industry.</p> <p>Students will be able to explain the long run equilibrium</p>			

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
	<p>Utility Maximization</p> <p>Chapter 7</p> <p>Business Markets Chapter 9-10 Resource usage and maximization.Competitive markets</p> <p>Oligopoly</p> <p>Monopoly</p> <p>Monosopoly</p>					

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> week (13 <sup>th</sup> )	Long run :Pure Competition Chapter 10		<p>Student will explain the shape of long run industry supply curves in constant-cost, increasing cost and decreasing cost industries.</p> <p>Student will be able differentiate between productive and allocative efficiency, and explain why allocative efficiency and productive efficiency are achieved where <math>P = \text{minimum ATC} = MC</math>, and finally explain why allocative efficiency and productive efficiency are consistent with maximizing consumer and producer.</p>			
3 <sup>rd</sup> -4 <sup>th</sup> Week (14 <sup>th</sup> -15)	Monopolies Chapter 11		<p>Students will be able to list and explain the characteristics of a pure monopoly and the difference between a pure monopoly and a near monopoly.</p> <p>Students will be able to list and give examples of the four barriers to entry with special emphasis on the economies of scale situation.</p> <p>Students will be able to describe and distinguish the differences in a demand curve in a pure monopoly and a purely competitive market.</p> <p>Students will be able to compute and explain the marginal revenue of a given monopoly demand schedule.</p>			



Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities

**Atlantic City Public School  
Holocaust/Genocide Studies  
(Currently being updated last revised 9-30-16)**



**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**

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**Atlantic City High School Mission Statement**

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## **I. OVERVIEW**

This course is designed to first define holocaust and genocide and then to examine examples of this most terrible of crimes throughout history. Topics to be discussed include Native Americans, slavery, Armenian slaughter, ethnic cleansing, Rwanda, Darfur, as well as, the events of World War II.

## **II. RATIONALE**

Holocaust/Genocide is a course in which students explore the systematic destruction of various groups in the world. Students will utilize primary source documents along with DBQ's to understand the impact of these crimes on society.

## **III. SOURCES**

### **Textbook**

**Title: To Be Determined.**

**Publisher:**

**Published Date:**

**Authors:**

### **Other Course Materials**

**Title:**

**Publisher:**

**Published Date:**

**Authors:**



#### IV. Scope and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
1 <sup>st</sup> Marking period	Self-discovery and evaluation of human morality		<p>1. Students will discuss general theories of human nature and relate these theories to personal experiences.</p> <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.</p> <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 the perpetrator, victim, collaborator, bystander, resister and rescuer.</p> <p>6. Students will develop generalizations that reflect their individual views.</p>			

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
2 <sup>nd</sup> Marking period	Issues of Conscience and moral responsibility Students will analyze society's moral codes and assess issues of conscience and moral responsibility and their effect.		<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	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
3 <sup>rd</sup> Marking period	Issues of Conscience and Moral Responsibility		<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	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
4 <sup>th</sup> Marking period	Issues of Conscience and Moral Responsibility		<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**

## **Introduction to Psychology**



### **Vision**

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## **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.

## **III. SOURCES**

### **Textbook**

**Title: Psychology: Perspectives and Connections**

**Publisher: McGraw Hill**

**Published Date: 2012**

**Authors: Feist**

### **Other Course Materials**

**Title:**

**Publisher:**

**Published Date:**

**Authors:**

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
September- November	<b>Unit One</b> <b>I. History of and Perspectives in Psychology</b>  <b>II. Research Methods &amp; Ethics</b>  <b>III. The Biological Basis of Psychology</b>  <b>IV. Sensation &amp; Perception</b>  <b>V. States of Consciousness</b>		<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>			<p>Small group presentations</p> <p>Debate</p> <p>Website completion</p> <p>Class demonstration of human perception</p> <p>Dream/sleep charts</p> <p>Research Paper Class presentation Experiment/Project on drug addiction</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December-January	<b>Unit Two</b> <b>I. Learning</b>  <b>II. Memory</b>  <b>III. Cognition</b>  <b>IV. Motivation &amp; Emotion</b>		<p>Series of learning experiments</p> <p>Exploration of a website for further understanding of the memory processes.</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>Learning experiments</p> <p>Web-based activities</p> <p>Self-evaluations</p>



Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
February-March	<b>Unit Three</b> <b>I. Developmental</b>  <b>II. Personality</b>  <b>III. Social Psychology</b>		<p>Discuss and identify students own development.</p> <p>Explain personal development using a specific developmental theory.</p> <p>Autobiography incorporating developmental stages.</p> <p>Analyze nature v. nurture</p> <p>Discuss current controversial issues and present solutions to these problems.</p> <p>Mini-unit on racism, prejudice, and discrimination</p>			<p>Research Project- Gender and Sexuality</p> <p>Autobiography</p> <p>Debate</p> <p>Research current issues</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April	<b>Unit Four</b> <b>I. Health Psychology</b>  <b>II. Psychological Disorders</b>  <b>III. Treatment of Psychological Disorders</b>		<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>Movie Reviews</p> <p>Therapeutic Plan</p>

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
May-June	<b>Unit Five Final Project</b>		<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**

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### **Mission**

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## **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.

## **III. SOURCES**

### **Textbook**

**Title: Psychology: Perspectives and Connections**

**Publisher: McGraw Hill**

**Published Date: 2012**

**Authors: Feist**

### **Other Course Materials**

**Title:**

**Publisher:**

**Published Date:**

**Authors:**





Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
November	<b>Unit 6 Learning</b>		A. Biological Factors B. Classical Conditioning C. Operant Conditioning D. Social Learning E. Cognitive Processes in Learning			Chapter 6
	<b>Unit 7 Cognition</b>		A. Memory B. Language C. Thinking D. Problem Solving & Creativity			Chapter 7
	<b>Testing &amp; Individual Differences</b>		A. Standardization & Norms B. Reliability & Validity C. Types of Tests D. Ethics & Standards in testing E. Intelligence F. Heredity/Environment & Intelligence G. Human Diversity			Chapter 10



Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
December	Midterm					

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
January	<b>Unit 8 Motivation &amp; Emotion</b>		A. Biological Bases B. Theories of Motivation C. Hunger, Thirst, Sex, & Pain D. Social Motives E. Theories of Emotion F. Stress			Chapter 11 Chapter 13



Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
March	<b>Unit 11 Abnormal</b>		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			Chapter 15

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April	<b>Unit 11</b>  <b>Treatment of Psychological Disorders</b>		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			Chapter16

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
April/May	<b>Unit 12</b> <b>Social Psychology</b>		A. Group Dynamics B. Attribution Processes C. Interpersonal Perception D. Conformity, Compliance, Obedience E. Attitudes & Attitude Change F. Organizational Behavior Aggression/Antisocial Behavior			Chapter 17  Chapter 18
May	<b>AP Exam Prep</b>		Review of coursework for AP Exam			Practice Tests <b>AP Exam</b>

# **Atlantic City Public School**

## **SOCIOLOGY**

**(Currently under revision last updated 9-30-16)**

### **Grade 12**



#### **Vision**

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#### **Mission**

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## **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**

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. STRATEGIES**

This course will emphasize large group instruction, small group activities, individual work as a vehicles for achieving the stated objectives. Students will complete 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.

## **IV. REQUIRED RESOURCES AND SUPPLEMENTAL MATERIALS**

A. The text for this course is:

1. Sociology: A Down – to – Earth – Approach , Eighth Edition. James M. Henslin, Pearson Education, Inc.2007.

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](http://www.ablongman.com/henslin).

## V. Scope and Sequence

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
Marking Period 1			1.The Sociological Perspective and Culture	Discussion Quiz Short Essay Projects	Powerpoint presentations Overhead projector Class Discussion Videos	
Marking Period 2			2. Social Interaction, Socialization and Group Formation			
			3.Deviance and Social Control			
Marking Per 3			4. Social Stratification: Gender, Race, Class			
			5. Social Institutions			
			6. Global Stratification: Economy, Political Structure and Social Change			
Marking Per 4			7.edx.org: Science of Happiness			
			8. edx.org: Biology For Voters			

## **Atlantic City Public School United States Government AP**



### **Vision**

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## **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.

## **III. SOURCES**

**Textbook** Wilson, American Government, AP Edition 2014

### **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 <b>I. Constitutional Underpinnings of United States Government</b> 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 <b>II. Political Beliefs and Behaviors</b> A. American Political Culture B. Public Opinion		*Understand the ideological beliefs people maintain regarding their government. *Explain political socialization. *Analyze public opinion and its impact on policy.	Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings, Note taking, Free response essay writing,	Test Readings Chaps 4-6 pgs 76-149 Supplemental Readings -“Democracy in America” -www.politicalcompass.org Assess political beliefs -Political Ideology Grafitti

Oct-Nov	<p>C. Political Participation</p> <p>Unit Three  <b>III. Political Parties, Interest Groups, and Mass Media</b>  A. Political Parties  B. Elections and Campaigns  C. Interest Groups  D. The Media</p>		<p>*Understand how and why citizens vote the way they do.  *Discuss the methods of political participation.  *Justify the reasons citizens disagree over political beliefs and behavior.</p> <p>*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.</p>	<p>Discussions, Quizzes, Tests, Writing Assignments</p>	<p>Projects, Class Discussion</p> <p>Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion</p>	<p>Poster</p> <p>Text Readings  Chaps 7-10 pgs 150-278  Supplemental Readings  -“Why Americans Still Don’t Vote  -Political Bias Project  -Create an Interest Group</p>
Dec-Jan				Discussions, Quizzes,		Text Readings Chaps 11-14 pgs 279-432

Feb-Mar	Unit Four <b>IV. Institutions of National Government</b> 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	Direct/Shared Readings, Note taking, Free response essay writing, Projects, Class Discussion	Supplemental Readings -“Congressional Women” -“Presidential Character” Create a perfect presidential resume.
	Unit Five <b>V. Public Policy</b> 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	Unit Six			Discussions, Quizzes, Tests, Writing Assignments	Direct/Shared Readings,	Text Readings Chaps 20-21 pgs 496-551 Supplemental Readings -“Gideon’s Trumpet” -“Simple Justice”

April-May	<b>VI. Civil Rights and Liberties</b> A. Civil Liberties B. Civil Rights		*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	AP Exam	Note taking, Free response essay writing, Projects, Class Discussion	*AP Exam Practice Tests *Score and Analyze Answers from Practice Tests.
May-June	Unit Seven <b>VII. Review for AP Exam</b>		*Utilize past AP Exams to review material taught in class. *Analyze answers of AP practice exams. *Discuss reasons for correct and wrong answers.	Final Project	Direct/Shared Readings, Free response essay writing, Class Discussion	*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.
	Unit Eight <b>VIII. Running Your Own Political Campaign</b>		*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.			



## **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**

**6.1: ALL STUDENTS WILL UTILIZE HISTORICAL THINKING, PROBLEM SOLVING, AND RESEARCH SKILLS TO MAXIMIZE THEIR UNDERSTANDING OF CIVICS, HISTORY, GEOGRAPHY, AND ECONOMICS.**

#### **A. Social Studies Skills**

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical

periods.

6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.

7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.

8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public

**6.2 (CIVICS) ALL STUDENTS WILL KNOW, UNDERSTAND AND APPRECIATE THE VALUES AND PRINCIPLES OF AMERICAN DEMOCRACY AND THE RIGHTS, RESPONSIBILITIES, AND ROLES OF A CITIZEN IN THE NATION AND THE WORLD.**

A. Civic Life, Politics, and Government

B. American Values and Principles

C. The Constitution and American Democracy

D. Citizenship

E. International Education: Global Challenges, Cultures, and Connections

**6.3. ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND FUTURE**

D. The Age of Global Encounters (1400-1750)

E. The Age of Revolutionary Change (1750-1914)

F. The Era of the Great Wars (1914-1945)

G. The Modern World (1945-1979)

H. Looking to the Future (1980-present)

**6.5 (ECONOMICS) ALL STUDENTS WILL ACQUIRE AN UNDERSTANDING OF KEY ECONOMIC PRINCIPLES**

A. Economic Literacy

B. Economics and Society

**6.6 (GEOGRAPHY) ALL STUDENTS WILL APPLY KNOWLEDGE OF SPATIAL RELATIONSHIPS AND OTHER GEOGRAPHIC SKILLS TO UNDERSTAND HUMAN BEHAVIOR IN RELATION TO THE PHYSICAL AND CULTURAL ENVIRONMENT.**

A. The World in Spatial Terms

B. Places and Regions

C. Physical Systems

D. Human Systems

E. Environment and Society

## **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 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

**Publisher:** Houghton Mifflin 2<sup>nd</sup> AP Ed.

**Published Date:** 2001

**Author:** Richard Bulliet et al.

### **B. Other Course Materials**

**Title:** The Human Record

**Publisher:** Houghton Mifflin 4<sup>th</sup> Ed.

**Published Date:** 2001

**Authors:** Alfred Andrea and James Overfield

### **C. Useful internet sites:**

1. [www.nj-history.org](http://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](http://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](http://www.googleearth.com) This allows the students to use and explore geography principals.
4. [www.unitedstreaming.com](http://www.unitedstreaming.com) This site provides video clips, visual and audio materials to be used in class.
5. [www.learner.org/resources/](http://www.learner.org/resources/) This site provides various lesson plans and resources to help the teachers achieve their goals.
6. [www.jerseyhistory.org](http://www.jerseyhistory.org) This site provides information about NJ resources.
7. [www.fte.org/teachers/programs/history/lessons](http://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 <sup>st</sup> -5 <sup>th</sup> weeks of First Marking Period	<b>I. Foundations</b> <b>A. Introduction</b> <b>B. World Geography and the Birth of Civilization</b> <ol style="list-style-type: none"> <li>Location</li> <li>Demography</li> <li>Society</li> </ol> <b>C. Revolution in Thought and Religion</b> <ol style="list-style-type: none"> <li>China</li> <li>India</li> <li>Hebrews</li> <li>Greece</li> <li>Africa</li> </ol> <b>D. New Patterns of Civilization</b> <ol style="list-style-type: none"> <li>Movement</li> <li>Collapse</li> <li>Emergence</li> </ol>		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	<b>Primary Source Documents/ Document Based Assessments</b> <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>  <b>Essay Topics</b> 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 <sup>th</sup> -8 <sup>th</sup> Weeks of First Marking Period	<b>II. 1000-1450 Consolidation and Interaction</b> <b>A. Political Development in Asia and Europe</b> 1. Feudalism in Japan 2. Early Middle Ages in Europe 3. Mongol Rule: From China to the borders of Europe <b>B. Islamic Civilization at Home and Beyond</b> 1. Classic culture 2. Religion and Society 3. Conflict with the West <b>C. The High Middle Ages</b> 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	<b>Primary Source Documents/ Document Based Assessments</b> <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>  <b>Essay Topics</b> Examine the significant differences of similarities between the political systems of Egypt and Chinese.  <b>Compare the status of women in Islamic and Roman societies.</b> 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 <sup>th</sup> -10 <sup>th</sup> Weeks of First Marking Period	<b>D. Africa</b> 1. Great Empires of Western and Central Sudan 2. European Contact 3. Great Zimbabwe <b>E. Civilization of the Americas</b> 1. The Classic Period 2. Post Classic Period <b>F. World Perspective 1000-1450</b> 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	<b>Primary Source Documents/ Document Based Assessments</b> <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>  <b>Essay Topics</b> 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 <sup>st</sup> -4 <sup>th</sup> week of Second Marking Period	<b>III. 1450-1750: The World in Transition</b> <b>A. The Rise of National Monarchies</b> <ol style="list-style-type: none"> <li>1. Japan: Tokugawa</li> <li>2. China: Ming and Ch'ing</li> <li>3. India: Mughals</li> <li>4. Middle East: Ottoman Empire</li> <li>5. Africa: Songhai</li> <li>6. Russia: Romanov Dynasty</li> <li>7. England: Stuarts</li> <li>8. France: Bourbons</li> <li>9. Spain: Hapsburgs</li> </ol> <b>B. Conquest and Exploitation</b> <ol style="list-style-type: none"> <li>1. Mercantilism</li> <li>2. Spanish Empire in America</li> <li>3. Africa and the trans-Atlantic slave trade</li> <li>4. French and British Colonies in North America</li> <li>5. Central Asia &amp; Islamization</li> </ol>		<p>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.</p> <p>Explain the relationship between China's technological stagnation and its economic growth in the early Ming period.</p> <p>Discuss the construction of the Mughal Empire in India and the relations between Islam, Hinduism, and Sikhism.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Describe and account for the Spanish ability to conquer a territorial empire in the Americas.</p> <p>Analyze the effects of the Atlantic system on African, European, and American societies and their environments.</p> <p>Create a comparative analysis of the economies and labor systems of the Portuguese, Spanish, French and English colonies</p>	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	<b>Primary Source Documents/ Document Based Assessments</b> 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>  <b>Essay:</b> 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 <sup>th</sup> -8 <sup>th</sup> Weeks of Third Marking Period	<b>III. 1450-1750: The World in Transition (continued)</b> <b>C. European Enlightenment</b> 1. Scientific Revolution 2. Enlightenment Impact: Government, Religion , and Society <b>D. World Perspective 1450-1750</b> 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	<b>Primary Source Documents/ Document Based Assessments</b> 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  <b>Essay Topics</b> Discuss the role Enlightenment thought and folk cultures played in the making of the 18 <sup>th</sup> century revolutions.

Suggested Time line	Content Area	NJCCC Standards	Instructional Objectives	Assessment	Instructional Strategies	Instructional Activities
9 <sup>th</sup> -10 <sup>th</sup> Weeks of Third Marking Period	<b>IV. 1750-1914 The Era of European Dominance</b> <b>A. Political Regulations in Europe and America</b> <ol style="list-style-type: none"> <li>1. French Revolution</li> <li>2. American Revolution</li> <li>3. Wars of Independence in Latin America</li> </ol> <b>B. Eighteenth and Nineteenth Century Industrialization</b> <ol style="list-style-type: none"> <li>1. Great Britain</li> <li>2. Continental Europe</li> <li>3. Meiji, Japan</li> </ol>		<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 19<sup>th</sup> 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	<b>Primary Source Documents/ Document Based Assessments</b> 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, <i>Self-Help &amp; Thrift</i> Sarah Stickney Ellis, <i>The Wives of England</i> Images of the West in Late Tokugawa and Meiji Japan <b>Prints and Drawings, 1853-1887</b>  <b>Essay Topics</b> 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 <sup>st</sup> -2 <sup>nd</sup> Weeks of Third Marking Period	<b>IV. 1750-1914</b> <b>The Era of European Dominance (continued)</b> <b>C. The European Challenge</b> <ol style="list-style-type: none"> <li>1. Political Reform</li> <li>2. Economic Advancement</li> <li>3. Social Unrest</li> </ol> <b>D. Nationalism</b> <ol style="list-style-type: none"> <li>1. Europe</li> <li>2. Trans-Pacific (U.S., China, and Japan)</li> </ol>		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	<b>Primary Source Documents/ Document Based Assessments</b> Heinrich von Trietschke: <i>Extracts from History of Germany in the Nineteenth Century and Historical and Political Writings</i>  <b>Essay Topics</b> 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 <sup>rd</sup> -5 <sup>th</sup> Weeks of Third Marking Period	<b>IV. 1750-1914</b> <b>The Era of European Dominance (continued)</b> <b>E. Imperialism</b> 1. New Imperialism 2. Africa 3. Ottoman Empire 4. India 5. China <b>F. World Perspective 1750-1914</b> 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		<p>Discuss the roles of the technological change and market demand in the development of the “New British Empire.”</p> <p>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.</p> <p>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.</p> <p>Discuss the scramble for Africa and use concrete examples to illustrate the process of colonization and reactions to colonization in Africa.</p> <p>Describe and analyze the reasons for and the results of reform in the Ottoman Empire.</p> <p>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.</p> <p>Analyze the external and the internal challenges that weakened the Qing Empire in the nineteenth century.</p>	Homework Teacher Q/A Class work Essay Quiz Test	Direct/shared reading Map Skills Visual interpretation Note taking, essay writing, use of technology	<b>Primary Source Documents/ Document Based Assessments</b> Ottoman Reforms in the Tanzimat Era <b>Sultan Abdul Mejid, <i>Imperial Rescript</i></b> <b>Ndansi Kumalo, <i>His Story</i></b>  <b>Essay Topics</b> 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 <sup>th</sup> -10 <sup>th</sup> Weeks of Third Marking Period	<b>V. 1914-Present: Global Conflict and Change</b> <b>A. World War and Revolution</b> 1. Seeds of War 2. Settlement and Aftermath 3. Russian Revolution <b>B. Depression, Dictators and Democrats</b> 1. The Great Depression 2. Soviet Experiment 3. German Democracy and Dictatorship 4. The New Deal 5. Japanese Militarism <b>C. World War II</b> 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	<b>Primary Source Documents/ Document Based Assessments</b> 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>  <b>Essay Topics</b> 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 <sup>st</sup> – 4 <sup>th</sup> Week of Fourth Marking Period	<b>V. 1914-Present: Global Conflict and Change (continued)</b> <b>D. The West Since 1945</b> <ol style="list-style-type: none"> <li>1. The Cold War</li> <li>2. Social Revolution and Changing Culture</li> <li>3. Political Upheaval in Eastern Europe and the USSR</li> </ol> <b>E. Emerging Powers in Post War East Asia</b> <ol style="list-style-type: none"> <li>1. China</li> <li>2. Japan</li> <li>3. Korea</li> <li>4. Taiwan</li> <li>5. Singapore</li> </ol> <b>F. Decolonization and the New Nationalism</b> <ol style="list-style-type: none"> <li>1. Africa</li> <li>2. Middle East</li> <li>3. South and Southeast Asia</li> <li>4. Latin America</li> </ol> <b>G. World Perspective:1914-Presents</b> <ol style="list-style-type: none"> <li>1. Racism</li> <li>2. Popular Culture</li> <li>3. Social Revolution</li> <li>4. Global Economics</li> <li>5. Environment</li> <li>6. Terrorism</li> <li>7. Regional Conflicts</li> <li>8. Religion</li> <li>9. Gender</li> </ol>		<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	<b>Primary Source Documents/ Document Based Assessments</b> 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> <b>Essay Topics</b> 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.

## **Social Studies Textbook**

Course	Text book title	Copy right	Publisher
American Government AP	American Government, AP Edition	2014	Cengage
African American History	<i>The African American A cultural Landscape</i>	2014	Pearson
Criminal Justice	Introduction to Criminal Justice, Tenth	2007	Cengage
Economics AP	Economics Principles, Problems, and Policies AP Edition	2015	McGraw Hill
Modern European AP	A History of Western Society: Since 1300 7 <sup>th</sup> ed	2006	Houghton Mifflin
Holocaust Genocide			
Psychology and Psychology AP	Psychology: Making Connections.	2013	McGraw Hill
Sociology	Sociology: A Down – to – Earth – Approach , Eighth Edition.	2007	Pearson-
USI acd –hon	Americas	2012	<b>McDoungal Littell</b>
USI adv and AP	American Pageant 2016 ed , ebook Mindtap	2016	<b>Cengage</b>
World History acd – hon	World History Modern ed.	2011	<b>Pearson</b> Prentice Hall
World History AP	The Earth and Its Peoples, AP Edition Volume II, 5 <sup>th</sup> ed.	2014	<b>Houghton Mifflin Harcourt Publishing Company</b>