



Waterford Public Schools

Social Studies Curriculum Grades 7 - 12



TABLE OF CONTENTS

Curriculum Revision Committee	1
Grade 7: Global Studies 2.....	2
Grade 8: United States History	22
High School	36
Rise of Civilization	36
Ancient Western Civilization.....	43
The Middle Ages	50
Early Modern History	60
The Modern World.....	70
United States History	82
Advanced Placement United States History	94
Criminal Justice in America	105
Civics	119
Contemporary Affairs.....	129
Advanced Placement European History / UConn ECE Modern Western Traditions	139
Psychology	146
Advanced Placement Psychology.....	155
Scope and Sequence: Literacy Standards Alignment.....	173
State of Connecticut Social Studies Framework	175
National Standards for Psychology Curricula.....	192

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GLOBAL STUDIES 2

GRADE 7

As the world becomes more interconnected, it is important for American citizens to have an understanding of the world in which we live and the reciprocal way that various regions of the world impact one another. The seventh grade social studies curriculum strives to prepare students to be knowledgeable and responsible participants in our global community. Global Studies II serves as the social studies course that all Waterford Public School students will be required to take in grade seven. In Global Studies II, students will further develop the content knowledge and 21st century skills that were introduced to them in sixth grade.

The beginning of the course will be spent helping students to develop the cognitive skills and to acquire the content knowledge necessary to understand the world in which we live. Students will recognize how their own cultural background and experiences shapes the way in which they view the outside world. Students will also develop the ability to examine issues from multiple perspectives. Students will have the opportunity to determine the basic rights that they believe should be afforded to all citizens, regardless of their status and/or geographic location. Students will also examine the geographic and societal structures that serve to hinder or enhance one's access to those rights. Building upon the basic understanding of government and economics that they gained in sixth grade, seventh students will examine economic and government systems in a theoretical manner, before analyzing how these theories are practiced in the "real world."

Students will be expected to apply the knowledge and skills they acquired in unit one to the three regions of the world that they will be studying for the remainder of the school year: Africa, the Middle East and Asia. Within each region students will be studying historic time periods and analyzing how the past affects the contemporary state of each region.

In Africa, students will examine the role that geographic location played in the development of various early African Empires. Students will be required to analyze the origin of the various stereotypes that exist about Africa and to challenge those notions. Students will examine the Colonial Era in Africa and its legacy through a study of various contemporary issues such as political instability, modern genocide and the HIV/AIDS crisis. In studying the Middle East, students will examine the roles that natural resources and religious ideology have played in both historic and contemporary conflicts. Students will examine the ways in which the international community has exacerbated and alleviated the tension that is central to these conflicts. The unit ends with an examination of the rise of terrorism and role that it plays in contemporary society. In Asia, students will focus primarily on India and China. In their studies of India, students will once again examine how a colonial past shapes the present day state of the country. Students will study how religious and social diversity in India have served as both an asset and a liability. Students will examine the tactics used by the British that enabled them to maintain control over the Indian majority. Students will analyze the leadership style of Mohandas Gandhi and examine how he influenced leaders of other social movements, such as Martin Luther King, Jr. They will study the religious tension that resulted in the formation of Pakistan and how the international community has responded to this long standing conflict. Students will also explore how both India and China have dealt with the issues created by their enormous populations. During their study of China students will examine why China chose to remain isolated from the world for much of its history. They will also examine the rise of Mao Zedong, the adoption of communism and its impact on Chinese citizens. Finally, students will examine various social, political and economic issues facing contemporary China as capitalism mixes with their command economy.

GLOBAL STUDIES 2

GRADE 7

In addition to the deep understanding of our world that students will develop during their time in Global Studies II, seventh grade students will also be expected to become more geographically literate. Students will be required to take map quizzes and tests to demonstrate growth of their geographic literacy.

Content is not the only focus for seventh graders in Global Studies II. Students will also receive direct instruction to help them develop fundamental literacy skills that can be applied across multiple disciplines. Students will be taught strategies to help them make meaning from challenging texts of multiple genres (i.e. non-fiction, poetry, political cartoons, historic fiction, maps, graphs). Students will learn how to identify information from a text that can be used to effectively support their ideas. Students will be expected to develop and showcase their ability to communicate clearly (in both their written and oral expression). Students will be required to write several formal content-specific argumentative essays in which they introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically to support claim(s) using credible sources. Students will be expected to make text connections, evaluate source reliability and relevance, determine main ideas and key concepts, understand domain specific vocabulary, organize and cite evidence, and integrate multiple sources. Students will be given opportunities to work collaboratively with their peers to develop creative, authentic solutions to real world problems. Finally, students will be presented with opportunities to develop their understanding of how technology can be used to enhance their understanding of the world in which we live.

GLOBAL STUDIES 2

GRADE 7

Essential Questions for Unit One: Pack Your Bags

- *How do we use tools (maps, charts, graphs, etc.) to interpret and understand our world?*
- *How does one's culture affect his/her world view?*
- *What can we learn about the world by understanding different perspectives?*
- *What is the danger of the single story?*
- *How does where you live affect how you live?*
- *How do government and economic systems affect the way people live?*

Objectives for Unit One: Pack Your Bags

- Students will understand that tools can be used to interpret, analyze, and disseminate information.
 - Students will make connections between their own lives and experiences and how they view the world.
 - Students will examine multiple perspectives in order to form a more comprehensive understanding of the world in which we live and an appreciation for the inherent value of all humans.
 - Students will understand that individual stories do not represent an entire group.
 - Students will make connections between geographic location, societal structures and individual human rights.
 - Students will understand the strengths and weaknesses of different government and economic systems.
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Essential Questions for Unit Two: Africa

- *How does the past shape the present?*
- *What are the causes and effects of human migration?*
- *Does progress benefit everybody?*
- *How do individuals and groups affect change?*
- *Why do people care or not care about issues in the world?*

Objectives for Unit Two: Africa

- Students will understand how the legacy of Africa's colonial history continues to influence the continent today.
- Students will understand that contemporary human settlements and political boundaries and divisions in Africa are, in many cases, a legacy of European colonialism.
- Students will understand that technological progress for some is often the result of the exploitation of others.
- Students will understand that individuals can affect massive societal change, often with great sacrifice.
- Students will understand that both individual-interests and national self-interests influence how we view the world.

GLOBAL STUDIES 2 GRADE 7

Essential Questions for Unit Three: The Middle East

- *Why do civilizations rise and fall?*
- *How does religion influence the way people live and interact?*
- *How do cultural differences contribute to conflict?*
- *What factors determine a country's willingness to engage in international conflict?*
- *What happens when a culture's traditional values collide with modernity?*

Objectives for Unit Three: The Middle East

- Students will understand that multiple geographic (physical and cultural) factors contribute to a civilization's expand and collapse.
 - Students will examine the origins, growth, and interactions of the three monotheistic religions born in the Middle East and understand their regional and global influences.
 - Students will understand how cultural differences in the Middle East have created deep and lasting divisions which have led to regional and global conflict.
 - Students will understand that a country's willingness to intervene in the affairs of another country can be based on multiple factors including international allegiances, concern for human rights, and self-interest.
 - Students will understand that as the world changes, a culture's traditional values often conflict with contemporary understandings of human rights.
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Essential Questions for Unit Four: Asia

- *How can a region's early philosophers influence its culture?*
- *How have international trade and exploration influenced the cultures of India and China?*
- *How does the past shape the present?*
- *How do countries deal with the environmental challenges of modernization?*
- *What are the regional and global implications of overpopulation?*
- *How do government systems affect culture?*
- *How can individuals affect political change?*

Objectives for Unit 4: Asia

- Students will understand that the ideas of early philosophers (Buddha and Confucius) have had an enduring influence on the cultures of India and China.
- Students will understand that the international desire for goods, resources, and services has played an integral role in the histories of India and China and continues to influence their cultures today.

GLOBAL STUDIES 2

GRADE 7

- Students will understand that colonialism and foreign intervention have had lasting effects on the cultures of India and China.
- Students will understand that while modernization can lead to societal progress it can come at a devastating environmental cost.
- Students will understand the regional and global implications of overpopulation and the cultural and political challenges of addressing the issue.
- Students will understand that while there is a reciprocal relationship between government and culture, some government systems are slower to adapt to cultural changes than others.
- Students will understand that political stability is not always compatible with individual rights and that some individuals are willing to engage in active resistance, often at great personal risk.

Grade Level Expectations	Evidence of Learning
<p><u>Unit 1: Pack Your Bags</u></p> <p>Part I. Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will review the differences between commonly used political divisions (<i>i.e. continents, countries, states/prefectures/provinces, counties, & cities</i>). • Students will review the location of all seven continents and 4 oceans (<i>including the equator, prime meridian, and tropics</i>) • Students will review how hemispheres are used to divide up the earth • Students will review the difference between physical and cultural geography • Students will review how technology can aid in our study of the world • Students will predict how physical geography might influence the development of culture in the world (CT 1.4.9, 1.4.10, 1.4.10) <p>Part II. Viewing the World from Multiple Perspectives:</p> <ul style="list-style-type: none"> • Students will analyze the importance of examining a given issue from multiple perspectives (CT 3.2.3, CT 3.2.4) • Students will compare and contrast how the earth is represented on maps and with how the earth is represented on globes (CT 2.2.19, CT 2.2.22) 	<p><u>Unit 1: Pack Your Bags</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Written Counter-Arguments • Document-Based Questions • Content Tests & Quizzes • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding • Map quizzes & tests • Mind maps

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will examine how one’s cultural background and experiences shape his/her perspective (CT 1.13.28, CT 3.2) • Students will recognize how stereotypes, ethnocentricity, prejudice/bias develop and shape perspective (CT 1.13.28) <p>Part III. Elements of Culture:</p> <ul style="list-style-type: none"> • Students will define culture (<i>e.g. religion, government, economics, education, music, food, etc...</i>) • Students will examine how one’s culture can interfere with or complement understandings and interactions (<i>i.e. on a personal and global scale</i>) (CT 1.2.4, CT 1.13.26) • Students will analyze how cultural differences (<i>e.g. politics and religion</i>) lead to conflict and how discussing these matters and result in conflict resolution (CT 1.3.8) <p>Economic Systems</p> <ul style="list-style-type: none"> • Students will compare and contrast the theories of communism, capitalism and socialism (CT 1.11.22, CT 1.11.23, 1.10.21) • Students will evaluate the theoretical advantages and disadvantages of communism, capitalism and socialism (CT 1.11.22, CT 1.11.23, CT 2.2.13, 2.2.18, 2.2.19)) <p>Government Systems</p> <ul style="list-style-type: none"> • Students will examine the purpose(s) of government (<i>e.g. maintaining order</i>) and how government shapes culture (CT 1.13.27, CT 1.8) • Students will review the difference between limited and unlimited government (CT 1.9.20) 	

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> Students will evaluate the theoretical strengths and weaknesses of various forms of government (<i>e.g. democracy, monarchy, anarchy, totalitarianism, theocracy</i>) (CT1.7.17, CT 1.9.20, CT 1.8) <p>Part IV. Thinking About Human Rights:</p> <ul style="list-style-type: none"> Students will compare and contrast their personal definition of universal human rights with the United Nations’ Universal Declaration of Human Rights (CT 1.7.16, 1.9.20, 1.13.27) Students will examine the societal structures that serve to promote or hinder/impede access to universal human rights (<i>e.g. the status of women, LGBT community, children, ethnic minorities, the impoverished</i>) (CT 1.9.20, 1.13.27, 1.13.28, 1.3.8) 	
<p><u>Unit 2: Sub-Saharan Africa (The Past Shapes the Present)</u></p> <p>Part I. Building Geographic Literacy</p> <ul style="list-style-type: none"> Students will learn the location of all African countries Students will learn the location of important physical features on the African continent Students will predict how physical geography might influence the development of culture in Africa (CT 1.4.9, 1.4.10, 1.4.10) <p>Part II. Early African Civilizations</p> <ul style="list-style-type: none"> Students will analyze the important role that geographic location played in the development of early African civilizations (<i>e.g. Kush and Axum on the Red Sea</i>) (CT 1.4.9, 1.4.10, 1.4.11) Students will compare and contrast elements (<i>e.g. importance of trade, structure of government, role of arts</i>) of early African civilizations (<i>e.g. Ghana, Mali, Songhai, Egypt</i>) with those of early European and American civilizations (<i>e.g. Greece, Sioux</i>) (CT 1.2.4, 1.3.5, 1.3.7, 1.6.14, 1.7.17, 1.10.21, 1.12.24) Students will compare and contrast slavery on the African continent with the practice of slavery in America through 1865 (CT 1.13.26, 1.1.2, 1.3.8) 	<p><u>Unit 2: Sub-Saharan Africa</u></p> <ul style="list-style-type: none"> Summaries of various primary and secondary sources Reader Responses (requiring students to use both single and multiple sources to support their ideas) Written Counter-Arguments Document-Based Questions Content Tests & Quizzes Completed Graphic Organizer Argumentative Essay Exit Slips Student Presentations Annotation/Collecting Evidence exercise Paraphrasing Participation in class discussion Fact Checks Informative Essay Vocabulary Check for Understanding

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> Students will examine how various slave trade routes resulted in cultural diffusion from Africa to the Americas. (CT 1.6.14, 1.6.15) <p>Part III. Colonial Era</p> <ul style="list-style-type: none"> Students will analyze existing perceptions about Africa and examine the origins of those perceptions (CT 1.13.28, CT 3.2) Students will examine how Africa’s colonial past has contributed to many contemporary problems in the region (CT 3.3.5, 1.3.6, 1.8.18, 3.1.1) Students will examine the various factors that led to the European colonization of Africa (<i>e.g. Industrial Revolution, ethnocentricity, imperialism</i>) (CT 1.3.8, 1.4.11, 1.5.12, 1.6.13, 1.10.21, 1.12.24, 1.13.26, 1.13.28, 3.2.4, 3.3.5, 1.4.10, 1.4.9) Students will compare and contrast European colonization of Africa with European colonization of the United States (<i>e.g. reasons for colonization, impact on indigenous peoples, tools of oppression</i>) (CT 1.1.1, 1.1.2) Students will analyze the political, economic and social tools of oppression used by Europeans to maintain control over the African (<i>e.g. limits placed on public education, redrawing border lines, forced migration and settlement of opposing tribes, favoritism, apartheid laws</i>) (CT 1.3.6, 1.3.8, 1.4.11, 1.13.27, 1.9.20) Students will examine the various external (<i>e.g. WWII</i>) and internal (<i>e.g. liberation movements</i>) factors that led to end of the Colonial Era (CT 1.1.3, 1.3.6, 1.8.19, 1.8.18, 1.10.21, 1.7.17, 1.13.28) <p>Part IV. Modern Africa & The Legacy of Colonialism</p> <ul style="list-style-type: none"> Students will examine examples of political instability in Africa and analyze the role that colonialism has played in creating that instability (<i>e.g. Hutus/Tutsi of Rwanda, North/South Sudan, post-apartheid South Africa, Mugabe of Zimbabwe</i>) (CT 1.4.11, 1.3.8, 1.9.20, 1.13.27) Students will examine examples of economic instability in Africa and analyze the role that colonialism has played in creating that instability (<i>e.g. economic inequality in South Africa</i>) (CT 1.10.21, 1.9.20, 1.13.27) 	<ul style="list-style-type: none"> Map quizzes & tests

**GLOBAL STUDIES 2
GRADE 7**

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will examine the development of infrastructure in the post-Colonial Era and its impact on political, economic and social systems (<i>e.g. lack of clean water, transportation</i>) (CT 1.12.24, 1.5.12) • Students will examine how the colonial legacy of Africa, coupled with cultural values have contributed to the proliferation of the AIDS pandemic (CT1.13.27) • Students will examine examples of success stories in which African nations have been able to overcome the obstacles created by its colonial past (CT 1.10.21, 1.9.20) • Students will examine the role that the international community has played in attempting to assist Africa to deal with the problems that have been plaguing the continent in the 21st century (<i>e.g. UN and NGOs</i>) (CT 1.7.16) <p>Part V. Thinking About Human Rights</p> <ul style="list-style-type: none"> • Students will examine the societal structures that serve to promote or hinder/impede access to universal human rights in Africa (<i>e.g. the status of women, LGBT community, children, ethnic minorities, the impoverished</i>) (CT 1.9.20, 1.13.27, 1.13.28, 1.3.8) 	
<p><u>Unit 3: The Middle East</u></p> <p>Part I. Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will learn the location of all Middle Eastern countries • Students will learn the location of important physical features in the Middle East • Students will predict how physical geography might influence the development of culture in the Middle East (CT 1.4.9, 1.4.10, 1.4.10) <p>Part II. Natural Resources as a Source of Conflict and Community</p> <ul style="list-style-type: none"> • Students will examine the influence that natural resources have had in both ancient and contemporary settlement patterns (CT 1.6.13, 1.4.10, 1.4.10, 1.4.9, 1.10.21) • Students will compare and contrast oil rich nations with those lacking oil in 	<p><u>Unit 3: The Middle East</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Written Counter-Arguments • Document-Based Questions • Content Tests & Quizzes • Argumentative Essay • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<p>the Middle East (<i>e.g. impact on development of infrastructure</i>) (CT 1.4.9, 1.4.10, 1.10.21)</p> <ul style="list-style-type: none"> • Students will examine how a scarcity of resources (<i>e.g. oil, fresh water</i>) has resulted in ancient and contemporary conflicts (<i>e.g. Operation Desert Storm</i>) (CT 1.4.10) • Students will analyze how global dependency on oil has affected economic, political and social systems in the Middle East (<i>e.g. international trade embargos</i>) (CT 1.10.21, 1.7.16, CT 1.1.1) • Students will examine how oil production in the Middle East has affected political, economic and social systems in the world (<i>e.g. OPEC, domestic oil production, investing in alternative sources of energy</i>) CT 1.12.24, CT 1.10, CT 1.5.12) • Students will examine how important waterways (<i>i.e. Strait of Hormuz, Suez Canal</i>) have both resulted in alliances and led to conflict in the region (CT 1.4.10, 1.12.24) <p>Part III. Religion as a Source of Conflict and Community</p> <ul style="list-style-type: none"> • Students will analyze the influence of Hammurabi’s Code on contemporary legal systems (CT 1.3.6, CT 1.3.7) • Students will compare and contrast the formation of the three monotheistic religions of the Middle East and their impact on the world today (CT 1.3.6, 1.3.7, 1.3.5) • Students will assess how monotheistic religions have affected migration in the Middle East and the world (CT 1.6.14) • Students will analyze how different beliefs have resulted in conflict both within religious groups (<i>i.e. Sunni and Shiite Muslims</i>) and between religious groups (<i>i.e. Palestinian Muslims and Israeli Jews</i>) (CT 1.3.8) • Students will evaluate how historic events have shaped their perception of Middle Eastern culture (CT 2.1.1) 	<ul style="list-style-type: none"> • Paraphrasing • Informative Essay • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding • Map quizzes & tests

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<p>Part IV. Understanding Terrorism</p> <ul style="list-style-type: none"> Considering multiple perspectives, students will compare and contrast acts of terrorism with acts of patriotism (CT 3.2.3, 1.3.6). Students will evaluate the significance of American foreign policy and the diffusion of Western culture on current Middle East/US foreign relations (<i>e.g. Oil for Food Program, McDonald's in Saudi Arabia</i>) (CT 1.1.1, 3.3.5, 3.1.1, 3.2.3, 1.4.10, 3.2.4, 3.3.5, 1.3.8, 1.3.6) Students will analyze the effects of historic events, the media and U.S. demographics on America's perception of Islam (CT 1.3.5, 1.3.8, 3.3.5, 2.1.1, 1.3.6) Students will examine how the US government has struggled to balance national security with the protection of civil liberties in post 9/11 America (CT 1.9.20, 1.13.27, 2.1.1, 1.3.8, 1.7.17, 1.13.26, 1.13.28) Students will evaluate the effectiveness of existing counter-terrorist polices and predict how future policies might impact the war on terrorism (CT 3.1.1, 1.1.1, 3.3.5, 3.1.2) <p>Part V. Thinking About Human Rights</p> <ul style="list-style-type: none"> Students will examine the societal structures that serve to promote or hinder/impede access to universal human rights in the Middle East (<i>e.g. the status of women, LGBT community, children, ethnic/religious minorities, the impoverished</i>) (CT 1.9.20, 1.13.27, 1.13.28, 1.3.8) 	
<p><u>Unit 4a: India</u></p> <p>Part I. Building Geographic Literacy</p> <ul style="list-style-type: none"> Students will learn the location of all central Asian countries Students will learn the location of important physical features in central Asia Students will predict how physical geography might influence the development of culture in India (CT 1.4.9, 1.4.10, 1.4.10) 	<p><u>Unit 4a: India</u></p> <ul style="list-style-type: none"> Summaries of various primary and secondary sources Reader Responses (requiring students to use both single and multiple sources to support their ideas) Written Counter-Arguments Document-Based Questions Content Tests & Quizzes

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<p>Part II. Religion & Caste in India</p> <ul style="list-style-type: none"> Students will examine polytheistic religions that developed in India and the impact that these religions have on the culture of the country (CT 1.3.5, 1.13.28) Students will compare and contrast the fundamental tenets of Hinduism and Islam to better understand the tension that developed between Indian Hindus and Muslims (CT 1.3.5, 1.3.8, 1.13.26) Students compare and contrast the social stratification created by India's caste system with the systems of social stratification that exist in other regions, including the United States (CT 1.13.27, 1.13.28) <p>Part III. Colonialism and the Struggle for Indian Independence</p> <ul style="list-style-type: none"> Students will examine the various tools of oppression used by the British Empire to maintain control over the Indian majority (CT 1.4.10, Students will examine how Indian adherence to the caste system served as an obstacle to Indian independence (CT1.8.19, 1.13.26, 1.13.27) Students will compare and contrast the various perspectives presented by the leaders of the Indian independence movement (CT 1.8.19, 1.13.28) Students will evaluate the Indians' use of political, economic and social passive resistance (<i>i.e. boycotts, buying "homespun"</i>) as a catalyst for change (CT 1.8.19, 1.13.28) Students will assess the effectiveness of the British response to Gandhi and his followers (<i>i.e. Jallianwala Bagh massacre</i>) (CT 1.8.19, 1.13.27) Students will compare and contrast the leadership styles of Mohandas Gandhi and Martin Luther King (CT 1.1.3, 1.3.6, 1.8.19) <p>Part III. Modern India</p> <ul style="list-style-type: none"> Students will examine the precarious relationship between Pakistan & India (<i>i.e. conflict over Kashmir, nuclear proliferation</i>) and how the international community has responded to the on-going conflict (CT 1.3.8, 1.6.14, 1.7.16, 1.13.26) 	<ul style="list-style-type: none"> Population Policy Project Argumentative Essay Completed Graphic Organizer Exit Slips Student Presentations Annotation/Collecting Evidence exercise Paraphrasing Participation in class discussion Fact Checks Vocabulary Check for Understanding Map quizzes & tests

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will compare and contrast the policy methods adopted by the Indian government to slow population growth with those used in other countries (<i>e.g. Indonesia, China</i>) (CT 1.13.26) • Students will create their own population policy aimed at slowing population growth while considering human rights (CT 2.4.27, 2.5.31, 3.3.5) • Students will examine the methods used by the Indian Government to combat the caste system and assess the effectiveness of those policies (CT 1.9.20) <p>Part V. Human Rights</p> <ul style="list-style-type: none"> • Students will examine the societal structures that serve to promote or hinder/impede access to universal human rights in India (<i>e.g. the rights of women, LGBT rights, rights of the impoverished/continued recognition of caste</i>) (CT 1.9.20, 1.13.27, 1.13.28, 1.3.8, 1.13.27) • Students will examine the challenges posed by balancing the rights of individuals with the needs of a larger group in the world’s largest democracy (CT 1.9.20, 1.13.27) 	
<p><u>Unit 4b: China</u></p> <p>Part I. Building Geographic Literacy</p> <ul style="list-style-type: none"> • Students will learn the location of all east Asian countries • Students will learn the location of important physical features in eastern Asia • Students will predict how physical geography might influence the development of culture in China (CT 1.4.9, 1.4.10, 1.4.10) <p>Part II. Ming Dynasty, 15th century (imperialism & other’s perception of Chinese culture)</p> <ul style="list-style-type: none"> • Students will examine the causes and effects of the decline of the Yuan dynasty. (CT 1.7.17, 2.1.1, 3.1.1) • Students will analyze how the physical geography of China influenced the development of differing regional economies. (CT 1.4.9, 1.4.10, 1.10.21) • Students will investigate the changes that the new leadership took to rebuild the waning “trust of leadership” that was pervasive during this time period. 	<p><u>Unit 4b: China</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Written Counter-Arguments • Document-Based Questions • Content Tests & Quizzes • Argumentative Essay • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<p>(CT 2.2.20, 3.1.1)</p> <ul style="list-style-type: none"> • Students will learn about the growth of the arts & the advancement of technology. (CT 1.3.5, 1.10.21) • Students will study the trade routes of Zheng He (1405-1433) and chart the exchange of goods between China and itself and other foreign countries (CT 1.3.6, 1.10.21, 1.12.24) • Students will learn about the teachings of Confucianism and how these teachings led to the change in philosophy that lead to the decline of the Ming Dynasty (CT 1.13.28, 2.2.18, 3.1.1) <p>Part III. Cultural Revolution/Rise of Mao</p> <ul style="list-style-type: none"> • Students will examine how European nations infiltrated the isolationist Chinese economy in the 1800s resulting in the first and second Opium Wars (CT 1.4.10, CT 1.10.21, CT 1.12.24, CT 1.13.28) • Students will examine physical (<i>e.g. draught</i>) and cultural (<i>e.g. spheres of European influence</i>) geographic factors that led to civil unrest in China eventually resulting in the collapse of the Qing Dynasty (CT 1.13.28, CT 1.10.21, CT 1.8.18) • Students will compare and contrast the ideals of Chiang Kai-Shek and Mao Zedong (CT 1.1.3) • Students will analyze the various techniques (<i>i.e. propaganda, promises of land</i>) used by Mao Zedong to win popular support for his communist ideals (CT 1.8.18, CT 1.8.19) • Students will analyze physical and cultural geographic factors that contributed to the failure of Mao’s “Great Leap Forward” (CT 1.10.21, CT 1.8.19, CT 1.4.10, CT 1.10.21) • Students will examine the “tools of oppression” used by Mao during the Cultural Revolution to prevent an open criticism of the communist government (CT 1.13.27, CT 1.13.28, CT 1.8.19, 1.7.17) 	<ul style="list-style-type: none"> • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding • Map quizzes & tests

GLOBAL STUDIES 2 GRADE 7

Grade Level Expectations	Evidence of Learning
<p>Part IV. Modern China</p> <ul style="list-style-type: none"> • Students will examine the societal challenges of rapid modernization under the PRC (<i>e.g. shift from agrarian to factory work; mass migration from rural China to cities; growing income inequality; education; cultural shifts related to traditional role of family, lifestyles, and values</i>) (CT 1.6.13, 1.6.15, 1.7.17, 1.10.21, 1.13.26, 1.13.27, 1.13.28) • Students will analyze the shifting role and influence of state, independent, and social media (<i>e.g. government censorship, internet access, social protest, Google</i>) (CT 1.7.17, 1.9.20, 1.13.27) • Students will analyze the challenges presented by China’s population size and evaluate the government’s attempts to address them (overpopulation, one-child policy, transportation, resource distribution/depletion) (CT 1.9.20, 1.10.21, 1.13.27) • Students will examine the environmental challenges of rapid modernization (<i>e.g. Three Gorges Dam, pollution, desertification, resource depletion, construction of megacities</i>) (CT 1.4.9, 1.4.10, 1.4.11, 1.5.12, 1.10.21) • Students will analyze the role and effectiveness of political protest under the PRC (<i>e.g. 1989 Tiananmen Square protests in response to government corruption and lack of freedoms, Tibet, Taiwan, preparation for 2008 Olympics</i>) (CT 1.7.17, 1.9.20) • Students will analyze the influence of globalization on China’s international relationships (<i>e.g. trade agreements, investment in foreign countries, international treaties</i>) (CT 1.3.7, 1.3.8, 1.9.20, 1.11.23, 1.12.24, 1.12.25) <p>Part V. Human Rights</p> <ul style="list-style-type: none"> • Students will examine the societal structures that serve to promote or hinder/impede access to universal human rights in China (<i>e.g. freedom of expression, worker exploitation, migration, ethnic/religious minorities, the impoverished</i>) (CT 1.9.20, 1.13.27, 1.13.28, 1.3.8, 1.13.27) • Students will examine the challenges posed by balancing the rights of individuals with the needs of a larger group (CT 1.9.20, 1.13.27) 	

GLOBAL STUDIES 2 GRADE 7

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Previewing content vocabulary • Examining visuals prior to reading • Predicting reading content • Identifying key terms • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Written reading reflections • Shared readings • Model texts • Skimming/scanning as research strategies • Activating prior knowledge • Chunking • Differentiating texts • Thinkmarks 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Use of common rubrics across disciplines • Self-scoring using a provided rubric • Focused peer editing • Brainstorming • Outlining/Note-taking • Graphic Organizer • Modeling/using student exemplars • Oral rehearsal • Write around discussion (pre-writing) • 3-2-1 (pre-writing) 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Inquiry circle • Stations • Student generated assessments • Students develop higher level questioning Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Four Corner Debates • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Timelines (cause/effect) • Peer teaching

GLOBAL STUDIES 2 GRADE 7

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
		<ul style="list-style-type: none"> • Role Audience Format Task (RAFT) • Flip the classroom • Field observation • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circles • Turn and Talk • Film's & Video Clips • Expert Groups • Interviews • Write around discussion • Using geographic technology such as <i>Google Earth</i>

RESOURCES

- Perspectives PowerPoint
- The Danger of the Single Story
- Various news sources address the same issue (BBC, MSNBC, Fox, Al-Jazeera)
- (“The Danger of the Single Story” *the main problem with stereotypes is not that they are false, it’s that they are incomplete* (“The Lunch Date”; “A Class Divided” Frontline; “What Would You Do? Bike Thief” episode ABC TV
- Rock/Paper/Scissors game (paper clips) – teaching communism & capitalism
- *Story of Stuff v. Entrepreneurship*
- EU today (Italy, Greece, Spain)
- Existing lessons on economic systems
- Government Role Play
- www.icivics.org

**GLOBAL STUDIES 2
GRADE 7**

PACING GUIDE

Units of Study	1st Trimester	2nd Trimester	3rd Trimester
Unit 1: Pack Your Bags	X		
Unit 2: Sub-Saharan Africa	X	>	
Unit 3: The Middle East		X	
Unit 4a: Asia: Focus on India		X	>
Unit 4b: Asia: Focus on China			X

GRADE 7 APPENDIX A: VOCABULARY

Unit 1: Pack Your Bags	Unit 2: Sub-Saharan Africa	Unit 3: The Middle East	Unit 4: Central & Eastern Asia
<p>Physical geography</p> <p>Cultural geography</p> <p>Theoretical</p> <p>Perspective</p> <p>Stereotypes</p> <p>Ethnocentricity</p> <p>Bias</p> <p>Prejudice</p> <p>Economics</p> <p>Theory</p> <p>Capitalism</p> <p>Communism</p> <p>Socialism</p> <p>Government</p> <p>Democracy</p> <p>Monarchy</p> <p>Theocracy</p> <p>Totalitarianism</p> <p>Anarchy</p> <p>Human Rights</p>	<p>Colonization</p> <p>Cultural diffusion</p> <p>Oppression</p> <p>Indigenous</p> <p>Liberation</p> <p>Political instability</p> <p>Legacy</p> <p>Infrastructure</p> <p>Pandemic</p> <p>Taboo</p> <p>Stigma</p> <p>Liberation</p> <p>protest</p>	<p>Infrastructure</p> <p>Embargo</p> <p>Terrorism</p> <p>Patriotism</p> <p>Cultural Diffusion</p> <p>Demographics</p> <p>Perception</p> <p>Civil Liberties</p> <p>Counter-terrorism</p> <p>National Security</p> <p>Monotheistic</p> <p>Foreign policy</p> <p>Domestic policy</p>	<p>Isolationist</p> <p>Propaganda</p> <p>Tools of oppression</p> <p>Modernization</p> <p>Liberation</p> <p>Dynasty</p> <p>Globalization</p> <p>Active resistance</p> <p>Corruption</p> <p>Social stratification</p> <p>Caste</p> <p>Passive resistance</p> <p>Civil disobedience</p> <p>polytheistic</p>

GRADE 7 APPENDIX B: WRITING STANDARDS

Informative Writing Standards	Argumentative Writing Standards
<ul style="list-style-type: none"> • Demonstrate a deep understanding of history/social studies content. • Introduce topic in a clear and meaningful way, previewing what is to follow • Organize ideas, concepts, and information using appropriate text structures (e.g. compare/contrast, cause/effect, main ideas/supporting details, sequence of events) • Develop the topic with relevant, well-chosen facts, definitions, details, quotations, or other information and examples • Provide proper citation • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary • Establish and maintain a formal style • Close in a meaningful manner by providing a concluding statement or section that follows from and supports the information or explanation presented • Include proper formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid explanation • Write with clarity and fluency using proper conventions – spelling, punctuation, grammar, paragraphing 	<ul style="list-style-type: none"> • Take a strong and definite position on an issue that demonstrates a deep understanding of history/social studies content • Start with an engaging beginning • Introduce argument (claim) with a strong, clear thesis statement • Organize supporting arguments • Consider and counter opposing views (counter-argument) • Support/defend claims with relevant, targeted factual information (quotations, statistics, definitions, examples, etc.) from credible sources • Elaborate on targeted factual information to develop supporting arguments • Provide proper citations • Close in a meaningful, thought- provoking manner while including a statement or section summarizing the argument presented • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary • Demonstrate audience awareness and establish and maintain a formal style • Include proper formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid explanation • Write with clarity and fluency using proper conventions –spelling, punctuation, grammar, paragraphing

UNITED STATES HISTORY

GRADE 8

In order for a democracy to function properly, the citizenry must have a deep understanding of their civic rights and responsibilities. The eighth grade social studies curriculum is designed to prepare students to be productive participants in our democratic nation. U.S. History serves as the social studies course that all Waterford Public School students will take in grade eight. In U.S. History, students will delve more deeply into the historic content and 21st century skills introduced in earlier grades. The course is intended to ensure that students have the knowledge and skills necessary to meet the high level of academic rigor they will encounter at Waterford High School and beyond.

In eighth grade U.S. History students will take a chronological journey from the end of the Colonial Era and the American Revolution through the reform movements of the 1920s. In looking closely at the causes of the American Revolution and subsequent war, students will investigate the origins of American governmental principals and structure, as well as the role citizens play within our society and political landscape. By studying early American expansion and industrial and technological development, students will learn the details of how a growing country leads to a growing set of challenges for our people and its leaders. Through an examination of the Civil War and Reconstruction, eighth graders will look at the social, political, and economic causes and consequences of America's most tumultuous inner struggle and take a deeper look at some of America's most influential leaders. Through an investigation of the emergence of modern America, students will investigate how the United States became a world power and how, through industrialization, urbanization, immigration and numerous reform movements, it begins to exhibit many of the traits we recognize as American today.

Students are asked to look at the roles that government and citizenship play in their lives and how they can influence the world around them through compromise, participation, tolerance, and civil discourse. By studying the various factors that led to the growth and development of the United States, along with the evolutionary nature of the Constitution, students will understand their individual rights and responsibilities. Students will also analyze the importance of practicing good citizenship while weighing the common good versus individual rights. To further develop their 21st century skills, students in U.S. History will create civics based/community outreach projects to problem solve, use varying forms of technology, make informed decisions through projects/writing tasks, and work collaboratively with peers. Students will be exposed to assessments that require critical thinking and knowledge/skill application throughout the school year.

Within this eighth grade United States history course students will receive specific instruction to develop foundational literacy skills applying to all disciplines, including Social Studies. Students will be required to write several formal content-specific argumentative essays in which they introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically to support claim(s) using credible sources. U.S. History students will also be required to use other reading and writing skills allowing them to access and gather information, interpret information and create various forms of written work using a variety of primary and secondary sources thus allowing them to demonstrate an ability to actively participate in social studies discourse. Students will be expected to make text connections, evaluate source reliability and relevance, determine main ideas and key concepts, understand domain specific vocabulary, organize and cite evidence, and integrate multiple sources into their writing/thinking.

UNITED STATES HISTORY

GRADE 8

Essential Questions for Unit One: United States Government: Past & Present

- *Why do we study the past?*
- *How is our government organized?*
- *How do we balance the protection of individual rights with the common good?*
- *What role does individual participation play in our democracy?*

Objectives for Unit One: United States Government: Past & Present

- Students make connections between events that have occurred in the past and their impact on the present and the future.
- Students look to the Constitution to understand how the power of our government is shared between the people, the branches and the levels of government and to identify the structures that have been put in place to prevent our government from abusing its power.
- Students consider how their individual rights impact the rights of others in their community and examine the role of public discourse and authority in creating a balance between the two.
- Students investigate methods of and construct pathways for using their power within our democracy.

Essential Questions of Unit Two: Expansion, Industry & Reform

- *How is progress paradoxical?*
- *How do we balance sectional interests with national interests?*
- *How has power been distributed and redistributed over time?*
- *Does it take courage to challenge the status quo?*

Objectives for Unit Two: Expansion, Industry & Reform

- Students understand that progress is not always linear and that all progress comes at a price.
- Students understand how the needs of a particular region are not always in line with what is in the best interest of the nation. In these situations the government must perform a cost-benefit analysis.
- Students consider how those in power use various tools of oppression to maintain the status quo and how those who are oppressed use various tools of liberation to change the status quo.
- Students understand the inherent risks and potential benefits involved with challenging the status quo

UNITED STATES HISTORY GRADE 8

Essential Questions for Unit Three: The Civil War & Reconstruction

- *What has been the impact of compromise on our nation's democracy?*
- *What role does society play in changing laws? What role does the law play in changing society?*
- *To what degree did the Civil War resolve the disputes that existed between the North and the South?*
- *Can a person be free without being independent?*

Objectives for Unit Three: Civil War & Reconstruction

- Students understand that in order for compromises to be effective, compromises must address the root cause of tension. When compromises fail to address the root cause, they do not result in long lasting resolutions.
- Students will understand the interplay between the government's influence on societal beliefs and society's values on the promulgation of law
- Students will understand that while some regional tensions were resolved as a result of the Civil War, other issues were unaddressed and remain a source of national tension.
- Students will understand that people need equitable opportunities and equal access to public institutions to truly be free.

Essential Questions for Unit Four: The Emergence of Modern America

- *What would need to be different for oppressed people to be treated equally?*
- *To what extent are your accomplishments the result of hard work and to what extent is it a result of other factors?*
- *How can the leadership of historic figures inspire us today?*
- *How does one's culture and identity shape his/her worldview/perspective?*

Objectives for Unit Four: The Emergence of Modern America

- Students will understand that social, political and economic change on a systemic level is needed to bring about true equality
- Students will understand that along with hard work, many other factors contribute to a person's/group's success or failure.
- Students will understand the traits of effective leadership and how the actions of historical figures inspire and impact us today.
- Students will understand how one's perspective is often shaped by his/her cultural background and experiences.

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<p><u>Unit 1: United States Government: Past & Present</u></p> <ul style="list-style-type: none"> • Students will examine the causes and effects of American Revolutionary War (<i>e.g. colonists’ desire for self-governance, independence</i>) (CT 1.1.6) • Students will compare and contrast the American and British perspectives of significant events leading to the American Revolutionary War (<i>e.g. Boston Tea Party, Boston Massacre, patriots v. loyalists</i>) and consider why their perspectives differ (CT 3.1.2, 3.2.5) • Students will examine the links between pre-Revolutionary War conditions and analyze their impact on the creation and development of our new nation (<i>e.g. a fear of tyranny resulted in the initial creation of a decentralized government, effects of the Zenger Trial</i>) (CT 1.1.6) • Students will examine the reasons that the Articles of Confederation failed as a form of government for our new nation and the effects the failure had on the Constitutional Convention (<i>e.g. move towards federalism</i>) (CT 1.1.6) • Students will examine the political conflicts that arose during the Constitutional Convention and evaluate the long and short term effectiveness of the compromises made to resolve those conflicts (<i>i.e. 3/5 Compromise, Connecticut Compromise, ban on slave trade</i>) (CT 1.1.2, 1.1.10, 1.2.11, 1.4.15) • Students will examine how the shared experiences of the founding fathers influenced the creation of the Constitution and its impact on American society (CT 1.3.28, 1.8.19) • Students will examine the evolutionary nature of the U.S. Constitution and its impact on American history (<i>i.e. flexible document, who are “We the People”</i>) (CT 1.8.19, 1.9.20) • Students will examine the philosophical principles upon which the U.S. Constitution is based and how those principles influence America and the world today (<i>e.g. republicanism, checks & balances, federalism</i>) (CT 1.7.28, 1.3.14) • Students will examine how power has been distributed to and exercised by each branch of the government (CT 1.7.18) 	<p><u>Unit 1: United States Government: Past & Present</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources, from a variety of genres, to support their ideas) • Supreme Court Cases Studies: Legal Opinions • Written Counter-Arguments • Document-Based Questions • Citizen Participation Project • Content Tests & Quizzes • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will analyze the roles and responsibilities of each branch while using contemporary examples to develop an understanding of how the distribution of political power affects American society today (CT 1.7.18, 1.8.19) • Students will examine a variety of case studies (<i>e.g. New Jersey v. TLO, Snyder v. Phelps, Tinker v. Des Moines</i>), to develop an understanding of how the Supreme Court has used its power of judicial review to balance the protection of individual rights with the common good (CT 1.8.19, 1.9.20, 1.9.21, 1.9.22) • Students will analyze legal precedents established by the Supreme Court and predict how the Court would rule in cases centered upon those legal precedents (<i>e.g. Given the court's ruling in Tinker v. Des Moines, is it legal for a school to institute a dress code?</i>) (1.7.18, 2.1.2., 2.3.19) • Students will examine what it means to be a "citizen" in different contexts (<i>e.g. citizens of CLMS community, citizen of the United States</i>) (CT 1.9.20) • Students will understand that citizens have both rights and responsibilities under the Constitution (CT 1.9.20, 3.3.6, 3.3.7) • Students will evaluate the importance of individual participation in maintaining a democracy (CT 1.9.20, 1.9.22, 3.2.4, 3.2.5, 3.3.6, 3.3.7) • Students will understand how racism emerged as a means of reconciling the ideals of our new nation and the existence of slavery in it. (CT 1.1.2, 1.1.10, 1.3.12) 	
<p><u>Unit 2: Expansion, Industry & Reform</u></p> <ul style="list-style-type: none"> • Students will analyze how President Washington, guided by his ideas and beliefs, set many precedents for our new nation (CT 1.1.5) • Students will evaluate the successes/failures of the new federal government under the Constitution as compared to the Articles of Confederation (<i>e.g. Whiskey Rebellion v. Shay's Rebellion</i>) (CT 1.8.19) • Students will compare and contrast the fundamental beliefs of our nation's first two political parties with those of current political parties (CT 1.1.5, 1.4.15, 1.8.19, 1.9.22) • Students will examine the historic significance of the Supreme Court's verdict in <i>Marbury v. Madison</i>, 1803 and the impact of judicial review (CT 1.1.7, 1.7.18) 	<p><u>Unit 2: Expansion, Industry & Reform</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Document-Based Questions • Argumentative Essay #1 • Content Tests & Quizzes • Completed Graphic Organizer • Exit Slips

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will examine historically significant events (e.g. <i>Louisiana Purchase/Jefferson</i>) to develop an understanding of how strict and loose interpretations of the Constitution affected our nation (CT 1.1.5, 3.1.2, 3.2.5) • Students will examine the paradoxical effects of Lewis & Clark’s expedition through the Louisiana Territory (e.g. <i>discovery of valuable land for agriculture, westward expansion’s impact on Native peoples</i>) (CT 1.1.5, 11.9, 1.3.14) • Students will assess the ability of the United States’ to remain neutral during the years preceding the War of 1812 (as advised by Washington) given the acts of provocation from the British (CT 1.1.5, 1.3.14) • Students will examine the causes and effects of the War of 1812 (CT 1.3.14, 1.4.15, 1.12.26) • Students will examine how the economic isolation that existed during the War of 1812 helped to ignite the first Industrial Revolution in the United States (CT 1.12.25) • Students will analyze how the physical geography of the United States influenced the development of differing regional economies (CT 1.4.15) • Students will analyze how the political, economic and social development of the United States in the early 1800s resulted in the increase in both nationalism (e.g. <i>Monroe Doctrine, Erie Canal, internal improvements/infrastructure</i>) and sectionalism (e.g. <i>different economies of North and South, slavery, election of 1824, protective tariffs</i>) (CT 1.3.14, 1.4.15, 1.12.26) • Students will examine the paradoxical impact of the first Industrial Revolution on the growth of our nation in the early 1800s (e.g. <i>effects of the cotton gin on American economy, slave trade and native peoples</i>) (CT 1.10.23, 1.13.28, 1.12.25, 1.11.24) • Students will compare and contrast President John Quincy Adams and President Andrew Jackson (e.g. <i>examine how their past experiences impacted their policies</i>) (CT 1.1.5) • Students will examine the impact of Jackson’s policies on the Five Civilized Tribes of the American southeast (i.e. <i>Trail[s] of Tears</i>) (CT 1.1.9) • Students will examine the strategies employed (i.e. assimilation, resistance) by the Five Civilized Tribes and evaluate their (in)effectiveness in resolving conflict with the U.S. government (e.g. <i>Trail of Tears, Seminole Wars</i>) (CT 1.1.9) 	<ul style="list-style-type: none"> • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding

**UNITED STATES HISTORY
GRADE 8**

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • Students will analyze the concept of Manifest Destiny, the challenges it posed and how the U.S. government overcame those obstacles (<i>e.g. Oregon Treaty, Mexican-American War, Gadsden Purchase</i>) (CT 1.1.8) • Students will examine the various push and pull factors of the wave of immigration that occurred in the mid-1800s (<i>e.g. Irish potato famine, availability of land</i>) (CT 1.6.17) • Students will analyze the causes and effects of various social reform movements that took place in the early 1800s (<i>e.g. Horace Mann, Seneca Falls, Thoreau & Civil Disobedience</i>) (CT 1.1.3) • Students will identify “tools of oppression” employed by the American institution of slavery and the “tools of liberation” used to move toward African American emancipation. (CT 1.1.3, 1.12.25, 1.13.28, 3.2.5) • Students will understand timeless lessons learned from reading primary source slave narratives of Frederick Douglass and Harriet Jacobs (CT 1.1.3, 1.1.5) 	

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<p><u>Unit Three: The Civil War, Reconstruction and the Era of Jim Crow</u></p> <ul style="list-style-type: none"> • Students will examine the causes and effects of the American Civil War(CT1.1.6) • Students will compare and contrast the North’s and South’s perspectives on significant events leading to the outbreak of war, and consider why their perspectives differed (CT 3.1.2, 3.2.5, 1.8.19) • Students will assess advantages possessed by the Union and Confederacy at the onset of the Civil War(CT 1.10.23, 1.4.15) • Students will examine how experiences varied for different groups of people during the war (<i>e.g. slaves/freeman, women, soldiers, leaders</i>) (CT 1.4.15, 1.2.11) • Students will use primary and secondary sources to examine major strategies, events, leaders and experiences during the Civil War.(CT 1.1.5, 1.1.10, 1.2.11, 3.3.1) • Students will create a timeline of major events of the Civil War(CT1.1.1) • Students will examine the evolution of President Lincoln’s perspective on slavery and analyze the role that politics played in helping/hindering Lincoln to enact policies that aligned with his beliefs (CT 1.1.5, 3.1.3, 3.2.4) • Students will analyze the rights that freedmen gained and lost during the Reconstruction Era (CT 1.2.11, 1.8.19 1.9.21) • Students will understand the compromise that brought about an end to Reconstruction and the ramifications of that compromise (CT 1.1.2) • Students will evaluate to what extent our nation lived up to the core principals embodied in our historical documents (<i>i.e. 13th, 14th & 15th Amendments</i>) (CT 1.1.6, 1.9.20, 1.9.21) • Students will analyze various aspects of leadership throughout the unit (CT 1.1.5) • Students will apply their understanding of what it means to be free and independent to evaluate if the Civil War truly freed the slaves (CT 1.13.27, 1.13.28, 3.2.5) • Students will identify tools of racial oppression and tools needed to liberate African Americans(CT1.3.12, 1.4.15,1.8.19,1.9.20, 1.9.21,1.10.23, 1.12.25,1.13.27, 1.13.29) • Students will understand how the social, political, and economic effects of the Jim Crow Era continue to impact race-relations in the United States today (CT 1.13.27, 1.13.28, 1.13.29) 	<p><u>Unit Three: The Civil War, Reconstruction and the Era of Jim Crow</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Document-Based Questions • Argumentative Essay #2 • Content Tests & Quizzes • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding • Civil War Projects (<i>i.e. Civil War Era Narrative Journal Entries or Civil War Alphabet Book</i>) • 6 word sentences on race (<i>Race Card PBS.org</i>)

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<p><u>Unit Four: The Emergence of Modern America</u></p> <ul style="list-style-type: none"> • Students will compare and contrast the causes and effects of American imperialism at the turn of the century with the expansion that occurred during the era of Manifest Destiny (CT 1.1.8) • Students will consider if it is “American” to impose American values on others (<i>e.g. immigrants, Native peoples, foreign countries</i>) (CT 1.1.8) • Students will evaluate the degree to which America should be considered a meritocracy (CT 1.12.25, 1.1.5) • Students will identify the factors which contributed to the rise of industrialization in the late 1800s (<i>e.g. natural resources, immigration</i>) (CT 1.4.15, 1.4.16, 1.6.17, 1.3.13) • Students will compare and contrast the lives and contributions of labor and corporate leaders during the Gilded Age (CT 1.1.3, 1.1.5) • Students will trace the roots of the American labor movement to explain why/how workers organized for change and students will examine the impact on labor unions on the culture of “work” in America (CT 1.2.2, 1.1.3,1.12.25) • Students will identify problems and solutions of growing cities in the late 1800s to determine how urbanization affected American life (CT 1.1.4, 1.1.5, 1.4.15, 1.5.16, 1.6.17) • Students will consider, “What is liberty?” as they learn about America’s heritage as a nation of immigrants (CT 1.3.14, 1.6.17,1.9.20,1.1.4, 1.9.20) • Students will identify causes and effects of the second wave of American immigration (CT 1.6.17) • Students will identify tools of change used to make social, political, and economic reforms in during the Progressive Era (CT 1.1.3, 1.12.25,1.13.28, 3.2.5) • Students will trace the development of the earlier reform movements through the decade of the 1920s and beyond to evaluate the growth/success of each reform movement (<i>e.g. education, organized labor, women’s rights, combating racism, temperance</i>). (CT 3.3.7, 1.13.27, 1.10.23, 1.9.21, 1.8.9, 3.2.5) • Students will use the lives of historical figures to identify what characteristics are important for effective leadership (CT 1.1.5) 	<p><u>Unit Four: The Emergence of Modern America</u></p> <ul style="list-style-type: none"> • Summaries of various primary and secondary sources • Reader Responses (requiring students to use both single and multiple sources to support their ideas) • Document-Based Questions • Progressive Era Children’s Book (research-based project/informative writing) • Content Tests & Quizzes • Completed Graphic Organizer • Exit Slips • Student Presentations • Annotation/Collecting Evidence exercise • Paraphrasing • Participation in class discussion • Fact Checks • Vocabulary Check for Understanding

UNITED STATES HISTORY GRADE 8

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> Students will explore the (<i>i.e. political, social and economic</i>) causes of the stock market crash of 1929. (CT 1.1.5, 1.11.24, 1.12.25) 	

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> Previewing content vocabulary Examining visuals prior to reading Predicting reading content Identifying key terms Independent reading Outlining/Note-taking Annotation Graphic organizer Identifying text structures Think aloud for difficult text Summarize text Paraphrasing Expert groups Word sorts Written reading reflections Shared readings Model texts Skimming/scanning as research strategies Activating prior knowledge Chunking Differentiating texts Thinkmarks 	<ul style="list-style-type: none"> Process writing Free-writes Shared writing Guided writing lessons Use of common rubrics across disciplines Self-scoring using a provided rubric Focused peer editing Brainstorming Outlining/Note-taking Graphic Organizer Modeling/using student exemplars Oral rehearsal Write around discussion (pre-writing) 3-2-1 (pre-writing) 	<ul style="list-style-type: none"> Teacher/student developed rubrics Classroom debates Collaborative group activities Role playing Demonstrations Simulation activities Inquiry circle Stations Student generated assessments Students develop higher level questioning Class and small group discussion Focused lecture Multimedia presentation Teacher modeling Collaborative group presentations Source selection/evaluating sources Modeling the process of finding appropriate sources Action project Agree/disagree matrix Four Corner Debates Fishbowl discussions Independence practice Jigsaw

**UNITED STATES HISTORY
GRADE 8**

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
		<ul style="list-style-type: none"> • Interactive notebook • Podcast • Virtual classroom • Timelines (cause/effect) • Peer teaching • Role Audience Format Task (RAFT) • Flip the classroom • Field observation • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circles • Turn and Talk • Film's & Video Clips • Expert Groups • Interviews • Write around discussion

RESOURCES

- *America: History of Our Nation*, Pearson
- Books
- Videos
- Magazines
- Equipment
- Supplies

**UNITED STATES HISTORY
GRADE 8**

PACING GUIDE

Units/Topics	1st Trimester	2nd Trimester	3rd Trimester
Unit One: United States Government: Past & Present	X	>	
Unit Two: Industry, Expansion & Reform		X	
Unit Three: Civil War, Reconstruction & the Era of Jim Crow		X	>
Unit Four: The Emergence of Modern America			X

GRADE 8 APPENDIX A: VOCABULARY

Unit 1: US Government: Past & Present	Unit 2: Expansion, Industry & Reform	Unit 3: Civil War & Reconstruction	Unit 4: The Emergence of Modern America
<p> perspectives loyalist patriot tyranny primary source secondary source federalism evolutionary contemporary legal precedents citizen compromise precedent principle entitlement </p>	<p> judicial review strict interpretation loose interpretation neutral provocation nationalism sectionalism infrastructure protective tariff paradoxical assimilation resistance Manifest Destiny famine civil disobedience oppression liberation labor coercion dehumanization morale tolerance/intolerance </p>	<p> Freedman Independent suffrage segregation “civil” war fugitive secession political social economic abolitionist “lynching” ration emancipate independent </p>	<p> imperialism meritocracy liberty xenophobia business cycle recession depression boom patent monopoly corporation strike urbanization tenement </p>

GRADE 8 APPENDIX B: WRITING STANDARDS

Informative Writing Standards	Argumentative Writing Standards
<ul style="list-style-type: none"> • Demonstrate a deep understanding of history/social studies content. • Introduce topic in a clear and meaningful way, previewing what is to follow • Organize ideas, concepts, and information using appropriate text structures (e.g. compare/contrast, cause/effect, main ideas/supporting details, sequence of events) • Develop the topic with relevant, well-chosen facts, definitions, details, quotations, or other information and examples • Provide proper citation • Close in a meaningful manner by providing a concluding statement or section that follows from and supports the information or explanation presented • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary • Establish and maintain a formal style • Include proper formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid explanation • Write with clarity and fluency using proper conventions – spelling, punctuation, grammar, paragraphing 	<ul style="list-style-type: none"> • Take a strong and definite position on an issue that demonstrates a deep understanding of history/social studies content • Start with an engaging beginning • Introduce argument (claim) with a strong, clear thesis statement • Organize supporting arguments • Consider and refute opposing views • Support/defend claims with relevant, targeted factual information (quotations, statistics, definitions, examples, etc.) from credible sources • Elaborate on targeted factual information to develop supporting arguments • Provide proper citations • Close in a meaningful, thought- provoking manner while including a statement or section summarizing the argument presented • Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts • Use precise language and domain-specific vocabulary • Demonstrate audience awareness and establish and maintain a formal style • Include proper formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid explanation • Write with clarity and fluency using proper conventions –spelling, punctuation, grammar, paragraphing

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)

WORLD HISTORY: GRADE 9

This course offers an introduction to archaeology and anthropology. It then traces the development of early humans, the discovery of agriculture, and the rise of cities. The study of the civilizations of the river valleys Mesopotamia and Egypt form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

Rise of Civilization is a semester course (0.5 credit) and is required of ALL grade 9 students.

All students must take 1.5 credits of World History to graduate (Rise of Civilization and Early Modern History are required).

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)

WORLD HISTORY: GRADE 9

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How are political systems constantly changing?*
- *Why do various economic systems emerge depending upon the civilization?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
1.3.17 Apply chronological thinking to examine relationships among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Compare/Contrast Paleolithic to Neolithic Activity • Compare/Contrast Paleolithic to Neolithic Activity Essay • Cause/Effect Neolithic Agricultural Revolution Essay • HSI Sam Smiley Investigation • Cause/Effect of Geography on Settlement • Code of Hammurabi/U.S. Constitution Research Project (Hammurabi Law Code Analysis) • Compare/Contrast Sumer & Egypt Essay • Student responses on text
1.3.18 Assess how a civilization/nation's arts, architecture, music, and literature reflect its cultures and history.	
1.3.22 Compare and contrast political systems across historical time periods (e.g. monarchy/theocracy, representative democracy).	
1.3.23 Compare and contrast economic systems across historical time periods	
1.3.24 Compare and contrast the rise and fall of prominent civilizations (e.g. Greek, Roman, Mesopotamian, India, China).	
1.3.25 Analyze the impact of technological and scientific change on world civilizations.	
1.3.27 Analyze the cause and results of political/social revolution.	
1.3.28 Evaluate the role and impact of the significant individual on historical events.	
1.3.29 Evaluate the impact of major belief systems on societies and nations.	
1.4.31 Analyze how geographic location and physical features have influenced civilizations.	
1.5.32 Analyze how a specific environment has influenced historical developments in a	

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)
WORLD HISTORY: GRADE 9

Grade Level Expectations	Evidence of Learning
region/civilization of the world.	dependent questions on multiple sources
1.6.34 Explain how environmental factors cause human movement.	
1.6.36 Analyze migration patterns within and among nations.	<ul style="list-style-type: none"> • Group presentation on Hominids
1.6.38 Compare and contrast migration's impact on the country of origin and country of settlement.	<ul style="list-style-type: none"> • Outline Map Completion
1.8.42 Evaluate how different factors contribute to making and implementing laws in different government systems.	<ul style="list-style-type: none"> • Empires of the Fertile Crescent Timeline
1.10.49 Describe how a civilization's availability of resources has changed over time.	<ul style="list-style-type: none"> • Group presentations on Egyptian Kingdoms
1.13.59 Demonstrate the importance of viewing a culture through a variety of perspectives.	<ul style="list-style-type: none"> • Egyptian Voices Activity
2.1.1 Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Illustrated Egyptian Daily Life Journal
2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4 Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Student led discussions on Early Man, Fertile Crescent, & Egypt
2.2.6 Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	<ul style="list-style-type: none"> • Socratic Seminar: Why History
2.2.7 Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Why History Essay
2.2.8 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.	<ul style="list-style-type: none"> • Introduction to History Vocabulary
2.2.9 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<ul style="list-style-type: none"> • Historical Hoax Research presentation
2.2.10 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims/bias, reasoning, and evidence.	<ul style="list-style-type: none"> • Developing good argumentation
2.2.12 Interpret social/political messages of visuals.	<ul style="list-style-type: none"> • Sumerian achievements and impact on modern day
2.2.14 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Note taking on a variety of media sources related to Early Man, Fertile Crescent, & Egypt
2.3.15 Create written work that analyzes a historical event, place or person using various sources.	<ul style="list-style-type: none"> • Unit Tests (objective/open ended)
2.3.15 Create written work that analyzes a historical event, place or person using various sources.	
2.3.16 Write informative/explanatory texts about events and topics.	
2.3.17 Compose a thesis statement using primary and secondary sources.	
2.3.18 Write arguments using discipline-specific content.	
2.4.22 Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)
WORLD HISTORY: GRADE 9

Grade Level Expectations	Evidence of Learning
2.4.23 Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.	
2.4.24 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.25 Create relevant visual social studies materials to support an essay or oral report.	
2.5.26 Create multipurpose visuals to present information.	
2.5.27 Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest.	
3.1.1 Use evidence to develop an interpretation of a historical event.	
3.1.2 Evaluate primary and secondary interpretations of a historical event.	
3.1.4 Predict how alternative actions by individuals or groups might have changed a historical outcome.	
3.1.5 In a group or team, research, analyze and present a current issue identifying all sides.	
3.2.7 Portray the attitudes reflected in a historical period using a variety of writing formats.	
3.2.8 Develop criteria to evaluate alternative viewpoints on a contemporary issue.	
3.3.11 Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.	
3.3.13 Formulate a historical question and devise a research procedure that would lead to an answer.	

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)
WORLD HISTORY: GRADE 9

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Previewing content vocabulary • Examining visuals prior to reading • Predicting reading content • Cornell note-taking (Two-column notes) • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Define, rich context, and a picture • Written reading reflections • Shared readings • Model texts • Skimming/scanning as a research strategies • Activating prior knowledge • Chunking • Differentiating texts • Reader’s theater • Film’s & Reading 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Outlining/Note-taking • Cornell note-taking (Two-column notes) • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Socratic seminar • Stations • Student generated assessments • Students develop higher level questioning Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Peer teaching • Role Audience Format Task (RAFT) • Flip the classroom • Field observation

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT) WORLD HISTORY: GRADE 9

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
		<ul style="list-style-type: none"> • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circles • Turn and Talk • Film's & Video Clips • Expert Groups • Interviews

RESOURCES

Books

Class Text: Holt World History: The Human Journey (Ancient World)

Class Text: *World History I*, Pearson

Primary Source Text:

- *Reading in World History* Holt, Rinehart and Winston
- Nystrom, Elsa A., *Primary Source Reader for World History Volume I: To 1500*
- *Voices of the Past Readings in Ancient History*

Supplemental Resources:

- History Alive: Early Humans & the Rise of Civilization; Ancient Egypt and the Middle East
- Nagle, D. Brendan. *The Ancient World: A Social and Cultural History*
- Gale Group: World Eras

Literacy Resources:

- Nokes, Jeffery D. *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*
- Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*
- Zwiers, Jeff & Marie Crawford. *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*
- Cottrell, Stella. *Critical Thinking Skills*
- Gallagher, Kelly. *Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts*
- Ritchhart, Ron, Mark Church & Karin Morrison. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*
- Macceca, Stephanie. *Reading Strategies for Social Studies*
- Clark, Sarah. *Writing Strategies for Social Studies*

RISE OF CIVILIZATION (RISE OF MAN, FERTILE CRESCENT & EGYPT)

WORLD HISTORY: GRADE 9

Videos

- Mesopotamia: Return to Eden
- Egypt: Quest for Immortality
- YouTube: Crash Course

Magazines

- Upfront

PACING GUIDE

Unit/Topic	1 st / 3 rd Quarter	2 nd / 4 th Quarter
Rise of Man	X	
Fertile Crescent	X	>
Egypt		X

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE)

WORLD HISTORY: GRADES 9-12

This course offers an introduction to archaeology and anthropology. It introduces/reviews the characteristics of a civilization. The studies of the civilizations of ancient Greece, Rome as well as the Byzantine Empire form the core of the course. Students will be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete several academic centered writing assignments.

Ancient Western Civilization is a semester course (0.5 credit) and is open to students in grades 9 through 12.

All students must take 1.5 credits of World History to graduate (Rise of Civilization and Early Modern History are required).

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE)

WORLD HISTORY: GRADES 9-12

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How are political systems constantly changing?*
- *Why do various economic systems emerge depending upon the civilization?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
1.3.17 Apply chronological thinking to examine relationships among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Compare/Contrast Sparta & Athens Essay • Alexander Hero or Villain argumentative Essay • Comic strip of the Persian Wars • Expert group presentation on the Punic War • Roman Eulogy Activity • Outline Maps of Greece, Rome and Byzantine • Students analysis of the development of Democracy in Greece (4 phases flowchart)
1.3.18 Assess how a civilization/nation's arts, architecture, music, and literature reflect its cultures and history.	
1.3.22 Compare and contrast political systems across historical time periods (e.g. monarchy/theocracy, representative democracy).	
1.3.23 Compare and contrast economic systems across historical time periods	
1.3.24 Compare and contrast the rise and fall of prominent civilizations (e.g. Greek, Roman, Mesopotamian, India, China).	
1.3.25 Analyze the impact of technological and scientific change on world civilizations.	
1.3.27 Analyze the cause and results of political/social revolution.	
1.3.28 Evaluate the role and impact of the significant individual on historical events.	
1.3.29 Evaluate the impact of major belief systems on societies and nations.	
1.4.31 Analyze how geographic location and physical features have influenced civilizations.	

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE)

WORLD HISTORY: GRADES 9-12

Grade Level Expectations	Evidence of Learning
1.5.32 Analyze how a specific environment has influenced historical developments in a region/civilization of the world.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (Alexander the Great, Greatness of Athens, Early Greece) • The Fall of Rome Argumentative Essay (Did Rome ever fall?) • Analysis of Justinian’s Code • Ten theories to the Fall of Rome and compare to the United States • Student led discussions on Greece and Rome • Socratic seminar on the how the philosophies of Socrates, Plato and Aristotle influenced the U.S. government. • Students will visually represent the Roman Republic through an advertisement • Ancient Olympic Project (power point, video, poster board, etc.) • Student presentation on Greek Art/Architecture and its representation of Greek ideals • Note taking on a variety of media sources related to Greece and Rome • Compare/Contrast Roman Influence on US government Essay • Biographical Essay on key Greek & Roman individuals (presentation component)
1.6.34 Explain how environmental factors cause human movement.	
1.6.36 Analyze migration patterns within and among nations.	
1.6.38 Compare and contrast migration’s impact on the country of origin and country of settlement.	
1.8.42 Evaluate how different factors contribute to making and implementing laws in different government systems.	
1.10.49 Describe how a civilization’s availability of resources has changed over time.	
1.13.59 Demonstrate the importance of viewing a culture through a variety of perspectives.	
2.1.1 Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	
2.1.2 Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4 Draw information from informational texts to support analysis, reflection, and research.	
2.2.6 Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.7 Evaluate various explanations for actions or events and determine which explanations best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
2.2.8 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.	
2.2.9 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
2.2.10 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims/bias, reasoning, and evidence.	
2.2.12 Interpret social/political messages of visuals.	
2.2.14 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 2.3.15 Create written work that analyzes a historical event, place or person using various sources.	
2.3.15 Create written work that analyzes a historical event, place or person using various sources.	
2.3.16 Write informative/explanatory texts about events and topics.	
2.3.17 Compose a thesis statement using primary and secondary sources.	
2.3.18 Write arguments using discipline-specific content.	

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE)
WORLD HISTORY: GRADES 9-12

Grade Level Expectations	Evidence of Learning
2.4.22 Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	<ul style="list-style-type: none"> • Unit Tests (objective/open ended) • Early Christian Dialogue Activity
2.4.23 Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.	
2.4.24 Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.25 Create relevant visual social studies materials to support an essay or oral report.	
2.5.26 Create multipurpose visuals to present information.	
2.5.27 Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest.	
3.1.1 Use evidence to develop an interpretation of a historical event.	
3.1.2 Evaluate primary and secondary interpretations of a historical event.	
3.1.4 Predict how alternative actions by individuals or groups might have changed a historical outcome.	
3.1.5 In a group or team, research, analyze and present a current issue identifying all sides.	
3.2.7 Portray the attitudes reflected in a historical period using a variety of writing formats.	
3.2.8 Develop criteria to evaluate alternative viewpoints on a contemporary issue.	
3.3.11 Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.	
3.3.13 Formulate a historical question and devise a research procedure that would lead to an answer.	

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE)
WORLD HISTORY: GRADES 9-12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Previewing content vocabulary • Examining visuals prior to reading • Predicting reading content • Cornell note-taking (Two-column notes) • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Define, rich context, and a picture • Written reading reflections • Shared readings • Model texts • Skimming/scanning as a research strategies • Activating prior knowledge • Chunking • Differentiating texts • Reader’s theater • Film’s & Reading 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Outlining/Note-taking • Cornell note-taking (Two-column notes) • Graphic Organizer 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Socratic seminar • Stations • Student generated assessments • Students develop higher level questioning Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Peer teaching • Role Audience Format Task (RAFT) • Flip the classroom • Field observation

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE) WORLD HISTORY: GRADES 9-12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
		<ul style="list-style-type: none"> • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circles • Turn and Talk • Film's & Video Clips • Expert Groups • Interviews

RESOURCES

Books

Class Text: Holt World History: The Human Journey (Ancient World)

Class Text: *World History I*, Pearson

Primary Source Text:

- *Reading in World History* Holt, Rinehart and Winston
- Nystrom, Elsa A., *Primary Source Reader for World History Volume I: To 1500*
- *Voices of the Past Readings in Ancient History*
- *Plato The Republic*

Supplemental Texts:

- History Alive: Ancient Greece; Ancient Rome
- Nagle, D. Brendan. *The Ancient World: A Social and Cultural History*
- Gale Group: World Eras

Literacy Resources:

- Nokes, Jeffery D. *Building Students' Historical Literacies: Learning to Read and Reason with Historical Texts and Evidence*
- Wineburg, Sam. *Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past*
- Zwiers, Jeff & Marie Crawford. *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*
- Cottrell, Stella. *Critical Thinking Skills*
- Gallagher, Kelly. *Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts*
- Ritchhart, Ron, Mark Church & Karin Morrison. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*
- Macceca, Stephanie. *Reading Strategies for Social Studies*
- Clark, Sarah. *Writing Strategies for Social Studies*

ANCIENT WESTERN CIVILIZATION (GREECE, ROME & BYZANTINE EMPIRE) WORLD HISTORY: GRADES 9-12

Videos

- Aegean: Legacy of Atlantis
- Greece: A Moment of Excellence
- Rome: The Ultimate Empire
- Roman Emperors (V-Brick)
- Decisive Battles: Thermopylae, Battle of Gaugamela, Birth of the Roman Empire
- Julius Caesar: The Roman Empire in HD
- YouTube: Crash Course

Magazines

- Upfront

PACING GUIDE

Unit/Topic	1 st / 3 rd Quarter	2 nd / 4 th Quarter
Greece	X	
Rome		X
Byzantine Empire		X

THE MIDDLE AGES

WORLD HISTORY: GRADES 9-12

The Middle Ages covers the major developments in Europe from the fall of the Western Roman Empire to the start of the Renaissance. The core of the course will focus on the Middle Ages as a transition period between ancient and early modern Europe. The course explores political, economic, religious, intellectual, artistic, and social developments of the continent between the years 400 and 1500. Some topics that will be investigated include how Europe changed when Rome fell, Charlemagne and the Carolingian Renaissance, the rise and fall of the Roman Catholic Church as the dominant medieval organization, the role of feudalism, the attempt of Christians to recapture the Holy Land, the rise of the modern nation-state, England's unique role in the evolution of modern political thought, the struggle between Church and State, and the transition from feudalism to a market economy.

Honor students will frequently be required to work independently, utilize outside resources and readings that complement the course textbook, and complete many academic-centered writing assignments.

The Middle Ages is a semester course (0.5 credit) and is open to students in grades 9 through 12.

All students must take 1.5 credits of World History to graduate (Rise of Civilization and Early Modern History are required).

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12
UNIT 1: LOW MIDDLE AGES

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Compare and contrast the rise and fall of civilizations (Rome, the Franks, and modern civilizations)	<ul style="list-style-type: none"> • Argumentative essay (Examples: Charlemagne's legacy; feudal society: best social role) • Brochure (Example: Feudalism) • Compare/Contrast essay (Examples: Roman Empire vs. Dark Ages) • Critical reading and response of primary sources (Example: Charlemagne portrait" by Einhard; Treaty of Verdun) • Lectures on a variety of topics, with note-taking, quizzes, outlining • Outlining on a variety of subjects • Quizzes that include written responses • Speaking/listening (Socratic Seminar rubric,
Compare and contrast economic systems across time periods (feudalism, money economy, barter)	
Evaluate the role and impact of significant individuals on historical events (Constantine, Augustine, Charlemagne, Pope Gregory the Great)	
Evaluate the impact of major belief systems on societies and nations (Catholicism)	
Compare and contrast political systems across historical time periods (feudalism, kingdom, empire)	
Analyze conflict and cooperation in world affairs (church councils, treaties, Battle of Tours)	
Draw information from informational texts to support analysis, reflection, and research.	

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12

Grade Level Expectations	Evidence of Learning
Cite specific textual evidence to support analysis of primary and secondary sources.	<p style="text-align: center;">presentation rubric, dialogue rubric)</p> <ul style="list-style-type: none"> • SQ3Rs (used with textbook and like readings) • Summary writing (used with textbook and like readings) • Text-based responses on a variety of topics (Textbook, Peasant Life during Charlemagne, Medieval Castle, • Video response (Example: Dark Ages) • Writing a speech (Example: Charlemagne’s priorities) • Argument analysis • Argumentative Scoring Sheet • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Graphic organizers • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • Unit test with sizeable writing components
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12
UNIT 2: HIGH MIDDLE AGES

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Describe and evaluate models of historical periodization used to categorize events. (Ancient, Low, Middle, High Middle Ages, Renaissance)	<ul style="list-style-type: none"> • Cause/effect essay (Example: English government ideas influencing later U.S. ideas) • Compare/contrast essay (Example: Low Middle Ages vs. High Middle Ages) • Text-based responses on a variety of topics (Examples: Eleanor of Aquitaine, Gregory VII v. Henry IV, Thomas Aquinas) • Critical readings and responses on primary sources (Saxon view on William the Conqueror, Urban II calls for a crusade, Letters between Pope Gregory VII and Emperor Henry IV,
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Crusades, trade, end of feudalism, market economy)	
Explain the significance of globalization on the world's nations and societies (Crusades, Silk Road, trade, Norman invasion, Reconquista)	
Evaluate the role and impact of significant individuals on historical events (Alfred the Great, William I, Urban II, Saladin, Henry II, Pope Gregory VII, Innocent III, Philip IV)	
Evaluate the impact of major belief systems on societies and nations (Catholicism, Islam)	
Compare and contrast political systems across historical time periods (feudalism, kingdom, empire, Magna Carta, Parliament, jury system, theocracy)	
Compare and contrast economic systems across time periods (feudalism, money economy, commercial capitalism)	
Analyze conflict and cooperation in world affairs (Norman Invasion, Crusades, Church vs. State)	

THE MIDDLE AGES

WORLD HISTORY: GRADES 9-12

Grade Level Expectations	Evidence of Learning
Compare and contrast the rise and fall of prominent civilizations (Rome, England, France, Holy Roman Empire)	Magna Carta, Thomas Aquinas on usury)
Analyze the impact of technological and scientific change on world civilizations (feudal warfare, gunpowder)	<ul style="list-style-type: none"> • Letter-writing (Example: Exchange between pope and emperor; English baron to King John)
Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Note-taking on a variety of subjects
Cite specific textual evidence to support analysis of primary and secondary sources.	<ul style="list-style-type: none"> • SQ3Rs (used with textbook and like readings)
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	<ul style="list-style-type: none"> • Argument analysis
Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Argumentative Scoring Sheets
Choose valid sources and provide evidence to answer a history/social studies question.	<ul style="list-style-type: none"> • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation)
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	<ul style="list-style-type: none"> • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	<ul style="list-style-type: none"> • Graphic organizers
Determine the meaning of words and phrases as they are used in a text.	<ul style="list-style-type: none"> • Videos with responses (Kingdom of Heaven, The Crusades)
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<ul style="list-style-type: none"> • Quizzes that include written responses
Create written work that analyzes a historical event, place or person using various sources.	<ul style="list-style-type: none"> • Unit test with sizeable writing components
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12
UNIT 3: LATE MIDDLE AGES

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Describe and evaluate models of historical periodization used to categorize events. (Ancient, Low, Middle, High Middle Ages, Renaissance)	<ul style="list-style-type: none"> • Argumentative essay (Example: Middle Ages labels)
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Fall of the Church, rise of the nation-state)	<ul style="list-style-type: none"> • Compare/Contrast essay (Example: High Middle Ages vs. Late Middle Ages)
Explain the significance of globalization on the world's nations and societies (Trade, Reconquista)	<ul style="list-style-type: none"> • Critical readings and responses on primary sources (Black Death perspective)
Evaluate the role and impact of significant individuals on historical events (Philip IV, Joan of Arc, Has, Wycliffe, Isabella/Ferdinand)	<ul style="list-style-type: none"> • Note-taking on a variety of subjects • SQ3Rs (used with textbook and like readings)
Evaluate the impact of major belief systems on societies and nations (Catholicism, proto-Protestants)	<ul style="list-style-type: none"> • Video responses (Example: Black Death, Building the Great Cathedrals, The Middle Ages)
Compare and contrast political systems across historical time periods (feudalism, kingdom, empire, theocracy)	<ul style="list-style-type: none"> • Argument analysis
Compare and contrast economic systems across time periods (feudalism, money economy, commercial capitalism)	<ul style="list-style-type: none"> • Argumentative Scoring Sheets

THE MIDDLE AGES WORLD HISTORY: GRADES 9-12

Grade Level Expectations	Evidence of Learning
Analyze conflict and cooperation in world affairs (Hundred Years War, War of the Roses, Reconquista, Great Schism, Church vs. State)	<ul style="list-style-type: none"> • Text-based responses on a variety of topics (Examples: Eleanor of Aquitaine, Gregory VII v. Henry IV, Thomas Aquinas, Black Death, Papal Court at Avignon, Spanish Inquisition) • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Graphic organizers • Quizzes that include written responses • Unit test with sizeable writing components
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Create written work that analyzes a historical event, place or person using various sources.	
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Activating prior knowledge • Annotation • Boxes & Bullets • Chunking • Cornell note-taking • Differentiating texts • Examining visuals prior to reading • Expert groups • Graphic organizer • Identifying text structures • Independent reading • Model texts • Outlining/Note-taking • Paraphrasing • Picture notes • Predicting reading content • Pre-teaching content vocabulary • Shared readings • Skimming/scanning as research strategies • SQ3R • Summarize text • Written reading reflections 	<ul style="list-style-type: none"> • Argumentative writing • Brainstorming • Brochures • Collaborative writing school-wide rubrics • Focused peer editing • Guided writing lessons • Informational/expository writing • Letters • Letters to the editor • Process writing • Quick writes • Shared writing • Speeches • Summary writing 	<ul style="list-style-type: none"> • Action project • Class and small group discussion • Classroom debates • Collaborative group activities • Collaborative group presentations • Demonstrations • Differentiated instruction • Film Critiques • Flexible grouping • Flip the classroom • Focused lecture • Interview/dialogues • Jigsaw • Modeling the process of finding appropriate sources • Multimedia presentation • Newscasts • Peer teaching • RAFT • Role playing • Simulation activities • Socratic seminar • Source selection/evaluating sources • Teacher developed rubrics • Teacher modeling • Think aloud • Videos and films

THE MIDDLE AGES

WORLD HISTORY: GRADES 9-12

RESOURCES

Books

Class Text: Holt World History: The Human Journey (Modern World)
Class Text: *World History II*, Pearson

Primary Source Texts:

- *Reading in World History* Holt, Rinehart and Winston
- *Connections to Today*, Prentice Hall

Databases

- Avalon Project: <http://avalon.law.yale.edu/>
- Biography in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=BIC1>
- Docsteach: <http://docsteach.org/>
- Fordham Primary Sources:
<http://www.fordham.edu/Halsall/mod/modsbook.asp>
- Khan Academy: <http://www.khanacademy.org/>
- Library of Congress: <http://www.loc.gov/teachers/>
- Newsela: <http://www.newsela.com/>
- Promethean Planet:
<http://www.prometheanplanet.com/en-us/>
- Stratfor Global Intelligence: <http://www.stratfor.com/>
- US History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=UHIC>
- World History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=WHIC>

Other

- History Alive!
- YouTube: "Crash Course"
- Internet videos

Magazines

- Upfront
- BBC History
- Lapham's Quarterly
- Mental Floss
- National Geographic Magazine
- Smithsonian Magazine
- The Week
- Time

Videos

- A & E "Biography of the Millennium"
- The Black Death
- Building the Great Cathedrals
- The Crusades: Crescent and the Cross
- The Dark Ages
- Genghis Khan
- History of Christmas
- History of Halloween
- History of St. Patrick's Day
- Joan of Arc
- Kingdom of Heaven
- The Middle Ages (Just The Facts)

THE MIDDLE AGES
WORLD HISTORY: GRADES 9-12

PACING GUIDE

Unit Pacing	1st Quarter	2nd Quarter
Unit 1: Low Middle Ages (c. 400 – c. 1000)	X	
Unit 2: High Middle Ages (c. 1000 – c. 1300)	X	>
Unit 3: Late Middle Ages (c. 1300 – c. 1500)		X

EARLY MODERN HISTORY

WORLD HISTORY: GRADE 10

Early Modern History covers the developments in Western history from the end of the Middle Ages until industrialism. The course explores political, economic, religious, intellectual, artistic, and social developments of the West, including its impact on the rest of the world, from the years 1400 to about 1800. Some topics that will be investigated include the rise of humanism, the Renaissance, the Protestant and Catholic Reformations, the Scientific Revolution, the Age of Exploration, the Enlightenment, and the American and French Revolutions.

Honor students will frequently be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete many academic-centered writing assignments.

Early Modern History is a semester course (0.5 credit) and is required of all grade 10 students.

All students must take 1.5 credits of World History to graduate (Rise of Civilization and Early Modern History are required).

EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10

UNIT 1: THE RENAISSANCE AND REFORMATION

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Describe and evaluate models of historical periodization used to categorize events. (Ancient, Middle Ages, Modern World)	<ul style="list-style-type: none"> • Argumentative essay (Examples: DBQ: Middle Ages or Renaissance; crazy popes; most influential person of the Reformation/Renaissance) • Brochure • Compare/Contrast essay (Examples: Catholicism vs. Protestantism) • Critical reading of primary sources (Example: Machiavelli—How a ruler should act; Luther’s at the Diet of Worms; Harvey on blood circulation) • Lectures on a variety of topics, with note-taking, quizzes, outlining • Outlining on a variety of subjects • Quizzes that include written responses
Evaluate the role and impact of significant individuals on historical events (Petrarch, Machiavelli, da Vinci, Michelangelo, Medicis, Gutenberg, Shakespeare, Erasmus, More, Luther, Calvin, Henry VIII, Loyola, Copernicus, Galileo, Harvey, Newton)	
Evaluate the impact of major belief systems on societies and nations (Catholicism, Lutheranism, Calvinism, Anglicanism, humanism, secularism)	
Compare and contrast political systems across historical time periods (kingdom, empire)	
Analyze conflict and cooperation in world affairs (Reformers, church councils, Huguenots, German peasants revolt, Anglican secession)	
Analyze the impact of technological and scientific change on world civilizations (printing press)	

EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10

Grade Level Expectations	Evidence of Learning
Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Speaking/listening (Socratic Seminar rubric, presentation rubric, dialogue rubric) • SQ3Rs (used with textbook and like readings) • Summary writing (used with textbook and like readings) • Text-based responses on a variety of topics (Textbook) • Video response (Example: Medicis, da Vinci, Michelangelo, Galileo) • Writing a speech (Example: Calvin, Luther, Henry VIII, Machiavelli) • Argument analysis • Argumentative Scoring Sheet • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Graphic organizers • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation; example: most outstanding examples of Renaissance art; field trip to Wadsworth) • Unit test with sizeable writing components
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	

EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10

UNIT 2: THE AGE OF EXPLORATION

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Marco Polo, improvement in technology, economic motivations, Reformation)	<ul style="list-style-type: none"> • Argumentative essay (Example: Evaluation of Columbus, Spain vs. Portugal; most influential explorer) • Cause/effect essay (Example: Mother country's influence on modern Western Hemisphere culture) • Text-based responses on a variety of topics (textbook) • Critical readings and responses on primary sources (Columbus's first impression) • Letter-writing (Example:
Explain the significance of globalization on the world's nations and societies (Columbian Exchange, conquest, colonization, trade relationships, triangle trade)	
Evaluate the role and impact of significant individuals on historical events (Henry the Navigator, Dias, Da Gama, Columbus, Magellan, Cortes, Isabella/Ferdinand, Vespucci, Balboa, Cabral, Pizarro)	
Evaluate the impact of major belief systems on societies and nations (Catholicism, Protestantism, Native American spiritualism, nationalism, imperialism)	
Compare and contrast political systems across historical time periods (kingdom, empire)	
Compare and contrast economic systems across time periods (mercantilism, commercial capitalism)	
Analyze conflict and cooperation in world affairs (American genocide, Cortes v. Aztecs, Treaty of Tordesillas)	
Compare and contrast the rise and fall of prominent civilizations (Portuguese Empire, Spanish Empire, Dutch Empire, Native American civilizations, British Empire)	

EARLY MODERN HISTORY WORLD HISTORY: GRADE 10

Grade Level Expectations	Evidence of Learning
Analyze the impact of technological and scientific change on world civilizations (cannons, war ships, cavalry)	<p>Explorer’s first impression)</p> <ul style="list-style-type: none"> • Note-taking on a variety of subjects • SQ3Rs (used with textbook and like readings) • Argument analysis • Argumentative Scoring Sheets • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Graphic organizers • Quizzes that include written responses • Unit test with sizeable writing components • Video with responses (Example: Aztecs, Columbus, 1492)
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Create written work that analyzes a historical event, place or person using various sources.	
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10

UNIT 3: ENLIGHTENMENT AND REVOLUTION

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Absolutism, English Civil War, Enlightenment, French & Indian War, Taxation, Revolution)	<ul style="list-style-type: none"> • Argumentative essay (Example: Letter to Philip II, letter to Second Continental Congress—Is separation justified?; Napoleon's reputation; editorializing Napoleon's life) • Cause/effect essay (Example: Enlightenment's effect on American Revolution) • Compare/Contrast essay (Example: Locke vs. Hobbes; American vs. French Revolutions; English Bill of Rights vs. American Bill of Rights) • Critical readings on primary sources (Examples: John Locke's Two Treatises; Robespierre defends arrest of Danton; view of Napoleon's character; Declaration of Independence; U.S. Constitution; Declaration of the Rights of Man; Two views of
Explain the significance of globalization on the world's nations and societies (Conquest and colonization of the Americas)	
Evaluate the role and impact of significant individuals on historical events (Cromwell, Hobbes, Locke, Rousseau, Voltaire, Montesquieu, Adam Smith, Washington, Jefferson, Louis XVI, Marie Antoinette, Robespierre, Napoleon)	
Evaluate the impact of major belief systems on societies and nations (Nationalism, Puritanism, radicals, conservatives, moderates, liberalism, <i>laissez-faire</i>)	
Compare and contrast political systems across historical time periods (kingdom, empire, republic, democracy)	
Compare and contrast economic systems across time periods (mercantilism, capitalism)	
Analyze conflict and cooperation in world affairs (English Civil War, Glorious Revolution	

EARLY MODERN HISTORY WORLD HISTORY: GRADE 10

Grade Level Expectations	Evidence of Learning
French & Indian War, American Revolution, French Revolution, Napoleonic Wars, Congress of Vienna)	Napoleon)
Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Note-taking on a variety of subjects • SQ3Rs (used with textbook and like readings)
Cite specific textual evidence to support analysis of primary and secondary sources.	<ul style="list-style-type: none"> • Video responses (Example: Black Death)
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	<ul style="list-style-type: none"> • Argument analysis • Argumentative Scoring Sheets
Draw information from informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Text-based responses on a variety of topics (Examples: Absolutists, Development of Constitution Monarchy; Locke’s necessity of revolution; quotes of the philosophers; causes of the American Revolution; a royalist revolution)
Choose valid sources and provide evidence to answer a history/social studies question.	<ul style="list-style-type: none"> • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation; Example: Researching the absolutists)
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	<ul style="list-style-type: none"> • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences)
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	<ul style="list-style-type: none"> • Graphic organizers
Determine the meaning of words and phrases as they are used in a text.	<ul style="list-style-type: none"> • Quizzes that include written responses
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	<ul style="list-style-type: none"> • Unit test with sizeable writing components
Create written work that analyzes a historical event, place or person using various sources.	<ul style="list-style-type: none"> • Sequential organizer (Example: English Civil War) • Article headlines (Example: Execution of Charles I)
Write informative/explanatory texts about events and topics.	<ul style="list-style-type: none"> • Storybook (Example: French Revolution)
Compose a thesis statement using primary and secondary sources.	<ul style="list-style-type: none"> • Talk show (Example: Debating ideal forms of government)
Write informative/explanatory texts including the narration of historical events.	<ul style="list-style-type: none"> • Letters (Examples: American colonists, Letter from the British perspective)
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> • Video with responses (Example: Napoleonic France)
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Activating prior knowledge • Annotation • Boxes & Bullets • Chunking • Cornell note-taking • Differentiating texts • Examining visuals prior to reading • Expert groups • Graphic organizer • Identifying text structures • Independent reading • Model texts • Outlining/Note-taking • Paraphrasing • Picture notes • Predicting reading content • Pre-teaching content vocabulary • Shared readings • Skimming/scanning as research strategies • SQ3R • Summarize text • Written reading reflections 	<ul style="list-style-type: none"> • Argumentative writing • Brainstorming • Brochures • Collaborative writing school-wide rubrics • Focused peer editing • Guided writing lessons • Informational/expository writing • Letters • Letters to the editor • Process writing • Quick writes • Shared writing • Speeches • Summary writing 	<ul style="list-style-type: none"> • Action project • Class and small group discussion • Classroom debates • Collaborative group activities • Collaborative group presentations • Demonstrations • Differentiated instruction • Film Critiques • Flexible grouping • Flip the classroom • Focused lecture • Interview/dialogues • Jigsaw • Modeling the process of finding appropriate sources • Multimedia presentation • Newscasts • Peer teaching • RAFT • Role playing • Simulation activities • Socratic seminar • Source selection/evaluating sources • Teacher developed rubrics • Teacher modeling • Think aloud • Videos and films

EARLY MODERN HISTORY

WORLD HISTORY: GRADE 10

RESOURCES

Books

Class Text: Holt World History: The Human Journey (Modern World)

Class Text: *World History II*, Pearson

Primary Source Texts:

- *Reading in World History* Holt, Rinehart and Winston
- *Connections to Today*, Prentice Hall

Magazines

- Upfront
- BBC History
- Lapham's Quarterly
- Mental Floss
- National Geographic Magazine
- Smithsonian Magazine
- The Week
- Time

Videos

- A & E "Biography of the Millennium"
- The Black Death
- Building the Great Cathedrals
- The Crusades: Crescent and the Cross
- The Dark Ages
- Genghis Khan
- History of Christmas
- History of Halloween
- History of St. Patrick's Day
- Joan of Arc
- Kingdom of Heaven
- The Middle Ages (Just The Facts)

Databases

- Avalon Project: <http://avalon.law.yale.edu/>
- Biography in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=BIC1>
- Docsteach: <http://docsteach.org/>
- Fordham Primary Sources:
<http://www.fordham.edu/Halsall/mod/modsbook.asp>
- Khan Academy: <http://www.khanacademy.org/>
- Library of Congress: <http://www.loc.gov/teachers/>
- Newsela: <http://www.newsela.com/>
- Promethean Planet:
<http://www.prometheanplanet.com/en-us/>
- Stratfor Global Intelligence: <http://www.stratfor.com/>
- US History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=UHIC>
- World History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=WHIC>

Other

- History Alive
- YouTube: "Crash Course"
- Internet videos

**EARLY MODERN HISTORY
WORLD HISTORY: GRADE 10**

PACING GUIDE

Unit Pacing	1st Quarter	2nd Quarter
Unit 1: Renaissance and Reformation (c. 1400 – c. 1700)	X	
Unit 2: Age of Exploration (c. 1450 – c. 1700)	X	>
Unit 3: Enlightenment and Revolution (c. 1700 – c. 1815)		X

THE MODERN WORLD WORLD HISTORY: GRADES 10-12

The Modern World covers the developments in world history from industrialism until the Cold War. The course explores political, economic, religious, intellectual, artistic, and social developments that modernized the world since approximately 1700 CE. Some topics that will be investigated include the Industrial Revolution, imperialism, nationalism, militarism, capitalism, socialism, communism, the world wars, the U.S.-Soviet rivalry of the Cold War, and the United States' rise as a world power.

Honor students will frequently be required to work independently, to utilize outside resources and readings that complement the course textbook, and to complete many academic-centered writing assignments.

The Modern World is a semester course (0.5 credit) and is open to students in grades 10 through 12.

All students must take 1.5 credits of World History to graduate (Rise of Civilization and Early Modern History are required).

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

UNIT 1: THE INDUSTRIAL REVOLUTION

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Evaluate the role and impact of significant individuals on historical events (Watt, Morse, Whitney, Arkwright, Bell, Edison, Ford, Darwin, Einstein, Curie, Plank, Mendeleyev, John Stuart Mill, Jeremy Bentham, Karl Marx)	<ul style="list-style-type: none"> • Argumentative essay (Example: Was it a positive or negative era; most important inventor/invention) • Cause/effect essay (Agricultural/Industrial Rev.) • Compare/Contrast essay (Examples: Industrial Rev. vs. current technology revolution; capitalism vs. socialism) • Critical reading and responses of primary sources (Examples: working day at cotton mill; report on child labor; accident at opening of railroad line; illegality of trade unions in Britain; Communist Manifesto) • Analyzing photographs • Argument analysis • Argumentative Scoring Sheet • Graphic organizers
Evaluate the impact of major belief systems on societies and nations (capitalism, socialism)	
Analyze conflict and cooperation in world affairs (unions, collective bargaining)	
Analyze the impact of technological and scientific change on world civilizations (steam power, mechanization, assembly line, mass production, automobile, plane)	
Explain how technological developments have changed our perception and understanding of location and space in the modern world (steam, telegraph, radio, telephone, harnessed electricity, combustion engine,	

THE MODERN WORLD

WORLD HISTORY: GRADES 10-12

Grade Level Expectations	Evidence of Learning
automobile, flight)	<ul style="list-style-type: none"> • Lectures on a variety of topics, with note-taking, quizzes, outlining • Oral presentation on factory life • Outlining on a variety of subjects • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation; how far should government go to interfere in economy) • Speaking/listening (Socratic Seminar rubric, presentation rubric, dialogue rubric) • SQ3Rs (used with textbook and like readings) • Summary writing (used with textbook and like readings) • Text-based responses on a variety of topics (Example: Friedman: “That used to be us.”; charting positive and negative effects; Dickens’ hard times) • Video response (Example: A & E Biography of the Millennium; Crash Course) • Writing a speech (Example: Member of Parliament; union steward; factory owner) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Quizzes that include written responses • Unit test with sizeable writing components
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

UNIT 2: NATIONALISM AND IMPERIALISM

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships among events and explain causes and effects of events (motivations of nationalism, imperialists)	<ul style="list-style-type: none"> • Argumentative essay (Example: Colonization of Africa: positive or negative?; Alliances: More beneficial or dangerous?) • Cause/effect essay (Example: Increased technology) • Compare/contrast essay (Italy/Germany unification.) • Analyzing photographs • Argument analysis • Argumentative Scoring Sheets • Critical readings and responses on primary sources (Justification of
Explain the significance of globalization on the world's nations and societies (conquest, colonization, trade relationships, paternalism, assimilation)	
Evaluate the role and impact of significant individuals on historical events (Metternich, Bismarck, Leopold II, Garibaldi, Victor Emanuel, Mazzini, Wilhelm I, Napoleon III)	
Evaluate the impact of major belief systems on societies and nations (nationalism, imperialism)	
Compare and contrast political systems across historical time periods (kingdom, empire, tribal)	
Compare and contrast economic systems across time periods (mercantilism, commercial capitalism)	
Analyze conflict and cooperation in world affairs (Congress of Vienna, nationalist uprisings, Imperialism of Africa, Crimean War)	
Analyze the impact of technological and scientific change on world civilizations (European tech vs. African tech)	

THE MODERN WORLD WORLD HISTORY: GRADES 10-12

Grade Level Expectations	Evidence of Learning
Analyze the causes and results of political/social revolutions (1848, nationalist uprisings)	<p>British imperialism; Volunteer’s view of Garibaldi; Bismarck edits dispatch)</p> <ul style="list-style-type: none"> • Graphic organizers • Letter-writing (Example: Convince friend to join you in unifying Germany/Italy;) • Note-taking on a variety of subjects • Poem/rap (Unification of Italy) • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • SQ3Rs (used with textbook and like readings) • Text-based responses on a variety of topics (textbook, Niall Ferguson’s argument for imperialism) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Quizzes that include written responses • Unit test with sizeable writing components
Analyze globalization’s impact on peoples around the world (imperialism, colonialism, paternalism, assimilation)	
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Create written work that analyzes a historical event, place or person using various sources.	
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

UNIT 3: WORLD WAR I

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Alliances, Causes of WWI, Summer of 1914, End of WWI)	<ul style="list-style-type: none"> • Argumentative essay (Example: Most important Causes of World War I DBQ; Should the U.S. enter the war?) • Cause/effect essay (Example: Enlightenment's effect on American Revolution) • Compare/Contrast essay (Example: Paris Peace Conference v. Congress of Vienna) • Analyzing photographs • Argument analysis • Argumentative Scoring Sheets • Critical readings and responses on primary sources (Examples: Songs/Poems of
Explain the significance of globalization on the world's nations and societies (Colonies enter with mother country, competition for industrial resources, markets)	
Evaluate the role and impact of significant individuals on historical events (Franz Ferdinand, Princip, Kaiser Wilhelm I, Wilson, Nicholas II, Lenin)	
Evaluate the impact of major belief systems on societies and nations (nationalism, imperialism, militarism, communism, socialism)	
Compare and contrast political systems across historical time periods (kingdom, empire, republic, democracy, communism)	
Compare and contrast economic systems across time periods (mercantilism, capitalism, socialism, communism)	
Analyze conflict and cooperation in world affairs (World War I, Paris Peace Conference, Treaty of Versailles)	

THE MODERN WORLD

WORLD HISTORY: GRADES 10-12

Grade Level Expectations	Evidence of Learning
Analyze the impact of technological and scientific change on world civilizations (WWI tech: mechanized warfare, tank, trench warfare, poison gas, airplane)	<ul style="list-style-type: none"> campaign, Zimmerman Telegram, Treaty of Versailles, Wilson's 14 Points) • Graphic organizers • Letter (Example: Letter home from the frontlines) • Note-taking on a variety of subjects • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • Sequential organizer (Example: Steps to war) • SQ3Rs (used with textbook and like readings) • Text-based responses on a variety of topics (Examples: Countdown to war; the home front in Germany; storming of the tsar's palace; U.S. reasons for entering; Germans informed of Treaty of Versailles; excerpt from All Quiet on the Western Front) • Video responses (Example: Battlefield Detectives: The Battle of Somme; WWI causes and war; PBS Great War; Modern Marvels-WWI Tech; Russian Revolution) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Quizzes that include written responses • Unit test with sizeable writing components
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Create written work that analyzes a historical event, place or person using various sources.	
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

UNIT 4: WORLD WAR II

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How and why are political systems constantly changing?*
- *How do civilizations influence the development economic systems?*
- *How are religious systems impacted by a society's development?*
- *Why do societies have hierarchical divisions?*
- *How do intellectual ideas and culture interact?*
- *How does art reflect the culture by which it was created?*
- *How does geography impact a civilization?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships among events and explain causes and effects of events (Treaty of Versailles, Weimar Republic, Rise of Hitler, German expansion, Pearl Harbor, U.S. entry into WWII)	<ul style="list-style-type: none"> • Argumentative essay (Example: DBQ-Was WWII inevitable?) • Cause/effect essay (Example: Treaty of Versailles effects; League of Nations allows Hitler to expand) • Compare/Contrast essay (Example: World War I vs. World War II; Hitler vs. Mussolini) • Critical readings and responses on primary sources (Examples: Evacuation of Dunkirk; Elie Wiesel; FDR's Four Freedoms; FDR asks to declare war on Japan; Hitler speech; <i>Mein Kampf</i> excerpt; Morning of the Bomb; UN's
Explain the significance of globalization on the world's nations and societies (Lend-lease Act, global war)	
Evaluate the role and impact of significant individuals on historical events (Wilhelm II, Chamberlain, Hitler, Churchill, Mussolini, FDR, Truman)	
Evaluate the impact of major belief systems on societies and nations (communism, fascism, democracy, republic)	
Compare and contrast political systems across historical time periods (kingdom, empire, republic, democracy)	
Compare and contrast economic systems across time periods (mercantilism, capitalism, socialism, communism)	
Analyze conflict and cooperation in world affairs (Allied Powers Axis Powers, United Nations,	

THE MODERN WORLD

WORLD HISTORY: GRADES 10-12

Grade Level Expectations	Evidence of Learning
NATO, Warsaw Pact, Cold War)	Declaration of Human Rights; Truman Doctrine; Marshall Plan) <ul style="list-style-type: none"> • Argument analysis • Argumentative Scoring Sheets • Geography analysis (Example: political map of Europe before and after WWI) • Graphic organizers • Note-taking on a variety of subjects • Research (select specific topic, appropriate sources and evidence, outline an argument, proper documentation) • SQ3Rs (used with textbook and like readings) • Text-based responses on a variety of topics (Examples: Justification of Japanese expansionism; the discovery of Anne Frank’s hiding place) • Video responses (Example: Atomic bomb decision; Rape of Nanking, Sputnik Maniz) • Writing skills practice sheets (thesis statements, introductions, using evidence, topic and closing sentences) • Quizzes that include written responses • Unit test with sizeable writing components
Draw information from informational texts to support analysis, reflection, and research.	
Cite specific textual evidence to support analysis of primary and secondary sources.	
Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.	
Draw information from informational texts to support analysis, reflection, and research.	
Choose valid sources and provide evidence to answer a history/social studies question.	
Determine central ideas of, and be able to, summarize information from primary and secondary sources.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence,	
Determine the meaning of words and phrases as they are used in a text.	
Analyze in detail how a primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Create written work that analyzes a historical event, place or person using various sources.	
Write informative/explanatory texts about events and topics.	
Compose a thesis statement using primary and secondary sources.	
Write informative/explanatory texts including the narration of historical events.	
Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.	
Use evidence to develop an interpretation of an historical event	
Evaluate primary and secondary interpretations of a historical event.	
Use evidence to assess the role of tradition and customs on an individual or group’s choices/decisions.	
Predict how alternative actions by individuals or group might have changed a historical outcome.	
Portray attitudes reflected in a historical period using a variety of writing formats (eulogies, editorials, diaries)	

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Activating prior knowledge • Annotation • Boxes & Bullets • Chunking • Cornell note-taking • Differentiating texts • Examining visuals prior to reading • Expert groups • Graphic organizer • Identifying text structures • Independent reading • Model texts • Outlining/Note-taking • Paraphrasing • Picture notes • Predicting reading content • Pre-teaching content vocabulary • Shared readings • Skimming/scanning as research strategies • SQ3R • Summarize text • Written reading reflections 	<ul style="list-style-type: none"> • Argumentative writing • Brainstorming • Brochures • Collaborative writing school-wide rubrics • Focused peer editing • Guided writing lessons • Informational/expository writing • Letters • Letters to the editor • Process writing • Quick writes • Shared writing • Speeches • Summary writing 	<ul style="list-style-type: none"> • Action project • Class and small group discussion • Classroom debates • Collaborative group activities • Collaborative group presentations • Demonstrations • Differentiated instruction • Film Critiques • Flexible grouping • Flip the classroom • Focused lecture • Interview/dialogues • Jigsaw • Modeling the process of finding appropriate sources • Multimedia presentation • Newscasts • Peer teaching • RAFT • Role playing • Simulation activities • Socratic seminar • Source selection/evaluating sources • Teacher developed rubrics • Teacher modeling • Think aloud • Videos and films

THE MODERN WORLD

WORLD HISTORY: GRADES 10-12

RESOURCES

Books

Class Text: Holt World History: The Human Journey (Modern World)

Class Text: *World History II*, Pearson

Primary Source Text:

- *Reading in World History* Holt, Rinehart and Winston
- *Connections to Today*, Prentice Hall

Magazines

- Upfront
- BBC History
- Lapham's Quarterly
- Mental Floss
- National Geographic Magazine
- Smithsonian Magazine
- The Week
- Time

Videos

- A & E “Biography of the Millennium”
- Battlefield Detectives: The Battle of Somme
- Genocide
- History of Christmas
- History of Halloween
- History of St. Patrick’s Day
- Modern Marvels WWI Tech.
- Napoleon
- Rape of Nanking
- Russian Revolution
- Sputnik Maniz
- The War of the World

Databases

- Avalon Project: <http://avalon.law.yale.edu/>
- Biography in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=BIC1>
- Docsteach: <http://docsteach.org/>
- Fordham Primary Sources:
<http://www.fordham.edu/Halsall/mod/modsbook.asp>
- Khan Academy: <http://www.khanacademy.org/>
- Library of Congress: <http://www.loc.gov/teachers/>
- Newsela: <http://www.newsela.com/>
- Promethean Planet:
<http://www.prometheanplanet.com/en-us/>
- Stratfor Global Intelligence: <http://www.stratfor.com/>
- US History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=UHIC>
- World History in Context:
<http://infotrac.galegroup.com/itweb/s1522?db=WHIC>

Other

- History Alive
- YouTube: “Crash Course”
- Internet videos

THE MODERN WORLD
WORLD HISTORY: GRADES 10-12

PACING GUIDE

Unit Pacing	1st Quarter	2nd Quarter
Unit 1: Industrial Revolution (c. 170 – c. 1900)	X	
Unit 2: Nationalism & Imperialism (c. 1800 – c. 1914)	X	
Unit 3: World War I (c. 1914 – 1920)		X
Unit 4: World War II (including time between the world wars) (c. 1920 – 1945)		X

UNITED STATES HISTORY GRADES 10-11

United States History Advanced

Our study of United States History will be divided into three semesters (1.5 credits). Students will begin the course second semester sophomore year and finish with two semesters during their junior year. The course is a survey of developments in the United States beginning with Colonial Life in America and concluding with present day. An emphasis will be placed on 20th and 21st century events. There will be a focus on the emergence of the United States as a world power and the changing role of government within American society. Sophomore year will cover Colonial America through Reconstruction. Junior year semester one will cover post-Reconstruction through World War II. Junior year second semester will cover the Cold War to present day.

Themes to be covered include: America's Colonial past, the development of American Domestic and Foreign Policy, the significance of the American Presidency, the Civil War, United States involvement in the World Wars, major events of the Cold War, and the increased role of national government in domestic affairs. Students will use primary sources, secondary sources, digital media, audio speeches, music, and art in the course. In grade 10 students will write a 3 - 4 page research paper and do one formal presentation. In grade 11 students will write a 5 - 6 page research paper and do two formal presentations.

United States History Standard

Our study of United States History will be divided into three semesters. Students will begin the course second semester sophomore year and finish with two semesters during their junior year. The course is a survey of developments in the United States beginning with Colonial Life in America and concluding with present day. An emphasis will be placed on 20th and 21st century events. There will be a focus on the emergence of the United States as a world power and the changing role of government within American society. Sophomore year will cover Colonial America through Reconstruction. Junior year semester one will cover post-Reconstruction through World War II. Junior year second semester will cover the Cold War to present day.

Themes to be covered include: America's Colonial past, the development of American Domestic and Foreign Policy, the significance of the American Presidency, the Civil War, United States involvement in the World Wars, major events of the Cold War, and the increased role of national government in domestic affairs. Students will use primary sources, secondary sources, digital media, audio speeches, music, and art in the course. In grade 10 students will write an outline for a formal research paper and do one formal presentation. In grade 11 students will write a 3 - 4 page research paper and do two formal presentations.

U.S. History is taken in grades 10 and 11 and is required for graduation (1.5 credits).

U.S. HISTORY – EARLY UNITED STATES HISTORY

GRADE 10

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in the United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> ● Document-Based Question Essays <ul style="list-style-type: none"> ○ Puritan influence in the 1600s ○ New England v. Chesapeake ○ Manifest Destiny in the 1800s ○ What led the southern states to secede? ○ Reconstruction’s Failure ● Text-based Questions (RFI) <ul style="list-style-type: none"> ○ Mexican-American War ○ 26th Amendment Lowering the voting age ○ Uncle Tom’s Cabin ○ How slavery really ended ● Compare / Contrast Essays <ul style="list-style-type: none"> ○ Ideals of Hamilton or Jefferson ● Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ United States actions on a foreign policy spectrum throughout history ○ Diagramming Differences Between the
Investigate the causes and effects of migration within the United States (e.g. colonization, Manifest Destiny).	
Analyze the evolution of citizens’ rights (e.g. Bill of Rights, Alien and Sedition Acts, 13 th , 14 th , and 15 th Amendments).	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Triangle Trade, Revolutionary War, Monroe Doctrine, War of 1812).	
Evaluate the changing nature of the United States economy (e.g. transformation from agrarian to manufacturing, First Industrial Revolution).	
Assess the influence of geography on the development of the United States (e.g. settlement patterns, North v. South).	
Compare and contrast various American beliefs, values and political ideologies (e.g. Salem Witch Trials, Federalists v. Anti-Federalists, Hamilton v. Jefferson, The Great Awakening, Second Great Awakening).	
Analyze the influence of nationalism on American society (e.g. War of 1812, national anthem, Nativism).	

U.S. HISTORY – EARLY UNITED STATES HISTORY

GRADE 10

Grade Level Expectations	Evidence of Learning
Analyze the influence of sectionalism on American life (e.g. cultural/economic/geographic/political differences between the North and South).	<p style="text-align: center;">North and the South</p> <ul style="list-style-type: none"> ○ Identifying Multiple Perspectives on Slavery ● Response Group Activity <ul style="list-style-type: none"> ○ Giving Voice to Hamilton and Jefferson ○ How Far Have We Come Since Seneca Falls? ● Culminating Unit Project <ul style="list-style-type: none"> ○ Civil War Janus Figure and Journal Entries for a Union soldier and a Confederate soldier ● Section quizzes ● Unit tests ● Research paper- Outline/3-4 pages ● One formal presentation- use technology ● Two audio-visual assessments <ul style="list-style-type: none"> ○ video, audio, speeches, TV clips, news reports
Assess the significance of the evolving heterogeneity of American society (e.g. role of slaves, indentured servants, freed men, early immigration).	
Analyze the impact of technology and scientific discovery on American society (e.g. First Industrial Revolution, Transcontinental Railroad, telegraph).	
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.	
Evaluate the role and impact that significant individuals have had on historical events (e.g. George Washington, Thomas Jefferson, Andrew Jackson, Abraham Lincoln).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Pequot War, Amistad, Roger Sherman, Eli Whitney, Samuel Colt, Harriet Beecher Stowe, John Brown).	
Describe how major events in United States history affected Connecticut citizens (e.g. Battle of Groton Heights in American Revolution, Attack on Essex in War of 1812, Underground Railroad, Civil War).	

U.S. HISTORY – POST-RECONSTRUCTION THROUGH WORLD WAR II

GRADE 11

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions:

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Document-Based Question Essays <ul style="list-style-type: none"> ○ Industrial Boom in the United States ○ Events leading to U.S. involvement in WWI ○ The Homefront in WWII • Text-based Questions (RFI) <ul style="list-style-type: none"> ○ 14th Amendment/Birthright Citizenship ○ Triangle Shirtwaist Factory Fire ○ Spanish-American War ○ World War I- League of Nations • Compare / Contrast Essays <ul style="list-style-type: none"> ○ Is progress good? • Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ Analyzing World War I Propaganda Posters ○ The Road to War- Events leading to WWII ○ Winning the War
Investigate the causes and effects of migration within the United States (e.g. Westward expansion, Urbanization, Great Migration, the Dust Bowl).	
Analyze the evolution of citizens' rights (e.g. Plessey v Ferguson, Women's Suffrage Movement, Schenk v. Unites States, Korematsu v. United States).	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Spanish-American War, Roosevelt Corollary, World War I, World War II).	
Evaluate the changing nature of the United States economy (e.g. Gilded Age, Progressive Era, Roaring Twenties, Great Depression, War Production Board, Office of Price Administration).	
Compare and contrast various American beliefs, values and political ideologies (e.g. Labor Movement, Progressivism, Red Scare, Scopes Trial,).	
Analyze the influence of nationalism on American society (e.g. wartime conservation programs, immigration policies, Japanese-American Internment).	

U.S. HISTORY – POST-RECONSTRUCTION THROUGH WORLD WAR II

GRADE 11

Grade Level Expectations	Evidence of Learning
Assess the significance of the evolving heterogeneity of American society (e.g. role of immigrants, contribution of minority groups, emergence of the modern American woman).	<ul style="list-style-type: none"> ● Response Group Activity <ul style="list-style-type: none"> ○ Assessing Truman’s Decision to use the atomic bomb to end the war ○ Analyzing American Responses to the Holocaust ● Experiential Exercise <ul style="list-style-type: none"> ○ Life on the Assembly Line ○ Life in the Trenches of WWI ● Culminating Unit Project <ul style="list-style-type: none"> ○ Publishing a Newspaper About the Rise of Industrial America ○ 1920s Party & Biographical Profile ● Section quizzes ● Unit tests ● Research paper- 3-6 pages based on level ● One formal presentation- use technology ● Two audio-visual assessments <ul style="list-style-type: none"> ○ video, audio, speeches, TV clips, news reports
Analyze the impact of technology and scientific discovery on American society (e.g. electricity, automobile, airplane, nuclear weapons).	
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity (e.g. Jazz, Dawn of Mass Culture, skyscrapers, Harlem Renaissance, Lost Generation).	
Evaluate the role and impact that significant individuals have had on historical events (e.g. Theodore Roosevelt, Andrew Carnegie, Woodrow Wilson, Franklin Roosevelt).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Mark Twain, PT Barnum, Charles Goodyear, Igor Sikorsky).	
Describe how major events in United States history affected Connecticut citizens (e.g. World War I, Prohibition, Great Depression, Hurricane of 1938, World War II).	

U.S. HISTORY – THE COLD WAR TO THE PRESENT GRADE 11

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Document-Based Question Essays <ul style="list-style-type: none"> ○ How has America changed since 1950? ○ The Civil Rights Movement- America's Second Reconstruction ○ What Then is the American?- What values and beliefs unite Americans and define our nation and its purpose? • Text-based Questions (RFI) <ul style="list-style-type: none"> ○ Jackie Robinson integrates the Major Leagues ○ Cuban Missile Crisis ○ The Rise and Fall of the Soviet Union • Compare / Contrast Essays <ul style="list-style-type: none"> ○ Should the United States be praised or condemned for its role in the Cold War? • Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ Identifying U.S. Methods in the Late Cold War from 1970-1990 ○ A Cartoon History of the Watergate Scandal
Analyze the evolution of citizens' rights (e.g. struggle for Civil Rights, women's rights movement, Miranda v Arizona, Patriot Act)	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Korean War, Vietnam War, NATO, United Nations, War on Terror)	
Evaluate the changing nature of the United States economy (e.g. consumerism, Reaganomics, 2007-08 Financial Crisis, "green movement").	
Compare and contrast various American beliefs, values and political ideologies (e.g. McCarthyism, Anti-War Movement, Conservative Movement).	
Analyze the influence of nationalism on American society (e.g. competition with Soviet Union, post- 9-11 patriotism).	
Assess the significance of the evolving heterogeneity of American society (e.g. American Indian Movement, United Farm Workers, National Organization of Women, immigration debate).	

**U.S. HISTORY – THE COLD WAR TO THE PRESENT
GRADE 11**

Grade Level Expectations	Evidence of Learning
Analyze the impact of technology and scientific discovery on American society (e.g. space war, vaccine, interstate highway system, computers, internet).	<ul style="list-style-type: none"> • Response Group Activity <ul style="list-style-type: none"> ○ The Cuban Missile Crisis- You Make the Call ○ Exploring Popular Culture of the 1950s, 60s, 70s, & 80s • Culminating Unit Project <ul style="list-style-type: none"> ○ Creating an American Quilt- design a quilt depicting 16 ethnic and racial groups in the U.S. ○ An All-American 20th Century Reunion • Section quizzes • Unit tests • One formal presentation- use technology <ul style="list-style-type: none"> ○ Decades Group Project 1960s, 70s, 80s, 90s, 2000s • Two audio-visual assessments <ul style="list-style-type: none"> ○ video, audio, speeches, TV clips, news reports
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity (e.g. Frank Lloyd Wright, Rock and Roll, Andy Warhol, Maya Angelou, mass media).	
Evaluate the role and impact that significant individuals have had on historical events (e.g. John F. Kennedy, Martin Luther King, Ronald Reagan, Bill Clinton).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Pfizer, Nautilus, Electric Boat, Ella Grasso, Kelo v. City of New London).	
Describe how major events in United States history affected Connecticut citizens (e.g. Cold War, Korean War, Great Depression, World War II).	

**UNITED STATES HISTORY
GRADES 10-11**

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Pre-teaching content vocabulary • Examining visuals prior to reading • Predicting reading content • Cornell note-taking (Two-column notes) • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Define, rich context, and a picture • Written reading reflections • Shared readings • Model texts • Skimming/scanning as research strategies • Activating prior knowledge • Chunking • Differentiating texts 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Blogs 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Socratic seminar • Stations • Student generated assessments • Students develop higher level questioning • Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Peer teaching
	<u>RAFT (Role, Audience, Format, Topic)</u>	

UNITED STATES HISTORY

GRADES 10-11

RESOURCES

Class Text: *The Americans*, Houghton Mifflin

Non-Fiction

1920s and 1930s: Costume and Fashion Source Books Anne McEvoy

1920s: America's Decade Series John Wukovits, editor

ABC-CLIO Companion of the 1960s Counterculture Neil A. Hamilton

America Under Attack: Primary Sources Tamara L. Roleff, editor

America: an Illustrated History Kelley Knauer

American Counterculture of the 1960s Richard Brownell

American Revolution: a History Gordon S. Wood

American Revolution: Writings from the War of Independence
Library of America Series

Amistad Incident: Four Perspectives Connecticut Scholar

Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition
Karen Blumenthal

Bound for Glory: From the Great Migration to the Harlem Renaissance 1910-1930 Kerry Candaele

Bowling, beatniks, and bell-bottoms: Pop Culture of the Twentieth-century America Series Pendergast, eds.

Civil War to the Last Frontier: a History of Multicultural America
William Loren Katz

Civil War: Opposing Viewpoints Digests David M. Haugen

Cold War: Opposing Viewpoints William Dudley, editor

Cold War: Uneasy Peace 1945-1991 Derek C. Maus, editor

Connecticut Biographical Dictionary; People of all time and places

Connecticut: the Provisions State Chester McArthur Dexter

Connecticut's Revolutionary War Leaders North Callahan

Great Depression: an Eyewitness History David F. Burg

The Great Escape of Edward Whalley and William Goffe: smuggled through Connecticut Christopher Pagliuco

Illustrated History of Waterford Robert L. Bachman

Immigration: from the Founding of Virginia to the closing of Ellis Island Dennis Wepman

Iran-Iraq War David Schaffer

Life Among the Soldiers and Cavalry James A. Corrick

Life During the American Revolution Stuart A. Kallen

Life during the Great Depression Dennis Nishi

Life in America during the 1960s Stuart A. Kallen

Life in the American Colonies Dean Smith

Life in the North During the Civil War Timothy Levi Biel

Life on Ellis Island Renee Rebman

Little Pink House: a True Story of Defiance and Courage Jeff Benedict

Native American Culture: Native American Sourcebook Kathleen Kuiper, editor

Native American History: Native American Sourcebook J. E. Lubering, editor

UNITED STATES HISTORY GRADES 10-11

Notorious Benedict Arnold: A True Story of Adventure, Heroism, and Treachery Steve Shrinking

Once Upon a Time: Anniversary Issue Bill Stanley

Pioneers of the Industrial Age: Breakthroughs in Technology
Sherman Hollar, editor

Revenge of the Pequots: How a Small Native American Tribe Created the World's Most Profitable Casino Kim Isaac Eisler

Unbroken: A World War II Story of Survival, Resilience, and Redemption Laura Hillenbrand

Underground Railroad in Connecticut Horatio T. Strother

Vietnam War: Interpreting Primary Documents Nick Teanor, editor

Vietnam War: Primary Sources Kevin Hillstrom

War on Terrorism Mitchell Young

War Terrible War vol.6: Civil War Joy Hakim

Watergate edited by William Dudley

Witchcraft trials: fear, betrayal, and death in Salem Deborah Kent

Witches: the absolutely true tale of disaster in Salem Rosalyn Schanzer

World War I: Opposing Documents William Dudley, editor

World War I; an Illustrated History Susanne Everett

World War II: Opposing Viewpoints William Dudley, editor

Electronic Resources

ABC-CLIO eBook Collection: Events That Formed the Modern World
Frank Thackeray and John Findling, editors

<http://connecticuthistory.org>

www.cthistoryonline.org

www.iconn.org

<http://infotrac.galegroup.com/default>

<http://www.loc.gov/index.html> Library of Congress

www.proquestk12.com

Films

10 Days that Unexpectedly Changed America

All Quiet on the Western Front

The Century: America's Time

The Grapes of Wrath

The History Channel Presents the Presidents

HBO Band of Brothers: Why We Fight

Saving Private Ryan

Glory

**UNITED STATES HISTORY
GRADES 10-11**

PACING GUIDIE

GRADE 10 – EARLY UNITED STATES HISTORY	3rd Quarter	4th Quarter
Unit 1: 1607-1776 Settlement	X	
Unit 2: American Revolution & Early America 1776-1825	X	
Unit 3: Manifest Destiny & Reforming American Society	X	>
Unit 4: The Causes of the Civil War		X
Unit 5: The Civil War and Reconstruction		X
GRADE 11 – POST-RECONSTRUCTION THROUGH WORLD WAR II	1st Quarter	2nd Quarter
Unit 1: The Roots of a Modern Nation: Industrialization, Immigration, Imperialism, & the Progressive Movement 1877-1914	X	
Unit 2: World War I 1914-1919	X	
Unit 3: The Roaring Twenties and the Great Depression 1919-1939		X
Unit 4: World War II 1933-1945		X
GRADE 11 – THE COLD WAR TO THE PRESENT	3rd Quarter	4th Quarter
Unit 5: Cold War 1945-1991	X	
Unit 6: Civil Rights Movement	X	
Unit 7: 1980-present		X
Unit 8: Globalization & America’s Future		X

ADVANCED PLACEMENT UNITED STATES HISTORY GRADES 10-11

Our study of Advanced Placement United States History will be divided into three semesters (1.5 credits). Students will begin the course second semester sophomore year and finish with two semesters during their junior year. The course outline is structured around the investigation of course themes and concepts in nine chronological periods in accordance with the Advanced Placement United States History Curriculum Framework provided by the Advanced Placement Central College Board. These periods, from pre-Columbian contacts in North America to the present day, provide a temporal frame work for the course.

Sophomore year second semester will cover the first three periods:

- Period 1: 1491-1607 – On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a “new world”.
- Period 2: 1607-1754 – European nations and America Indian tribes maneuvered and fought for dominance, control, and security in North America, while distinctive colonial and native societies emerged.
- Period 3: 1754-1800 – Britain’s imperial attempts to reassert control over its’ American colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

Junior year first semester will cover the next three periods:

- Period 4: 1800-1848 – The new republic struggles to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.
- Period 5: 1844-1877 – As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war – the course and aftermath of which transformed American society.
- Period 6: 1865-1898 – The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

ADVANCED PLACEMENT UNITED STATES HISTORY GRADES 10-11

Junior year second semester will cover the last three periods:

- Period 7: 1890-1945 – An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.
- Period 8: 1945-1980 – After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.
- Period 9: 1980-Present – As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Students will use primary sources, secondary sources, digital media, audio speeches, music, and art in the course. In grade 10, students will write a 3-4 page research paper and do one formal presentation. In grade 11, students will write a 5-6 page research paper and do two formal presentations.

The 2014 Advanced Placement United States History Curriculum Framework from the Advanced Placement Central College Board has been used in the creation of this document. The concept outline presents a chronological framework for investigating the nine different periods of United States History in the Advanced Placement course. Teachers will use the key concepts within the various periods to build students' understanding of the learning objectives that will be assessed on the Advanced Placement Exam to be administered to eleventh grade students in May.

The Advanced Placement United States History Curriculum Framework can be found at:

<http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-exam-descriptions/ap-us-history-course-and-exam-description.pdf>.

U.S. History is taken in grades 10 and 11 and is required for graduation (1.5 credits).

AP U.S. HISTORY – PERIODS 1-3 GRADE 10

Objectives:

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions:

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in the United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Document-Based Question Essays <ul style="list-style-type: none"> ○ Puritan influence in the 1600s ○ New England v. Chesapeake ○ Development of the two-party system • Text-based Questions (RFI) <ul style="list-style-type: none"> ○ Who were the Founding Fathers? ○ Electoral College 101 • Compare / Contrast Essays <ul style="list-style-type: none"> ○ Ideals of Hamilton or Jefferson • Reflective Essay <ul style="list-style-type: none"> ○ Can people be trusted to govern themselves? • Socratic Seminar <ul style="list-style-type: none"> ○ Federalist Papers
Investigate the causes and effects of migration to and within the United States (e.g. colonization, westward expansion).	
Analyze the evolution of citizens' rights (e.g. Bill of Rights, Shays' Rebellion, Whiskey Rebellion, Alien and Sedition Acts, Kentucky and Virginia Resolutions).	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Triangle Trade, Revolutionary War, Washington's Farewell Address, Neutrality Proclamation).	
Evaluate the changing nature of the United States economy (e.g. encomienda system of the Spanish colonies, African slavery, Hamilton's Financial Plan, transformation from agrarian to manufacturing, First Industrial Revolution).	
Assess the influence of geography on the development of the United States (e.g. Spanish and Portuguese exploration, settlement patterns, North v. South).	
Compare and contrast various American beliefs, values and political ideologies (e.g. Salem Witch Trials, Federalists v. Anti-Federalists, Hamilton v. Jefferson, The Great Awakening, republicanism, Catholicism vs. Protestantism).	

**AP U.S. HISTORY – PERIODS 1-3
GRADE 10**

Grade Level Expectations	Evidence of Learning
Analyze the influence of nationalism on American society (e.g. Declaration of Independence, Federalist Papers, Constitution).	<ul style="list-style-type: none"> ● Written Document Analysis <ul style="list-style-type: none"> ○ Declaration of Independence ● Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ United States actions on a foreign policy spectrum throughout history ● Response Group Activity <ul style="list-style-type: none"> ○ Giving Voice to Hamilton and Jefferson ● Chapter quizzes ● Unit tests ● Research paper- Outline/3-4 pages ● One formal presentation- use technology ● Two audio-visual assessments <ul style="list-style-type: none"> ○ video, audio, speeches, TV clips, news reports
Analyze the influence of sectionalism on American life (e.g. cultural/ economic/ geographic/ political differences between the North and South).	
Assess the significance of the evolving heterogeneity of American society (e.g. role of slaves, indentured servants, early immigration).	
Analyze the impact of technology and scientific discovery on American society (e.g. First Industrial Revolution, joint-stock companies, cotton gin).	
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity.	
Evaluate the role and impact that significant individuals have had on historical events (e.g. George Washington, Alexander Hamilton, Thomas Paine, John Adams, Thomas Jefferson).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Pequot War, Benedict Arnold, Ethan Allen, Amistad, Roger Sherman, Eli Whitney).	
Describe how major events in United States history affected Connecticut citizens (e.g. Battle of Groton Heights in American Revolution, “Constitution State”, Charter Oak).	

AP U.S. HISTORY – PERIODS 4-6 GRADE 11

Objectives:

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions:

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> • Document-Based Question Essays <ul style="list-style-type: none"> ○ Manifest Destiny in the 1800s ○ What led the southern states to secede? ○ Industrial Boom in the United States • Text-based Questions (RFI) <ul style="list-style-type: none"> ○ Uncle Tom’s Cabin ○ 14th Amendment/Birthright Citizenship ○ Was Lincoln a political genius or a reluctant emancipator? ○ Mexican-American War ○ Remember the Maine/Spanish American War • Compare / Contrast Essay <ul style="list-style-type: none"> ○ Booker T. Washington vs. WEB DuBois • Reflective Essays <ul style="list-style-type: none"> ○ Should the spoils go to the victor? ○ Was manifest destiny just?
Investigate the causes and effects of migration to and within the United States (e.g. Westward expansion, Manifest Destiny, Urbanization).	
Analyze the evolution of citizens’ rights (e.g. 13 th , 14 th , and 15 th Amendments, Plessey v Ferguson, WCTU, Women's Suffrage Movement, Seneca Falls Convention).	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Monroe Doctrine, War of 1812, Mexican-American War, Spanish-American War).	
Evaluate the changing nature of the United States economy (e.g. Tariff of Abominations, Bank of the United States Conflict, Second Industrial Revolution post-Civil War, Gilded Age).	
Assess the influence of geography on the development of the United States (e.g. North vs. South)	
Compare and contrast various American beliefs, values and political ideologies (e.g. Labor Movement, early progressive reforms).	
Analyze the influence of nationalism on American society (e.g. War of 1812, Key’s Star-Spangled Banner, Nativism, immigration policies, Clay’s American System).	

**AP U.S. HISTORY – PERIODS 4-6
GRADE 11**

Grade Level Expectations	Evidence of Learning
Analyze the influence of sectionalism on American life (e.g. cultural/economic/geographic/political differences between the North and the South).	<ul style="list-style-type: none"> ○ Is progress good? ● Socratic Seminar <ul style="list-style-type: none"> ○ Causes of the Civil War ● Written Document Analysis <ul style="list-style-type: none"> ○ Failure of Reconstruction ○ Views of Early Civil Rights Leaders ● Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ Identifying Multiple Perspectives on Slavery ● Response Group Activity <ul style="list-style-type: none"> ○ How far have we come since Seneca Falls? ● Chapter quizzes ● Unit tests ● Research paper- 7-8 pages <ul style="list-style-type: none"> ○ Due before midterms ● One formal presentation- use technology ● Two audio-visual assessments <ul style="list-style-type: none"> ○ video, audio, speeches, TV clips, news reports
Assess the significance of the evolving heterogeneity of American society (e.g. role of slaves, indentured servants, freed men, role of immigrants, contribution of minority groups, emergence of the modern American woman).	
Analyze the impact of technology and scientific discovery on American society (e.g. Second Industrial Revolution, transcontinental railroad, telegraph, electricity, assembly line).	
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity (e.g. Dawn of Mass Culture).	
Evaluate the role and impact that significant individuals have had on historical events (e.g. John Quincy Adams, Andrew Jackson, Henry Clay, Abraham Lincoln, Andrew Johnson).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Samuel Colt, Harriet Beecher Stowe, John Brown, Mark Twain).	
Describe how major events in United States history affected Connecticut citizens (e.g. Attack on Essex in War of 1812, Underground Railroad, Civil War).	

AP U.S. HISTORY – PERIODS 7-9 GRADE 11

Objectives:

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions:

- *How did freedom and democracy evolve in the United States?*
- *How has the role of American government changed? (Political)*
- *How does technology influence American society? (Technology)*
- *How does our national culture reflect what it means to be an American? (Social/Cultural)*
- *How has the economy played a critical role in United States history? (Economic)*
- *How do Americans respond to crisis?*

Grade Level Expectations	Evidence of Learning
Apply chronological thinking to examine relationships in United States among events and explain causes and effects of events.	<ul style="list-style-type: none"> ● Document-Based Question Essays <ul style="list-style-type: none"> ○ Progressive Reforms ○ The Homefront in World War II ○ The Civil Rights Movement- America’s Second Reconstruction ○ Cold War Fears / Tensions US vs. USSR ● Text-based Questions (RFI) <ul style="list-style-type: none"> ○ Triangle Shirtwaist Factory Fire ○ World War I- Article X of the League of Nations ○ FDR’s Quarantine speech in World War II ○ Cuban Missile Crisis ○ The Rise and Fall of the Soviet Union ● Reflective Essay <ul style="list-style-type: none"> ○ Should the United States be praised or condemned for its role in the Cold War? ● Socratic Seminar
Investigate the causes and effects of migration to and within the United States (e.g. Great Migration, the Dust Bowl).	
Analyze the evolution of citizens’ rights (e.g. Schenk v. United States, Korematsu v. United States, struggle for Civil Rights, women’s rights movement, Miranda v Arizona, Patriot Act)	
Evaluate the changing role of United States participation and influence in world affairs (e.g. Roosevelt Corollary, World War I, World War II, Korean War, Vietnam War, NATO, United Nations, War on Terror)	
Evaluate the changing nature of the United States economy (e.g. Progressive Era, 16 th Amendment, Roaring Twenties, Great Depression, War Production Board, Office of Price Administration, consumerism, Reaganomics, 2007-08 Financial Crisis, "green movement").	
Compare and contrast various American beliefs, values and political ideologies (e.g. Red Scare, Scopes Trial, McCarthyism, Anti-War Movement, Conservative Movement).	
Analyze the influence of nationalism on American society (e.g. wartime conservation	

**AP U.S. HISTORY – PERIODS 7-9
GRADE 11**

Grade Level Expectations	Evidence of Learning
programs, immigration policies, competition with Soviet Union, post- 9-11 patriotism).	<ul style="list-style-type: none"> ○ Imperialism in the United States ● Written Document Analysis <ul style="list-style-type: none"> ○ Hoover vs. FDR ● Skill Builder Partner Work Activity <ul style="list-style-type: none"> ○ Analyzing World War I Propaganda Posters ○ The Road to War- Events leading to WWII ○ Identifying U.S. Methods in the Late Cold War from 1970-1990 ○ A Cartoon History of the Watergate Scandal ● Response Group Activity <ul style="list-style-type: none"> ○ Assessing Truman’s Decision to use the atomic bomb to end the war ○ The Cuban Missile Crisis- You Make the Call ● Chapter quizzes ● Unit tests ● One formal presentation- use technology <ul style="list-style-type: none"> ○ Decades Group Project 1960s, 70s, 80s, 90s, 2000s ● Two audio-visual assessments <ul style="list-style-type: none"> ○ Video, audio, speeches, TV clips, news reports
Assess the significance of the evolving heterogeneity of American society (e.g. emergence of the modern American woman, American Indian Movement, United Farm Workers, National Organization of Women, immigration debate).	
Analyze the impact of technology and scientific discovery on American society (e.g. automobile, airplane, nuclear weapons, space war, vaccine, interstate highway system, computers, internet).	
Analyze how the arts, architecture, music, and literature of the United States reflect its history and cultural heterogeneity (e.g. Jazz, skyscrapers, Harlem Renaissance, Lost Generation, Frank Lloyd Wright, Rock and Roll, Andy Warhol, Maya Angelou, mass media).	
Evaluate the role and impact that significant individuals have had on historical events (e.g. Theodore Roosevelt, Andrew Carnegie, John D. Rockefeller, Woodrow Wilson, Franklin Roosevelt, John F. Kennedy, Martin Luther King, Ronald Reagan, Bill Clinton).	
Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. PT Barnum, Charles Goodyear, Igor Sikorsky, Pfizer, Nautilus, Electric Boat, Ella Grasso, Kelo v. City of New London).	
Describe how major events in United States history affected Connecticut citizens (e.g. World War I, Prohibition, Great Depression, Hurricane of 1938, World War II, Cold War, Korean War, Great Depression, World War II).	

ADVANCED PLACEMENT UNITED STATES HISTORY GRADES 10-11

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Pre-teaching content vocabulary • Examining visuals prior to reading • Predicting reading content • Cornell note-taking (Two-column notes) • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Define, rich context, and a picture • Written reading reflections • Shared readings • Model texts • Skimming/scanning as research strategies • Activating prior knowledge • Chunking • Differentiating texts 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Blogs 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Socratic seminar • Stations • Student generated assessments • Students develop higher level questioning • Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Peer teaching
	<u>RAFT (Role, Audience, Format, Topic)</u>	

ADVANCED PLACEMENT UNITED STATES HISTORY

GRADES 10-11

RESOURCES

Texts

Kennedy, David, Elizabeth Cohen, and Thomas A. Bailey. The American Pageant. New York: Houghton Mifflin Company, 2013. (Pageant)

Kennedy, David and Thomas A. Bailey. The American Spirit. Volume I: to 1877. Boston: Houghton Mifflin Company, 2002. (TAS)

Kennedy, David and Thomas A. Bailey. The American Spirit. Volume II: to Present. Boston: Houghton Mifflin Company, 2002. (TAS II)

Supplementary Texts

Bell, Thomas. Out of This Furnace. Pittsburgh: University of Pittsburgh Press, 1976.

Caputo, Philip. A Rumor of War. New York: Henry Holt & Company, 1996.

Morgan, Edmund S. The Birth of the Republic 1763-89. Chicago: University of Chicago Press, 1992.

Oates, Stephen and Charles J. Errico. (Ed.) Portrait of America. Boston: Houghton Mifflin Company, 2003. (POA)

Sorenson, Sharon. A Quick Reference to The Research Paper. New York: AMSCO School Publications, 1999.

Non-Fiction

1920s and 1930s: Costume and Fashion Source Books Anne McEvoy

1920s: America's Decade Series John Wukovits, editor

ABC-CLIO Companion of the 1960s Counterculture Neil A. Hamilton

America Under Attack: Primary Sources Tamara L. Roleff, editor

America: an Illustrated History Kelley Knauer

American Counterculture of the 1960s Richard Brownell

American Revolution: a History Gordon S. Wood

American Revolution: Writings from the War of Independence
Library of America Series

Amistad Incident: Four Perspectives Connecticut Scholar

Bootleg: Murder, Moonshine, and the Lawless Years of Prohibition
Karen Blumenthal

Bound for Glory: From the Great Migration to the Harlem Renaissance 1910-1930 Kerry Candaele

Bowling, beatniks, and bell-bottoms: Pop Culture of the Twentieth-century America Series Pendergast, eds.

Civil War to the Last Frontier: a History of Multicultural America
William Loren Katz

Civil War: Opposing Viewpoints Digests David M. Haugen

Cold War: Opposing Viewpoints William Dudley, editor

Cold War: Uneasy Peace 1945-1991 Derek C. Maus, editor

Connecticut Biographical Dictionary; People of all time and places

Connecticut: the Provisions State Chester McArthur Dexter

ADVANCED PLACEMENT UNITED STATES HISTORY GRADES 10-11

Connecticut's Revolutionary War Leaders North Callahan

Great Depression: an Eyewitness History David F. Burg

The Great Escape of Edward Whalley and William Goffe: smuggled through Connecticut Christopher Pagliuco

Illustrated History of Waterford Robert L. Bachman

Immigration: from the Founding of Virginia to the closing of Ellis Island Dennis Wepman

Iran-Iraq War David Schaffer

Life Among the Soldiers and Cavalry James A Corrick

Life During the American Revolution Stuart A. Kallen

Life during the Great Depression Dennis Nishi

Life in America during the 1960s Stuart A. Kallen

Life in the American Colonies Dean Smith

Life in the North During the Civil War Timothy Levi Biel

Life on Ellis Island Renee Rebman

Little Pink House: a True Story of Defiance and Courage Jeff Benedict

Native American Culture: Native American Sourcebook Kathleen Kuiper, editor

Native American History: Native American Sourcebook J. E. Lubering, editor

Notorious Benedict Arnold: A True Story of Adventure, Heroism, and Treachery Steve Shrinking

Once Upon a Time: Anniversary Issue Bill Stanley

Pioneers of the Industrial Age: Breakthroughs in Technology Sherman Hollar, editor

Revenge of the Pequots: How a Small Native American Tribe Created the World's Most Profitable Casino Kim Isaac Eisler

Unbroken: A World War II Story of Survival, Resilience, and Redemption Laura Hillenbrand

Underground Railroad in Connecticut Horatio T. Strother

Vietnam War: Interpreting Primary Documents Nick Teanor, editor

Vietnam War: Primary Sources Kevin Hillstrom

War on Terrorism Mitchell Young

War Terrible War vol.6: Civil War Joy Hakim

Watergate edited by William Dudley

Witchcraft trials: fear, betrayal, and death in Salem Deborah Kent

Witches: the absolutely true tale of disaster in Salem Rosalyn Schanzer

World War I: Opposing Documents William Dudley, editor

World War I; an Illustrated History Susanne Everett

World War II: Opposing Viewpoints William Dudley, editor

ADVANCED PLACEMENT UNITED STATES HISTORY GRADES 10-11

Electronic Resources

ABC-CLIO eBook Collection: Events That Formed the Modern World
Frank Thackeray and John Findling, editors

<http://connecticuthistory.org>

www.cthistoryonline.org

www.iconn.org

<http://infotrac.galegroup.com/default>

<http://www.loc.gov/index.html> Library of Congress

www.proquestk12.com

Films

10 Days that Unexpectedly Changed America

All Quiet on the Western Front

The Century: America's Time

The Grapes of Wrath

The History Channel Presents the Presidents

HBO Band of Brothers: Why We Fight

Saving Private Ryan

Glory

PACING GUIDE

GRADE 10 – PERIODS 1-3	3rd Quarter	4th Quarter
Period 1: 1491-1607	X	
Period 2: 1607-1754	X	>
Period 3: 1754-1800		X
GRADE 11 – PERIODS 4-6	1st Quarter	2nd Quarter
Period 4: 1800-1848	X	
Period 5: 1844-1877	X	>
Period 6: 1865-1898		X
GRADE 11 – PERIODS 7-9	3rd Quarter	4th Quarter
Period 7: 1890-1945	X	
Period 8: 1945-1980	X	>
Period 9: 1980-Present		X

CRIMINAL JUSTICE IN AMERICA GRADE 12

The course will begin with a mini study of the Bill of Rights - emphasis will be on Amendments 1, 2, 4, 5, 6, and 8. Students will review the rights afforded to U.S. citizens. Throughout the course the above amendments will be interwoven in the units listed below. This will enable students to examine and gain a greater understanding of their rights as U.S. citizens. Following the mini-unit on the Bill of Rights, the course will then take an in-depth look at the American Criminal Justice System. The three components of the justice system (police, courts, and corrections) will form the core of the class. Units of study will include: Crime; the Police; the Criminal Case; Corrections and Solutions.

Criminal Justice in America is a semester course (0.5 credit) and is open to students in grade 12.

CRIMINAL JUSTICE IN AMERICA

GRADE 12

COURSE OBJECTIVES AND ESSENTIAL QUESTIONS

Objectives

- Students will be able to obtain knowledge of concepts, themes, and information from social studies that are necessary to promote understanding of our nation and our world.
- Students will become competent in literacy, inquiry and research skills that are necessary to analyze, evaluate and present social studies information.
- Students will develop civic competence in analyzing historical issues and current problems requiring the synthesis of information, skills, and perspective.

Essential Questions

- *How do governments balance the rights of individuals with the common good?*
- *What is a criminal?*
- *What role should law enforcement play in society?*
- *What are the strengths and weaknesses in America's court system?*
- *Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?*
- *Should the role of corrections focus on rehabilitation or retribution?*

**CRIMINAL JUSTICE IN AMERICA
GRADE 12**

UNIT 1: THE BILL OF RIGHTS

Objectives

- Explain how the Constitution limits the powers of government and protects the accused.
- Describe and recall the protections offered by the Constitution relevant to the criminal justice system.
- Judge behavior of peace officers in given scenarios as being constitutional or unconstitutional.
- Distinguish which amendment was violated in given scenarios.
- Argue an opinion on a controversy surrounding certain constitutional issues.
- Identify historical cases that now govern the actions of officers.
- Analyze historical cases that now govern the actions of officers.

Essential Questions

- ***How do governments balance the rights of individuals with the common good?***
- *What is a criminal?*
- *What role should law enforcement play in society?*
- *What are the strengths and weaknesses in America’s court system?*
- *Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?*
- *Should the role of corrections focus on rehabilitation or retribution?*

Grade Level Expectations	Evidence of Learning
2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (“Fashion Police”, “Can free speech go too far?”) • Note taking on a variety of media sources • Visual representations of the Bill of Rights • Hypothetical scenarios • Textbook/notes reading quizzes. • Content specific vocabulary quizzes.
2.1.2. Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4. Draw information from informational texts to support analysis, reflection, and research.	
2.2.6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.8. Determine the meaning of words and phrases as they are used in a text.	
2.2.10. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	
2.2.11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	
2.2.12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).	
2.2.13. Detect bias in data presented in various forms.	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Grade Level Expectations	Evidence of Learning
2.2.14. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Article summaries (Current Events). • Key Court case summaries. • Unit Assessment/Test.
2.3.15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.	
2.3.16. Write informative/explanatory texts about events and topics.	
2.3.17. Compose a thesis statement using primary and secondary sources.	
2.3.18. Write arguments using discipline-specific content.	
2.3.20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.	
2.4.21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others’ ideals and expressing their own clearly and persuasively.	
2.4.22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	
2.4.23. Ask relevant questions related to social studies/history to initiate, extent, or debate a point of view.	
2.4.24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.26. Create multipurpose visuals in various formats to present information.	
3.1.5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).	
3.2.8. Develop criteria to evaluate alternate viewpoints on a contemporary issue.	
3.3.11. Evaluate a proposed solution to a contemporary political or social problem.	
3.3.14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation	

CRIMINAL JUSTICE IN AMERICA

GRADE 12

UNIT 2: CRIME

Objectives

- Distinguish between felonies and misdemeanors and give examples of each.
- Analyze criminal conduct in terms of act, intent, concurrence of act and intent, and causation.
- Describe and distinguish among four common homicide crimes.
- Describe and distinguish among four stealing crimes.
- Identify and describe self-defense, insanity, and entrapment as affirmative defenses to criminal conviction.
- Identify and describe violent street gangs, organized criminals, white-collar criminals, and hate groups as significant contributors to America's crime problem.

Essential Questions

- *How do governments balance the rights of individuals with the common good?*
- ***What is a criminal?***
- *What role should law enforcement play in society?*
- *What are the strengths and weaknesses in America's court system?*
- *Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?*
- *Should the role of corrections focus on rehabilitation or retribution?*
- *How does art reflect the culture by which it was created?*

Grade Level Expectations	Evidence of Learning
2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (“Who has the right to bear arms?”, “Should the US have tougher gun-control laws?”, “The Gun Debate”, “Is it too easy to get a gun?”, “Timeline: Guns in America and Chart: Gun Homicides”, “The Psychopathic Suspect”). • Note taking on a variety of media sources • Argumentative essay on Gun
2.1.2. Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4. Draw information from informational texts to support analysis, reflection, and research.	
2.2.6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.8. Determine the meaning of words and phrases as they are used in a text.	
2.2.10. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
2.2.11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	
2.2.12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Grade Level Expectations	Evidence of Learning
2.2.13. Detect bias in data presented in various forms.	<p>Laws legislation</p> <ul style="list-style-type: none"> • Argumentative essay on Three Strikes legislation • Textbook/notes reading quizzes. • Content specific vocabulary quizzes. • Article summaries (Current Events). • Key court case summaries (D.C v Heller; Chicago v McDonald). • Class Starters and Closers (for discussion) • Unit Assessment/Test.
2.2.14. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
2.3.15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.	
2.3.16. Write informative/explanatory texts about events and topics.	
2.3.17. Compose a thesis statement using primary and secondary sources.	
2.3.18. Write arguments using discipline-specific content.	
2.3.20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.	
2.4.21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others’ ideals and expressing their own clearly and persuasively.	
2.4.22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	
2.4.23. Ask relevant questions related to social studies/history to initiate, extent, or debate a point of view.	
2.4.24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.26. Create multipurpose visuals in various formats to present information.	
3.1.5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).	
3.2.8. Develop criteria to evaluate alternate viewpoints on a contemporary issue.	
3.3.11. Evaluate a proposed solution to a contemporary political or social problem.	
3.3.14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation	

CRIMINAL JUSTICE IN AMERICA
GRADE 12

UNIT 3: THE POLICE

Objectives

- Demonstrate a historical awareness about law enforcement with that of previous eras.
- Identify common public attitudes about law enforcement.
- Describe public viewpoint on police and police effectiveness.
- Identify the fourth, fifth, and fourteenth amendments as the source of important restraints on police power.
- Analyze searches to determine their legality.
- Identify the Miranda rule and describe it in terms of its underlying rationale.
- Explain what racial profiling is and express a reasoned opinion on what can be done to prevent corruption.
- Identify the elements of the doctrine of reasonable force and analyze hypothetical situations in terms of its applicability.
- Decide hypothetical case of police misconduct.
- Demonstrate an understanding of the use of force continuum.
- Evaluate scenarios and decide what level of force is necessary.

Essential Questions

- *How do governments balance the rights of individuals with the common good?*
- *What is a criminal?*
- ***What role should law enforcement play in society?***
- *What are the strengths and weaknesses in America’s court system?*
- *Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?*
- *Should the role of corrections focus on rehabilitation or retribution?*
- *How does art reflect the culture by which it was created?*

Grade Level Expectations	Evidence of Learning
2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (“The Psychopathic Suspect”; “Better data needed on profiling issue”; “Excessive shots and falling suspects”; “Why shooting to wound doesn’t make sense
2.1.2. Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4. Draw information from informational texts to support analysis, reflection, and research.	
2.2.6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.8. Determine the meaning of words and phrases as they are used in a text.	
2.2.10. Evaluate authors’ differing points of view on the same historical event or issue by assessing the	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Grade Level Expectations	Evidence of Learning
authors' claims, reasoning, and evidence.	scientifically, legally, or tactically"; .
2.2.11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	<ul style="list-style-type: none"> Note taking on a variety of media sources
2.2.12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).	<ul style="list-style-type: none"> Reading quizzes (e.g. :What does the 4th Amendment say?"; "The 4th Amendment Today"; "Identify exceptions to the 4th Amendment")
2.2.13. Detect bias in data presented in various forms.	<ul style="list-style-type: none"> Hypothetical scenarios (4th and 5th Amendments; Use of Force)
2.2.14. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> Textbook/notes reading quizzes.
2.3.15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.	<ul style="list-style-type: none"> Content specific vocabulary quizzes.
2.3.16. Write informative/explanatory texts about events and topics.	<ul style="list-style-type: none"> Article summaries (Current Events)
2.3.17. Compose a thesis statement using primary and secondary sources.	<ul style="list-style-type: none"> Key court case summaries (Katz case, T.L.O. case, Terry v Ohio)
2.3.18. Write arguments using discipline-specific content.	<ul style="list-style-type: none"> Journal responses on Waterford P.D. speaker program.
2.3.20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.	<ul style="list-style-type: none"> Argumentative essay on Waterford P.D. speaker program.
2.4.21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others' ideals and expressing their own clearly and persuasively.	<ul style="list-style-type: none"> Law Enforcement Crime / Incident Report
2.4.22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	<ul style="list-style-type: none"> Mini-Unit Test – Police Speakers program
2.4.23. Ask relevant questions related to social studies/history to initiate, extent, or debate a point of view.	<ul style="list-style-type: none"> Argumentative Essay – "Is racial profiling ever justified?"
2.4.24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	<ul style="list-style-type: none"> Class starters and closers (for discussion).
2.5.26. Create multipurpose visuals in various formats to present information.	<ul style="list-style-type: none"> Unit Assessment/Test.
3.1.5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).	
3.2.8. Develop criteria to evaluate alternate viewpoints on a contemporary issue.	
3.3.11. Evaluate a proposed solution to a contemporary political or social problem.	
3.4.14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.	

**CRIMINAL JUSTICE IN AMERICA
GRADE 12**

UNIT 4: THE CRIMINAL CASE

Objectives

- Identify and describe the function of major roles in the criminal case process including police, prosecuting attorneys, defense attorneys, hearing and trial judges, and jurors.
- Describe the structure of state and federal courts.
- Identifying factors used in determining bail and apply them to hypothetical bail situations.
- Describe the role of prosecutorial discretion and plea bargaining.
- Identify and describe the concepts of probable cause, reasonable suspicion, burden of proof, and reasonable doubt.
- Identify key steps in a criminal trial.
- Identify and apply factors in selecting a hypothetical jury.
- Compose an opening statement based on given criteria.
- Distinguish between direct and circumstantial evidence and analyze hypotheticals on this basis.
- Identify basic rules of evidence and state and support opinions about the admissibility of evidence of this basis.
- Compose and present closing arguments based on given criteria.
- State and support an opinion about the verdict in a hypothetical case.

Essential Questions

- *How do governments balance the rights of individuals with the common good?*
- *What is a criminal?*
- *What role should law enforcement play in society?*
- ***What are the strengths and weaknesses in America’s court system?***
- ***Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?***
- *Should the role of corrections focus on rehabilitation or retribution?*

Grade Level Expectations	Evidence of Learning
2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (“Lyn’ Eyes”). • Note taking on a variety of media sources • Reading quizzes (e.g. “What does the 6th Amendment say?”; “The 6th Amendment Today”)
2.1.2. Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4. Draw information from informational texts to support analysis, reflection, and research.	
2.2.6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.8. Determine the meaning of words and phrases as they are used in a text.	
2.2.10. Evaluate authors’ differing points of view on the same historical event or issue by assessing the	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Grade Level Expectations	Evidence of Learning
authors' claims, reasoning, and evidence.	<ul style="list-style-type: none"> • Hypothetical scenarios (5th and 6th Amendments) • Textbook/notes reading quizzes. • Content specific vocabulary quizzes. • Article summaries (Current Events) • Key court case summaries (Miranda case) • Class starters and closers (for discussion) • Unit Assessment/Test.
2.2.11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	
2.2.12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).	
2.2.13. Detect bias in data presented in various forms.	
2.2.14. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
2.3.15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.	
2.3.16. Write informative/explanatory texts about events and topics.	
2.3.17. Compose a thesis statement using primary and secondary sources.	
2.3.18. Write arguments using discipline-specific content.	
2.3.20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.	
2.4.21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others' ideals and expressing their own clearly and persuasively.	
2.4.22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	
2.4.23. Ask relevant questions related to social studies/history to initiate, extent, or debate a point of view.	
2.4.24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.26. Create multipurpose visuals in various formats to present information.	
3.1.5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).	
3.2.8. Develop criteria to evaluate alternate viewpoints on a contemporary issue.	
3.3.11. Evaluate a proposed solution to a contemporary political or social problem.	
3.4.14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.	

**CRIMINAL JUSTICE IN AMERICA
GRADE 12**

UNIT 5: CORRECTIONS

Objectives

- Identify retribution, incapacitation, deterrence, restitution, and rehabilitation as the underlying rationale for criminal corrections.
- Demonstrate a historical awareness of corrections by comparing methods of corrections from previous eras with those today.
- Identify factors used for determining a sentence and apply them to a hypothetical case.
- Identify factors for granting probation and apply them to hypothetical cases.
- Describe alternatives to prison and state and support opinions about their value.
- Describe current conditions in prisons and state and support opinions about current sentencing standards.
- Analyze the characteristics of America’s prison population.
- Identify aggravating and mitigating factors in applying a death penalty statute and apply them to a hypothetical situation.
- State and support a reasoned opinion about the death penalty.
- Identify careers available in the areas of corrections.

Essential Questions

- *How do governments balance the rights of individuals with the common good?*
- *What is a criminal?*
- *What role should law enforcement play in society?*
- *What are the strengths and weaknesses in America’s court system?*
- *Should juveniles be offered extra protection in the legal system? What rights should young people have as protection against the system?*
- ***Should the role of corrections focus on rehabilitation or retribution?***

Grade Level Expectations	Evidence of Learning
2.1.1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.	<ul style="list-style-type: none"> • Student responses on text dependent questions on multiple sources (DPIC packet; “The Death Penalty and deterrence: Let’s be clear”; “2 Fathers/2 Sides”; “The Inmates took over the Asylum”) • Note taking on a variety of media sources • Reading quizzes (e.g. “What does the 8th Amendment say?” ;
2.1.2. Cite specific textual evidence to support analysis of primary and secondary sources.	
2.1.4. Draw information from informational texts to support analysis, reflection, and research.	
2.2.6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.	
2.2.8. Determine the meaning of words and phrases as they are used in a text.	
2.2.10. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	
2.2.11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Grade Level Expectations	Evidence of Learning
2.2.12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).	<p>“The 8th Amendment Today”</p> <ul style="list-style-type: none"> • Hypothetical scenarios (8th Amendments) • Textbook/notes reading quizzes. • Content specific vocabulary quizzes. • Article summaries (Current Events) • Argumentative essay on Capital Punishment. • Key court case summaries. • Class starters and closers (for discussions) • Unit Assessment/Test.
2.2.13. Detect bias in data presented in various forms.	
2.2.14. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
2.3.15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.	
2.3.16. Write informative/explanatory texts about events and topics.	
2.3.17. Compose a thesis statement using primary and secondary sources.	
2.3.18. Write arguments using discipline-specific content.	
2.3.20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.	
2.4.21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others’ ideals and expressing their own clearly and persuasively.	
2.4.22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.	
2.4.23. Ask relevant questions related to social studies/history to initiate, extend, or debate a point of view.	
2.4.24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
2.5.26. Create multipurpose visuals in various formats to present information.	
3.1.5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).	
3.2.8. Develop criteria to evaluate alternate viewpoints on a contemporary issue.	
3.3.11. Evaluate a proposed solution to a contemporary political or social problem.	
3.4.14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.	

CRIMINAL JUSTICE IN AMERICA GRADE 12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Activating prior knowledge • Annotation • Boxes & Bullets • Chunking • Cornell note-taking • Differentiating texts • Examining visuals prior to reading • Expert groups • Graphic organizer • Identifying text structures • Independent reading • Model texts • Outlining/Note-taking • Paraphrasing • Picture notes • Predicting reading content • Pre-teaching content vocabulary • Shared readings • Skimming/scanning as research strategies • SQ3R • Summarize text • Written reading reflections 	<ul style="list-style-type: none"> • Argumentative writing • Brainstorming • Brochures • Collaborative writing school-wide rubrics • Focused peer editing • Guided writing lessons • Informational/expository writing • Letters • Letters to the editor • Process writing • Quick writes • Shared writing • Speeches • Summary writing 	<ul style="list-style-type: none"> • Class and small group discussion • Classroom debates • Collaborative group activities • Collaborative group presentations • Demonstrations • Differentiated instruction • Film Critiques • Flexible grouping • Flip the classroom • Focused lecture • Interview/dialogues • Jigsaw • Modeling the process of finding appropriate sources • Multimedia presentation • Newscasts • Peer teaching • Role playing • Simulation activities • Socratic seminar • Source selection/evaluating sources • Teacher developed rubrics • Teacher modeling • Think aloud • Videos and films

CRIMINAL JUSTICE IN AMERICA

GRADE 12

RESOURCES

Books

Class Text: *Criminal Justice in America*, Constitutional Rights Foundation

Magazines/Newspapers

- Upfront
- The Week
- The Day
- The Bulletin

Databases

- [PoliceOne .com](http://PoliceOne.com)
- Newsela

Videos

- You can't say that. What is happening to free speech?
- Profiles of Freedom
- Psycho Killers
- National Geographic's MS-13
- 20th Century Gang Violence in America
- Gangland's Hate Nation
- History Channel L.A. Shootout
- Ultimate Survivors
- By any means necessary: Police Technology
- Crime and Punishment in America

Other

- History Alive
- YouTube: "Crash Course"
- Internet videos

PACING GUIDE

Unit Pacing	1 st Quarter	2 nd Quarter
Unit 1: The Bill of Rights	X	
Unit 2: Crime	X	
Unit 3: The Police	X	>
Unit 4: The Criminal Case		X
Unit 5: Corrections		X

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

This semester based course is a description, analysis, and evaluation of the foundations and structure of the local, state and national political system. This course is designed to increase student involvement and engagement with American political institutions. The Civics and Government course will be supported by an inter-disciplinary approach that includes history, economics, and geography. Students will discover what it means to be a citizen and how they can engage in civic life. This course asks students to describe the role that power, politics and government have in their lives. They will identify and assess comparative forms of government. Students are asked to identify and describe the operational behavior of the presidency, Congress and the Federal court system, as well as examine and explain the law making process. Students will examine and debate the role and responsibilities that public opinion, political parties, public interest groups, and the media play in our democratic society. Students will apply knowledge and understanding of Civics and Government to explore America's economic, social and foreign policies and be prepared to take informed action on a local, state and Federal level.

Civics is a semester course (0.5 credit) that is required for graduation and is open to students in grades 11 and 12.

AMERICAN GOVERNMENT & CIVICS

GRADES 11-12

UNIT 1: THE ROLE THAT POWER, AUTHORITY AND GOVERNMENT PLAY IN THE LIVES OF AMERICAN CITIZENS

Objectives

- Explain how power and responsibility are distributed, shared and limited in a government to meet the needs of its people.
- Describe the purpose and role of government.
- Compare and contrast different systems of government and their function in various parts of the world. Analyze the advantages and disadvantages of various political systems.
- Evaluate disparate economic systems and the government's role in these systems.
- Increase competency in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present information.
- Demonstrate civic competence in analyzing relevant contemporary political issues that require the synthesis of information, skills and perspectives.

Essential Questions

- *Why should students understand the distribution of power and responsibility in governmental systems?*
- *Is the government's role in meeting the needs of its citizens affective?*
- *Is it possible for disparate systems of government to function cohesively in a globalized world?*
- *Are certain economic systems better for specific forms of governmental systems?*

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • CIV 9-12.2 Analyze the role of citizens in the U.S political system with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • CIV 9-12.4 Explain how the U.S. constitution establishes a system of government that has power, responsibilities, and limits that have changed over time and that are still contested. • CIV 9-12.7 Apply civic virtues and democratic principles when working with others. • CIV 9-12.8 Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic 	<ul style="list-style-type: none"> • Creation of student generated self-assessments-critical thinking RFI's and multiple choice (Rubric assessed) • Creation of student generated work. • Peer reviews of student generated work (rubric assessed) • Cooperative learning groups with student assigned roles. • Annotation instructional strategies • Annotation assessments • Teacher generated reading for information assessments • Conceptual mapping and outlining assignments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Informal Socratic sessions, peer assessed

**AMERICAN GOVERNMENT & CIVICS
GRADES 11-12**

Grade Level Expectations	Evidence of Learning
<p>principles.</p> <ul style="list-style-type: none"> • CIV 9–12.9 Use appropriate deliberative processes in multiple settings. • HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. • INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. • INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. • INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. • INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 	<ul style="list-style-type: none"> • Small group active cooperative learning groups, producing student generated products • Video analysis

AMERICAN GOVERNMENT & CIVICS

GRADES 11-12

UNIT 2: AMERICAN POLITICAL FOUNDATIONS

Objectives

- Define and describe the historical, philosophical, and economic foundations of the American constitutional form of government and its political system.
- Define and evaluate the United States Constitution, Bill of Rights, Civil liberties and the significance of each to American Government.
- Analyze basic institutions of American government and evaluate the interaction between the federal government and the state and local governments under the existing and developing federalist system.
- Increase competency in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present information.
- Demonstrate civic competence in analyzing relevant contemporary political issues that require the synthesis of information, skills and perspectives.

Essential Questions

- *The foundations of the American constitutional form of government were framed by a variety of social forces. What were the consequences of these ideological underpinnings to the formation of our system of governing?*
- *The framers of the constitution protected individual liberties and rights through the definitions provided in the Constitution. How were these rights defined and protected?*
- *How efficient is the federalist system in today's America, and why?*
- *Is the federal system of government functioning as the founders intended?*

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • CIV 9-12.2 Analyze the role of citizens in the U.S political system with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order • CIV 9-12.4 Explain how the U.S. constitution establishes a system of government that has power, responsibilities, and limits that have changed over time and that are still contested. • CIV 9-12.9 Use appropriate deliberative processes in multiple 	<ul style="list-style-type: none"> • Student generated unit lessons • Student led Socratic Seminars • Peer learning groups • Cooperative learning groups with student assigned roles. • Creation of student generated outlines • Annotation assessments • Document based paper-informative/explanatory/persuasive • Teacher generated reading for information assessments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active cooperative learning groups, producing student generated products

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

Grade Level Expectations	Evidence of Learning
<p>settings.</p> <ul style="list-style-type: none"> • CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. • INQ 9–12.1 Explain how a question reflects an enduring issue in the field. • INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. • INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. • INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). • INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility. • INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations. 	<ul style="list-style-type: none"> • Debate- outcomes include deductive reasoning and analysis • Multimedia presentations • Video analysis

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

UNIT 3: THE ART OF POLITICS IN AMERICA, CITIZEN PARTICIPATION AND THE ROLE OF THE MEDIA

Objectives

- Discuss an individual's participation in a democracy and how that provides for choice and opportunities in the American political system.
- Explore a variety of ways to take part in civic life.
- Explore paths to U.S. citizenship and the rights and responsibilities of U.S. citizens.
- Examine special interest groups, political parties, and social movements and their influence on American government.
- Assess the roots of American political parties and the role parties play in the political process.
- Examine the significance of special interest groups on American government and public policy.
- Analyze how political parties reflect political, economic and social movements.
- Debate the two party systems evolution and functionality in a changing America.
- Assess the roles of the media, political advertising, and rhetoric in the political process.
- Investigate emerging technological trends in social media and their impact and influence on the press and public interest groups.
- Investigate emerging technological trends and their relationship to voting behavior and voting trends.
- Examine the role of public opinion and the news media on public policy.
- Examine the development and function of our current political campaign and election process.
- Increase competency in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present information.
- Demonstrate civic competence in analyzing relevant contemporary political issues that require the synthesis of information, skills and perspectives.

Essential Questions

- *Is it possible for a citizen to make an impact on governmental policy in America today?*
- *What role do political parties have in the political process in America today?*
- *Have political parties and interest groups polarized America and created a sclerotic political system, or are they a necessary component of our political system to galvanize political forces into a coherent ideological force to create change?*
- *How have emerging technologies in the field of social media changed Americans relationship to the political process?*
- *How have campaign finance laws impacted public interest groups and campaigning for elections?*
- *Can citizens express their voice in the current electoral climate or are they hindered by gerrymandering, non-uniform voter registration laws, and campaign finance rules?*

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • CIV 9-12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • CIV 9-12.2 Analyze the role of citizens in the U.S political system with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. • CIV 9-12.5 Evaluate citizens and institutions effectiveness in addressing social and political problems at the local, state, tribal, national, and or international level. • CIV 9–12.7 Apply civic virtues and democratic principles when working with others. • CIV 9–12.9 Use appropriate deliberative processes in multiple settings. • CIV 9–12.10 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. • HIST 9–12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. • ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups • GEO 9–12.1 Evaluate the impact of economic activities and 	<ul style="list-style-type: none"> • Student generated unit lessons • Peer reviews of student generated work (rubric assessed) • Student led Socratic Seminars • Peer learning groups • Cooperative learning groups with student assigned roles. • Creation of student generated outline • Annotation assessments • Teacher generated reading for information assessments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active cooperative learning groups, producing student generated products • Debate- outcomes include deductive reasoning and analysis • Group presentations • Video analysis

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

Grade Level Expectations	Evidence of Learning
<p>political decisions on spatial patterns within and among urban, suburban, and rural regions.</p> <ul style="list-style-type: none"> • INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. • INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources. • INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. • INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. • INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, 	

AMERICAN GOVERNMENT & CIVICS
GRADES 11-12

Grade Level Expectations	Evidence of Learning
<p>debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none">• INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility• INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.• INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.	

AMERICAN GOVERNMENT & CIVICS
GRADES 11-12

***UNIT 4: CHECKS AND BALANCES: THE LEGISLATIVE, EXECUTIVE
AND JUDICIAL BRANCHES OF GOVERNMENT***

Objectives

- Discuss how compromise and cooperation are a hallmark of our lawmaking process. Explain the role that the three branches of government play in creating laws.
- Analyze the checks and balances provided by the constitution on the branches of government.
- Examine how a bill travels through Congress.
- Identify factors that influence the lawmaking process.
- Assess the changing role of the modern president in a globalized world.
- Identify the organization, characteristics and functioning of the legislative branch of government.
- Evaluate the power of the president, the organization of the executive branch and the qualities of the modern president.
- Assess the main roles of the judicial branch, the dual court system, the Supreme Court and their functions.
- Identify the role that judges play in the court system and identify ways judges are appointed.
- Self-government rests on the assumption that citizens have a commitment to the rule of law. Evaluate and interpret the meaning of this idea.
- Increase competency in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present information.
- Demonstrate civic competence in analyzing relevant contemporary political issues that require the synthesis of information, skills and perspectives.

Essential Questions

- *Is the check and balance system ingrained in the creation of the three branches of government fail proof?*
- *What makes an effective legislator?*
- *How has the changing role of the presidency affected the legislative process?*
- *The American system of lawmaking is complex and bureaucratic. Would a system rooted in the philosophy of a business model be more effective?*
- *The American judicial system has been criticized for being unjust at times in American history. Is the organization of the American justice built to ensure justice?*
- *What defines a citizen's commitment to the rule of law? Are there times that the rule of law should be disobeyed?*

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • CIV 9–12.4 Explain how the U.S. constitution establishes a system of government that has power, responsibilities, and limits that have changed over time and that are still contested. • CIV 9–12.9 Use appropriate deliberative processes in multiple settings. • CIV 9–12.11 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. • CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist. • ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. • INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question. • INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. • INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. • INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. • INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with 	<ul style="list-style-type: none"> • Creation of student generated self-assessments-critical thinking RFI's and multiple choice (Rubric assessed) • Peer reviews of student generated work (rubric assessed) • Student led Socratic Seminars • Peer learning groups • Cooperative learning groups with student assigned roles. • Creation of student generated outlines • Annotation assessments • Document based paper-informative/explanatory/persuasive • Teacher generated reading for information assessments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active cooperative learning groups, producing student generated products • Video analysis

AMERICAN GOVERNMENT & CIVICS
GRADES 11-12

Grade Level Expectations	Evidence of Learning
<p>significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p> <ul style="list-style-type: none">• INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.• INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.• INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.	

AMERICAN GOVERNMENT & CIVICS
GRADES 11-12

UNIT 5: THE UNITED STATES ROLE IN A GLOBALIZED WORLD

Objectives

- The United States has a complex and constantly changing relationship to the global community. We will examine the United States role as a global economic and political leader in world affairs.
- Examine U.S. foreign policy goals.
- Assess the tools and power that the U.S. constitution gives to the president and Congress as it relates to foreign affairs.
- Evaluate America's changing role in foreign policy leadership.
- Identify the purposes and functions of various types of international organizations.
- Assess America's relationship to various international organizations.
- Debate the strengths and limitations of international organizations in an increasingly nationalistic modern time.
- Describe the United States ongoing balancing act between adhering to its constitutional and domestic policies and the relationship it has with the rest of the world.
- Increase competency in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present information.
- Demonstrate civic competence in analyzing relevant contemporary political issues that require the synthesis of information, skills and perspectives.

Essential Questions

- *What have been some of the primary goals of United States foreign policy and how have they evolved over time?*
- *How is foreign policy impacted by congressional input, the public's sentiments and worldviews?*
- *How is American's foreign policy being impacted by globalization?*
- *Is isolationism sometimes a necessary component of building a stronger America or does a disengaged America create a more troubled world?*
- *What are some of the primary global international organizations and what are their functions?*
- *Are global international organizations still relevant? Should the United States relationships to these organizations be reevaluated?*

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

Grade Level Expectations	Evidence of Learning
<ul style="list-style-type: none"> • CIV 9-12.3 Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order • CIV 9-12.5 Evaluate citizens and institutions effectiveness in addressing social and political problems at the local, state, tribal, national, and or international level. • CIV 9-12.6 Critique relationships among governments, social societies, and economic markets. • CIV 9-12.9 Use appropriate deliberative processes in multiple settings. • CIV 9-12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. • CIV 9-12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. • CIV 9-12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • HIST 9-12.1 Analyze how historical contexts shaped and continue to shape people’s perspectives. • ECO 9-12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups • INQ 9-12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. • INQ 9-12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection. • INQ 9-12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. • INQ 9-12.9 Refine claims and counterclaims attending to precision, 	<ul style="list-style-type: none"> • Student led Socratic Seminars • Peer learning groups • Cooperative learning groups with student assigned roles. • Creation of student generated outlines • Annotation assessments • Teacher generated reading for information assessments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active cooperative learning groups, producing student generated products • Multimedia presentations • Video analysis • Final Exam (Socratic Seminar) Rubric based, RFI responses (written), DBQ responses (written) multiple choice critical thinking questions, illustration analysis.

**AMERICAN GOVERNMENT & CIVICS
GRADES 11-12**

Grade Level Expectations	Evidence of Learning
<p>significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <ul style="list-style-type: none"> • INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. • INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). • INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). • INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. • INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. 	

**AMERICAN GOVERNMENT & CIVICS
GRADES 11-12**

PACING GUIDE

Unit	1 st Quarter / 3 rd Quarter	2 nd Quarter / 4 th Quarter
Unit 1: The Role That Power, Authority and Government Play in the Lives of American Citizens	X	
Unit 2: American Political Foundations	X	
Unit 3: The Art of Politics in America, Citizen Participation and the Role of the Media		X
Unit 4: Checks and Balances: The Legislative, Executive and Judicial Branches of Government		X
Unit 5: The United States Role in a Globalized World		X

**AMERICAN GOVERNMENT & CIVICS
GRADES 11-12**

INSTRUCTIONAL STRATEGIES

Reading	Writing	Other
<ul style="list-style-type: none"> • Pre-teaching content vocabulary • Examining visuals prior to readings • Predicting reading content • Independent reading • Outlining/note taking strategies • Annotation strategies • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Written reading reflections • Shared readings • Model texts • Skimming/scanning as a research strategy • Activating prior knowledge • Differentiating texts 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Student generated collaborative writing rubrics • Focused peer editing • Modeling note cards • Noodletools (and other computer-based tools for writing) • Brainstorming • Blogs 	<ul style="list-style-type: none"> • Peer teaching • Flip the classroom • Field observation • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circle • Virtual classroom • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Large group teacher led Socratic Seminars • Student led Socratic Seminars • Stations • Student generated assessments • Teacher generated assessments • Students develop high level RFI's • Small group active learner groups

AMERICAN GOVERNMENT & CIVICS
GRADES 11-12

Reading	Writing	Other
		<ul style="list-style-type: none">• Focused lectures• Multimedia presentations• Teacher modeling• Collaborative group presentations• Modeling the process of finding appropriate sources for information gathering (use of library media specialist)• Fishbowl discussions• Independent practice• Jigsaw• Interactive notebook• Podcasts• Video instruction• Guest speakers• Community outreach

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

RESOURCES

Databases

- Proquest – SIRS Researcher
- Gale Cengage Database collection – www.galesites.com/menu/s1522
- ICONN.org – newspaper databases, ie..Christian Science Monitor, Hartford Courant, Wall Street Journal, Washington Post etc...
- Newseum- front pages from 830 front pages of global newspapers from 88 countries. Newseum.org/todayfrontpages

Newspapers

- New York Times
- Wall Street Journal
- Washington Post
- Christian Science Monitor
- USA Today
- Chicago Tribune
- Dallas Morning News
- Financial Times
- Boston Globe

Magazines

- Economist
- The Guardian
- The Week
- Bloomberg Business Week
- The New Yorker
- Time
- Fortune
- Fast Company
- The Atlantic
- Forbes
- Barron's

Textbooks

- Government Alive! Power, Politics, and You – Teachers Curriculum Institute (TCI) 2014
- Government Alive! Power, Politics, and You – Lesson Guide – Step by Step procedures, Differentiating Instruction, Enhancing Learning

AMERICAN GOVERNMENT & CIVICS

GRADES 11-12

Websites

- www.cnn.com
- www.pbs.org
- www.foxnews.com
- www.bbc.com
- www.worldpress.org – collects news and opinion from around the world
- www.cfr.org – Council on Foreign Relations
- www.politicalwire.com – American national politics
- www.fivethirtyeight.blogs.nytimes.com – data driven insights into political process, polling, spending, messaging and strategy
- www.electoral-vote.com – point analysis breakdown of state and national races
- www.realclearpolitics.com – aggregator of political news sources, conservative and liberal
- www.politico.com – aggregator and original writing on politics
- www.npr.org – National Public Radio
- www.usapoliticstoday.com
- [National Archives: “The Declaration of Independence: A History”](http://www.archives.gov)
- [J.W. Peltason's "The Need for the Constitution”](http://www.peltason.com)

Videos

- TED Talks on contemporary American topics
- John Stossel videos on political issues in America
- [C-SPAN – “U.S. Foreign Policy”](http://www.c-span.org)
- [Michael Nelson’s “Why the media love Presidents and the Presidents hate the media”](http://www.youtube.com)

Videos at Saylor Academy (saylor.org)

- [Dr. Patrick Scott’s “American Democracy and Citizenship” – Introduction to Democracy](http://www.saylor.org/books/saylor-org/books/american-democracy-and-citizenship)
- [Introductory lecture on Democracy and American Government](http://www.saylor.org/books/saylor-org/books/introductory-lecture-on-democracy-and-american-government)
- [Introduction to Democracy part 2 – Meanings of Democracy](http://www.saylor.org/books/saylor-org/books/introduction-to-democracy-part-2)
- [The Regents of the University of California “The Constitution” – Core principles and structure of the U.S. Constitution](http://www.saylor.org/books/saylor-org/books/the-regents-of-the-university-of-california-the-constitution)

AMERICAN GOVERNMENT & CIVICS GRADES 11-12

- [Dr. Patrick Scott's "The U.S. Constitution" – Important terms and concepts for learning about the U.S. Constitution](#)
- [Dr. Patrick Scott's "Federalism" – Discussions on Federalism](#)
- [Dr. Patrick Scott's "Public Opinion" – public opinion and political socialization](#)
- [Dr. Patrick Scott's slides for taking notes on lecture on media](#)
- [Dr. Patrick Scott's lecture on the media and politics](#)
- [Regents of the University of California – "Political Parties" – History and Evolution of Political Parties in America](#)
- [Regent of the University of California – "Structure and Function of political parties in America"](#)
- [C-SPAN: "Role of Political Third Parties"](#)
- [The Regents of the University of California – "Party Identification"](#)
- ["Campaigns and Elections" "Elections" and "Campaign finance reforms"](#)
- [KHAN Academy – "Primaries and Caucuses"](#)
- [KHAN Academy – "Electoral College" Role of the Electoral College in Presidential elections](#)
- [U.S. Department of State: "Has the Electoral College outlived its usefulness?"](#)
- [Regents of the University of California: "Financial Participation in Elections"](#)
- [C-SPAN: "Impacts of Super PACS in campaigns"](#)
- [Dr. Patrick Scott's "Interest Groups" – The role of interest groups in electing and defeating candidates](#)
- [C-SPAN: "Evolution of Congress" transformation of congress and the evolution of the two party system](#)
- [The Regents of the University of California: "Passage of a Bill" – How a bill makes its way through congress](#)
- [Dr. Patrick Scott's: "The Presidency"](#)
- [The Regents of the University of California: "The nature of a President" – Presidency and the limits of Presidential power](#)
- [Dr. Thomas Woods' "The American Presidency: Critical episodes in its growth"](#)
- [Dr. Patrick Scott's: "The Judiciary"](#)
- [The Regents of the University of California: "The Federal Court System" Structure of the American Federal Court System"](#)
- [The Regents of the University of California: " The Nature of the Supreme Court"](#)
- [Dr. Patrick Scott's: "Civil Liberties" Rights and freedoms of individuals in the Constitution](#)
- [KHAN Academy: "Government financial condition" "Deficit and Debt Ceiling"](#)
- [Dr. Patrick Scott's: "Foreign and Defense Policy"](#)

CONTEMPORARY AFFAIRS

GRADE 12

Contemporary Affairs is a course that is designed to increase student involvement and engagement with contemporary issues, nationally and internationally. In this course we will promote the critical evaluation of topics on social, political, environmental, religious and economic viewpoints. Topics will include but not be limited to the study of the exercise of power in the production of news and information programs in the media, debates about the role of the press in democratic political processes, the impact of new media technologies and relations with audiences. Students will examine and debate the causes and impacts of population growth globally on the environment. We will analyze the political, economic, religious and cultural relationships between the Middle East and the United States, focusing on specific themes like the Israeli/Palestinian crisis, the Arab Spring, the Shia/Sunni debate, the threat of nuclear proliferation in the Middle East, the growth of Islamic fundamentalism, and the relationships of natural resources like water and oil to current conflicts in the Middle East. . Other topics may include economic and political globalization, the Financial Crisis's causes and effects, and the current economic and political causes to the long term budget deficit and its impacts. The course will encourage students to use primary and secondary materials to form opinions and propose solutions to problems. This class is a discussion based course where students will be encouraged to express their opinions in a supportive constructive atmosphere which attempts to stimulate a college seminar atmosphere. Students will be challenged to follow current events on an ongoing basis using a variety of sources.

Contemporary Affairs is a year-long course (1.0 credit) and is open to students in grade 12.

CONTEMPORARY AFFAIRS GRADE 12

Objectives

- Students will gain knowledge of concepts, themes and information from history and social studies to promote an understanding of our nation and of our world.
- Students will increase their competence in literacy, inquiry and research skills to promote their ability to analyze, evaluate and present history and social studies information.
- Students will demonstrate civic competence in analyzing historical issues and current problems that require the synthesis of information, skills and perspective.

Essential Questions

- *Why should students analyze various national and international issues and their impact on society?*
- *How do our political affiliations impact our perspectives on the contemporary debates we engage in?*
- *How is it possible for societies to function successfully with an electorate that isn't always educated about the contemporary affairs of our time?*

UNIT 1: ROLE AND IMPACT OF MASS MEDIA ON SOCIETY

Grade Level Expectations	Evidence of Learning
1.8 (44) – Analyze the role of technology, media and advertising in influencing voting and law making	<ul style="list-style-type: none"> • Creation of student generated self-assessments – critical thinking RFI's and multiple choice (rubric assessed) • Peer reviews of student generated work (rubric assessed) • Creation of student generated outlines • Examples of Annotation of materials • DBQ Paper – informative/explanatory/persuasive • Teacher generated RFI's • Conceptual mapping assignments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active learning cooperative learning groups
1.9 (46) – Investigate how groups have worked to expand or limit citizen's rights in the United States	
1.1 (7) – Compare and contrast various American beliefs, values and political ideologies	
1.1 (9) – Analyze the influence of sectionalism on American life	
2.1 (2) – Cite specific textual evidence to support analysis of primary and secondary sources	
2.1 (4) – Draw information from informational texts to support analysis, reflection, and research	
2.2 (6) – Determine the central ideas of, and be able to summarize information from primary and secondary sources	
2.2 (10) – Evaluate authors/producers differing points of view on the same historical issue by assessing the authors' claims, reasoning, and evidence	
2.2 (13) – Detect bias in data presented in various forms	
2.2 (14)- Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	
2.3 (17)- Compose a thesis statement using primary and secondary sources	

CONTEMPORARY AFFAIRS GRADE 12

Grade Level Expectations	Evidence of Learning
2.3 (15)- Create written work that analyzes a historical event, place or person using various sources	(producing student generated products)
2.4 (21) – Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, and teacher led) with diverse partners on social studies topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively	<ul style="list-style-type: none"> • Debate – outcomes include deductive reasoning products and analysis tools. • Group presentations • Power point presentations • Noodle tool generated research paper • Final Exam • Video analysis assignments
2.4 (23) – Ask relevant questions related to social studies/history to initiate, extend or debate a point of view	
3.3 (11) – Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem	

UNIT 2: POPULATION GROWTH AND THE ENVIRONMENT

Grade Level Expectations	Evidence of Learning
1.1 (1) – Apply chronological thinking to examine relationships among events and explain causes and effects of events	<ul style="list-style-type: none"> • Creation of student generated self-assessments – critical thinking RFI’s and multiple choice (rubric assessed) • Peer reviews of student generated work (rubric assessed) • Creation of student generated outlines • Examples of Annotation of materials • DBQ Paper –informative/ explanatory/ persuasive • Teacher generated RFI’s • Conceptual mapping assignments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active learning cooperative learning groups
1.1 (5) – Evaluate the changing nature of the U.S. economy (green movement)(agrarian)	
1.1 (11) – Analyze the impact of technology and scientific discovery on American society (environment) (agricultural)	
1.5 (32) – Analyze globalization’s impact on United States environmental policy	
1.6 (34) – Explain how environmental factors cause human movement (climate change)	
1.10 (49) – Describe how a nation’s availability of resources has changed over time (environmental impacts)	
1.10 (51) – Analyze how a government’s resources and environmental policy can be used to influence economic decisions	
2.1 (2) – Cite specific textual evidence to support analysis of primary and secondary sources	
2.1 (4) – Draw information from informational texts to support analysis, reflection, and research	
2.2 (6) – Determine the central ideas of, and be able to summarize information from primary and secondary sources	
2.2 (10) – Evaluate authors/producers differing points of view on the same historical issue by assessing the authors’ claims, reasoning, and evidence	

CONTEMPORARY AFFAIRS GRADE 12

Grade Level Expectations	Evidence of Learning
2.2 (13) – Detect bias in data presented in various forms 2.2 (14)- Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	<p>(producing student generated products)</p> <ul style="list-style-type: none"> • Debate – outcomes include deductive reasoning products and analysis tools. • Group presentations • Power point presentations • Noodle tool generated research paper • Final Exam • Video analysis assignments
2.3 (17)- Compose a thesis statement using primary and secondary sources	
2.3 (15)- Create written work that analyzes a historical event, place or person using various sources	
2.4 (21) – Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, and teacher led) with diverse partners on social studies topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively	
2.4 (23) – Ask relevant questions related to social studies/history to initiate, extend or debate a point of view	
3.3 (11) – Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem	

UNIT 3: POLITICAL AND ECONOMIC GLOBALIZATION TODAY. ITS HISTORY CHARACTERISTICS AND IMPACTS ON OUR LIVES TODAY

Grade Level Expectations	Evidence of Learning
1.1 (1) – Apply chronological thinking to examine relationships among events and explain causes and effects of events	<ul style="list-style-type: none"> • Creation of student generated self-assessments – critical thinking RFI’s and multiple choice (rubric assessed) • Peer reviews of student generated work (rubric assessed) • Creation of student generated outlines • Examples of Annotation of materials • DBQ Paper –informative/ explanatory/ persuasive • Teacher generated RFI’s • Conceptual mapping assignments • Large group Socratic dialogue discussions, evaluated and assessed by
1.1 (4)- Evaluate the changing role of U.S. participation and influence in world affairs (e.g. trade, United Nations, NATO, globalization)	
1.1 (17) – Apply chronological thinking to examine relationships among events and explain causes and effects of events	
1.1 (19) – Explain the significance of globalization on the world’s nations and societies	
1.1 (25) – Analyze the impact of technological and scientific change on world civilizations	
1.4 (30) – Explain how technological developments have changed our perception and understanding of location and space in the modern world. (telecommunications, internet, email, transportation)	
1.5 (33) – Analyze globalization’s impact on peoples around the world	
1.10 (51) – Analyze how a governments resources can be used to influence economic decisions	
1.12 (55) – Explain how trade surpluses and deficits develop	

CONTEMPORARY AFFAIRS GRADE 12

Grade Level Expectations	Evidence of Learning
1.12 (56) – Compare and contrast free trade and fair trade	rubric <ul style="list-style-type: none"> • Small group active learning cooperative learning groups (producing student generated products) • Debate – outcomes include deductive reasoning products and analysis tools. • Group presentations • Power point presentations • Noodle tool generated research paper • Final Exam • Video analysis assignments
1.12 (57) – Analyze ways government and international organizations can promote or inhibit economic development	
1.12 (58) – Analyze factors that encourage a business to relocate to another region or country	
2.1 (4) – Draw information from informational texts to support analysis, reflection, and research	
2.2 (10) – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence	
2.3 (16) – Write informative/explanatory texts about events and topics	
2.4 (21) – Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	
3.3 (11) – Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem	

UNIT 4: THE HISTORICAL CAUSES AND EFFECTS OF OUR RECENT FINANCIAL CRISIS

Grade Level Expectations	Evidence of Learning
1.1 (1) – Apply chronological thinking to examine relationships among events and explain causes and effects of events	<ul style="list-style-type: none"> • Creation of student generated self-assessments – critical thinking RFI’s and multiple choice (rubric assessed) • Peer reviews of student generated work (rubric assessed) • Creation of student generated outlines • Examples of Annotation of materials • DBQ Paper –informative/ explanatory/ persuasive • Teacher generated RFI’s • Conceptual mapping assignments • Large group Socratic dialogue
1.10 (51) – Analyze how a governments resources can be used to influence economic decisions	
1.11 (52) – Analyze how governments with different economic systems can influence production and distribution	
1.11 (53) – examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual’s economic decisions	
1.11 (54) – Analyze how government policies can influence how people and businesses use resources	
2.1 (4) – Draw information from informational texts to support analysis, reflection, and research	
2.2 (10) – Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence	
2.3 (16) – Write informative/explanatory texts about events and topics	

CONTEMPORARY AFFAIRS GRADE 12

Grade Level Expectations	Evidence of Learning
2.4 (21) – Initiate and participate effectively in a range of collaborative discussions with diverse partners on social studies topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively	<p>discussions, evaluated and assessed by rubric</p> <ul style="list-style-type: none"> • Small group active learning cooperative learning groups (producing student generated products) • Debate – outcomes include deductive reasoning products and analysis tools. • Group presentations • Power point presentations • Noodle tool generated research paper • Final Exam • Video analysis assignments
2.4 (23) – Ask relevant questions related to social studies/history to initiate, extend or debate a point of view	
3.3 (11) – Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem	

UNIT 5: ANALYSIS OF THE POLITICAL, ECONOMIC, RELIGIOUS AND CULTURAL RELATIONSHIPS BETWEEN THE MIDDLE EAST AND THE UNITED STATES

Grade Level Expectations	Evidence of Learning
1.1 (4) – Evaluate the changing role of U.S. participation and influence in world affairs (U.N., Middle East, NATO)	<ul style="list-style-type: none"> • Creation of student generated self-assessments – critical thinking RFI’s and multiple choice (rubric assessed) • Peer reviews of student generated work (rubric assessed) • Creation of student generated outlines • Examples of Annotation of materials • DBQ Paper –informative/ explanatory/ persuasive • Teacher generated RFI’s
1.3 (17) – Apply chronological thinking to examine relationships among events and explain causes and effects of events	
1.5 (32) – Analyze how a specific environment has influenced historical developments in the Middle East	
1.9 (47) – Analyze the tension between the need for national security and protection of individual rights (Patriot Act, etc...)	
1.9 (48) – Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels (Guantanamo Bay, torture, spying,) (U.N. Declaration of Human Rights, Geneva Convention, Amnesty International, etc...)	
2.1 (2) – Cite specific textual evidence to support analysis of primary and secondary sources	
2.1 (4) – Draw information from informational texts to support analysis, reflection, and research	

CONTEMPORARY AFFAIRS GRADE 12

Grade Level Expectations	Evidence of Learning
2.2 (6) – Determine the central ideas of, and be able to summarize information from primary and secondary sources	<ul style="list-style-type: none"> • Conceptual mapping assignments • Large group Socratic dialogue discussions, evaluated and assessed by rubric • Small group active learning cooperative learning groups (producing student generated products) • Debate – outcomes include deductive reasoning products and analysis tools. • Group presentations • Power point presentations • Noodle tool generated research paper • Final Exam • Video analysis assignments
2.2 (10) – Evaluate authors/producers differing points of view on the same historical issue by assessing the authors’ claims, reasoning, and evidence	
2.2 (13) – Detect bias in data presented in various forms 2.2 (14)- Evaluate a speakers point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	
2.3 (17)- Compose a thesis statement using primary and secondary sources	
2.3 (15)- Create written work that analyzes a historical event, place or person using various sources	
2.4 (21) – Initiate and participate effectively in a range of collaborative discussions(one on one, in groups, and teacher led) with diverse partners on social studies topics, texts, and issues, building on others ideas and expressing their own clearly and persuasively	
2.4 (23) – Ask relevant questions related to social studies/history to initiate, extend or debate a point of view	
3.3 (11) – Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem	

**CONTEMPORARY AFFAIRS
GRADE 12**

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Pre-teaching content vocabulary • Examining visuals prior to reading • Predicting reading content • Independent reading • Outlining/note taking strategies • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Written reading reflections • Shared readings • Model texts • Skimming/scanning as a research strategy • Activating prior knowledge • Chunking • Differentiating texts 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Blogs 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Socratic Seminar • Stations • Student generated assessments • Students develop high level RFI's • Large class discussions • Small group active learner groups • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Modeling the process of finding appropriate sources for information gathering • Fishbowl discussions • Independent practice • Jigsaw • Interactive notebook • Podcast • Peer teaching • Flip the classroom • Field observation • Creation of a survey • Differentiated instruction • Flexible grouping • Inquiry circle • Virtual classroom

CONTEMPORARY AFFAIRS

GRADE 12

RESOURCES

Databases

- Proquest – SIRS Researcher
- Gale Cengage Database collection – www.galesites.com/menu/s1522
- ICONN.org – newspaper databases, i.e. Christian Science Monitor, Hartford Courant, Wall Street Journal, Washington Post, etc.
- Newseum – front pages from 830 front pages of global newspapers from 88 countries. Newseum.org/todaysfrontpages

Newspapers

- Christian Science Monitor
- New York Times
- Wall Street Journal
- Los Angeles Times
- Washington Post
- Chicago Tribune

Magazines

- Economist
- Time
- Readers Digest
- The Week
- The New Yorker
- Bloomberg Business Week
- Fortune
- Fast Company
- The Atlantic
- Forbes
- Barrons

Books

- The Source – James Michener
- A History of Our Time –Readings on Postwar America
- From Dictatorship to Democracy – Gene Sharp
- The Challenge of Terrorism – McDougal Littell (Publisher) A historical reader
- The World is Flat – Thomas Friedman
- Hot Flat and Crowded – Thomas Friedman
- That Used to be Us – Thomas Friedman & Michael Mandelbaum

Websites

- 90 seconds of Middle East History – www.mapsofwar.com/emages/EMPIRE17.swf
- The Middle East Media Research Institute – www.menri.org
- Al-Jazeera – English.aljazeera.net
- Columbia University libraries – Business and Economics Library www.columbia.edu/cu/lweb/indiv/business/ir/intlbs.html
- Middle East History & Resources- www.mideastweb.org/history.htm
- Jerusalem post – www.ipost.com
- Library of Congress Portals to the World – www.loc.gov/rr.international/portals.html
- www.cnn.com
- www.pbs.org
- www.foxnews.com
- www.pbs.org
- www.bbc.com
- www.msnbc.com

CONTEMPORARY AFFAIRS GRADE 12

Videos

- Outfoxed
- Frontline – News War
- The Ascent of Money
- Inside Job –
- Great Courses DVD-America and the new global economy
- Frontline – Ten Trillion and Counting
- Story of India - PBS
- People Bomb-CNN
- Blue Gold – World Water Wars
- Food Incorporated
- The Longest Hatred
- Israel the Birth of a Nation
- Documentaries and films – teacher may want to incorporate timely appropriate substitutions depending on current topics and availability

PACING GUIDE

Units Studied	1 st / 3 rd Quarter	2 nd / 4 th Quarter
Mass Media Unit – Media bias, Impacts on Media on politics and the electorate, media globalization	X	
Environmental Unit – Population Growth	X	
Environmental Unit – Impacts of Population Growth	X	
Environmental Unit – Globalization of Environmental Impact	X	
Globalization Unit – Political and Economic Globalization Today	X	>
Financial Crisis Unit – Causes and Impacts of Financial Crisis		X
Middle East Unit – Anti Semitism and the creation of the state of Israel		X
Middle East Unit – Palestinian/Israeli conflict		X
Middle East Unit – Growth of Islamic Fundamentalism		X
Middle East Unit – Arab Spring		X
Middle East Unit – Geography, history and resources		X
Middle East Unit - Middle East Unit – War on Terror/Iraq Wars, conflict in Middle East – Sunni –Shia debate		X

ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS GRADES 11-12

In the Advanced Placement European History/UConn Modern Western Traditions 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. This course aims to explore the ways that the study of history is useful to all people living now, in the modern historical moment. The course will also use history as a tool to develop the essential life skills of critical reading, thoughtful analysis, argumentation, and effective written/oral communication. This course is centered on the practice, and not just the study, of history. This is a college course that prepares students to take the AP European History Exam in May. Students may also earn UConn Early College Experience (ECE) credit for HIST1400 Modern Western Traditions.

The Advanced Placement United States History Curriculum Framework can be found at:

<http://apcentral.collegeboard.com/apc/public/repository/ap-european-history-course-description.pdf>.

The revised Curriculum Framework, effective Fall 2015 can be found at:

<http://media.collegeboard.com/digitalServices/pdf/ap/2013advances/ap-european-history-curriculum-framework.pdf>.

AP European History / UConn ECE Modern Western Traditions is a year-long course (1.0 credit) and is open to students in grades 11 and 12.

ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS GRADES 11-12

Objectives

- Students demonstrate an understanding of the basic narrative of events and movements in European history
- Students develop an explain the principal themes in modern European history
- Students analyze historical evidence
- Students use skills required for historical interpretation
- Students express historical understanding in writing

Essential Questions

- *How does modern Europe compare and relate to earlier periods of European history with respect to the roles of religion, race, gender, ideas, and identity?*
- *What are the political, economic, religious, social, intellectual, artistic, and geographic trends that have occurred in the past five hundred years of European history?*
- *How have Western Traditions impacted the modern day?*

Grade Level Expectations	Evidence of Learning
Describe and evaluate models of historical themes in world periodization used to categorize events.	<ul style="list-style-type: none"> • Thesis writing • Class discussions • Socratic Seminars • Document Based Question essays • Point of view analysis • Free response essays • AP essential question responses • PERSIA charts • SOAPS analysis of primary sources • Cause/Event/Outcomes charts • Outside reading essays • Experiential/Role play activities • 16th century Resume project • Class debates • March Madness historical
Apply chronological thinking to examine relationships among events and explain causes and effects of events.	
Assess how a civilization/nation's arts, architecture, music, and literature reflect its Information Literacy culture and history.	
Explain the significance of globalization on the world's nations and societies	
Assess the causes and impacts of imperialism	
Analyze conflict and cooperation in world affairs	
Compare and contrast political systems across Authority, and historical time periods	
Compare and contrast economic systems across historical time periods	
Analyze the impact of technological and scientific change on world civilizations	
Analyze nationalism's impact on world events	
Analyze the cause and results of political/social revolution	
Evaluate the role and impact of the significant individuals on historical events	
Evaluate the impact of major belief systems on societies and nations	
Explain how technological developments have changed our perception and understanding of location and space in the modern world	
Analyze how geographic location and physical features have influenced national histories	

**ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS
GRADES 11-12**

Grade Level Expectations	Evidence of Learning
Analyze globalization’s impact on peoples around the world	braketology • AP Exam • Released AP exam • Practice AP exams • Trial AP objective tests • Course Contest Test • Midterm exam • Final exam • Unit/Chapter tests • Open note quizzes • Reading quizzes • Music video project
Compare and contrast how different national structures and functions of governments throughout the world attempt to meet their citizens’ needs	
Evaluate how different factors contribute to making and implementing laws in different government systems	
Investigate how individuals or groups have worked to expand or limit citizens’ rights in other nations	
Analyze historical efforts to ensure human rights at the national and international levels	
Analyze how the abundance or scarcity of resources affects the nation and the individual	
Analyze the ways governments and international organizations can promote or inhibit economic development	
Analyze examples of the impact of cultural diversity in different nations	
Analyze the impact of family, religion, gender, ethnicity, and socioeconomic status on the development of culture	
Explain how environmental and other factors cause human movement	
Analyze laws that have been modified to meet society’s changing values and needs	
Investigate how individuals or groups have worked to expand or limit citizens’ rights in other nations	
Describe how a nations’ availability of resources has changed over time	
Explain how trade surpluses and deficits develop	
Analyze examples of the impact of cultural diversity in different nations	
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole	
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text	
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.	

**ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS
GRADES 11-12**

Grade Level Expectations	Evidence of Learning
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information	
Use evidence to develop an interpretation of a historical event	
Evaluate primary and secondary interpretations of a historical event	
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources	
Write informative/explanatory texts, including the narration of historical events	
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation	
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation	
Draw evidence from informational texts to support analysis, reflection, and research	

**ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS
GRADES 11-12**

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
<ul style="list-style-type: none"> • Pre-teaching content vocabulary • Examining visuals prior to reading • Predicting reading content • Cornell note-taking (Two-column notes) • Independent reading • Outlining/Note-taking • Annotation • Graphic organizer • Identifying text structures • Think aloud for difficult text • Summarize text • Paraphrasing • Expert groups • Word sorts • Define, rich context, and a picture • Written reading reflections • Shared readings • Model texts • Skimming/scanning as a research strategies • Activating prior knowledge • Chunking • Differentiating texts • Reader’s theater 	<ul style="list-style-type: none"> • Process writing • Free-writes • Shared writing • Guided writing lessons • Collaborative writing school-wide rubrics • Focused peer editing • Modeling notecards • Noodletools (and other computer-based tools for writing) • Brainstorming • Blogs 	<ul style="list-style-type: none"> • Teacher/student developed rubrics • Classroom debates • Collaborative group activities • Role playing • Demonstrations • Simulation activities • Socratic seminar • Stations • Student generated assessments • Students develop higher level questioning • Class and small group discussion • Focused lecture • Multimedia presentation • Teacher modeling • Collaborative group presentations • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Action project • Agree/disagree matrix • Fishbowl discussions • Independence practice • Jigsaw • Interactive notebook • Podcast • Virtual classroom • Peer teaching • RAFT • Flip the classroom • Field observation

ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS GRADES 11-12

Suggested Instructional Strategies		
1. <u>Reading</u>	2. <u>Writing</u>	3. <u>Other</u>
		<ul style="list-style-type: none"> Creation of a survey Differentiated instruction Flexible grouping Inquiry circles

RESOURCES

Books

Class text:

- McKay, Hill, & Buckler. *A History of Western Society* (6th Edition), Houghton Mifflin
- Kagan. *The Western Heritage Since 1300* (11th Edition), Pearson
- other titles suggested by the College Board

Primary source text:

- Kagan, Ozmet, & Turner, *The Western Heritage* (6th Edition), Prentice Hall
- other titles suggested by the College Board

Supplemental text:

- Perry, Peden, & Von Laue, *Sources of the Western Tradition* (3rd Edition), Houghton Mifflin

Research guide:

- Sorenson, Sharon, *The Research Paper: A Contemporary Approach*

Outside readings:

- The Prince*, Machiavelli
- Candide*, Voltaire
- One Day in the Life of Ivan Denisovich*, Sozhenitsyn
- Communist Manifesto*, Marx
- other historical works teacher may want to incorporate (i.e. *Galileo's Daughter*, *All Quiet on the Western Front*, *The Quiet American*, etc.)

Videos

- Power of Art, Simon Schama
- WWI: Cause and Effect
- Schindler's List
- V for Vendetta
- Rape of Europa
- other documentaries and films teacher may want to incorporate (i.e. *Iron Lady*, *A Man for All Seasons*, *Pans Labyrinth*, etc.)

**ADVANCED PLACEMENT EUROPEAN HISTORY / UCONN ECE MODERN WESTERN TRADITIONS HONORS
GRADES 11-12**

Magazines

- BBC History
- National Geographic Magazine
- Smithsonian Magazine
- Upfront

PACING GUIDE

Unit/topics	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1500s – Renaissance, Reformation, Exploration, & Religious Wars	X			
1600s – Absolutism and England’s Path to Constitutionalism	X	>		
1700s – Scientific Revolution, Enlightenment and Revolutions		X		
1800s – Industrialism, Socialism, Upheavals, and Unification			X	
1900s/2000s – World Wars, Cold War, and Modern Europe			X	>*

*AP Exam 2nd week May

PSYCHOLOGY GRADES 11-12

Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior. Topics include research methods and approaches, biological bases of behavior, states of consciousness, abnormal psychology, and treatment of psychological disorders.

Psychology is a semester course (0.5 credit) and is open to students in grades 11 and 12.

PSYCHOLOGY

GRADES 11-12

Objectives

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognition of the diversity of individuals who advance the field
- A multicultural and global perspective that recognizes how diversity is important to understanding psychology
- An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals
- An appreciation for ethical standards that regulate scientific research and professional practice
- An understanding that different content areas within psychological science are interconnected
- An ability to relate psychological knowledge to everyday life
- Knowledge of the variety of careers available to those who study psychology
- An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- An awareness of the importance of drawing evidence-based conclusions about psychological phenomena

Essential Questions

- *What is Psychology?*
- *Who are we and why do we behave the way we do?*
- *How can we measure what we cannot directly see?*
- *What is “abnormal behavior”?*
- *How is psychology used in the “real world” today?*

PSYCHOLOGY
GRADES 11-12

UNIT 1: SCIENCE OF PSYCHOLOGY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Provide a definition of psychology. PPS.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Field observation • Creation of a survey • Multimedia presentation • Simulation activities • Graphic organizer 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Analyze data and provide statistical evidence • Naturalistic observation paper
Discriminate from among the different subfields of psychology and provide some examples. PPS.2		
Provide examples of the relevant enduring issues in the field of psychology. PPS.2		
Match the historical figures in psychology with their theories. PPS.1		
Identify the three main stages in the historical development of psychology. PPS.1		
Describe the major paradigms in the field of psychology. PPS.1		
Differentiate between the terms "race" and "ethnicity." SD.1		
Describe and provide examples for the various research methods used in the field of psychology. RMS.1		
Explain the strengths and weaknesses for the various research methods. RMS.1		
Describe the three measures of central tendency and measures of variation. RMS.3		
Define descriptive statistics and explain how they are used by psychological scientists. RMS.3		
Define forms of qualitative data and explain how they are used by psychological scientists. RMS.3		
Define correlation coefficient and explain their appropriate interpretation. RMS. 3		
Explain other statistical concepts, such as statistical significance and effect size. RMS.3		
Discuss the ethics of animal and human research. RMS.2		
Compare and contrast the educational backgrounds from among the various clinicians. VA.1		

PSYCHOLOGY
GRADES 11-12

UNIT 2: BIOLOGICAL BASIS OF BEHAVIOR

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Describe the structure of the neuron. Trace the path of a neural impulse, and explain how it transmits messages from cell to cell. BBB.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Classroom debates • Socratic seminar • Role playing 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Diagram of an active neuron • Model of the human brain • Class simulation of efferent and afferent neurons • Close reading on Phineas Gage • Create model of human genome • Punnett squares • Class discussion/response to <i>60 minutes</i> "Science of Sexual Orientation" • Socratic seminar responses on nature v. nurture • Debate ethics of eugenics
Explain how neurons communicate. Identify the roles of neurotransmitters and receptors. Describe the effects of drugs on the synapse. BBB.1		
Describe the divisions and structures of the brain, and explain the role of each. BBB.1		
Identify the functions of the sensory and motor projection areas. Describe the abilities of the two hemispheres of the cerebral cortex. BBB.1		
Describe the structure and function of reticular formation, limbic system, and spinal cord. BBB.1		
Identify the divisions of the peripheral nervous system and the autonomic nervous system, and explain how they work together to regulate the glands and smooth muscles of the body. BBB.1		
Describe the functions of the endocrine system. Explain how hormones released by the endocrine system affect metabolism, blood-sugar level, sex characteristics, and the body's reaction to stress. BBB.2		
Describe the structure of chromosomes and the role they play in inherited traits and characteristics. BBB.3		
Explain the concepts of dominant and recessive genes. BBB.3		
Identify several approaches to studying heritability of a trait. BBB.3		
Identify tools used to study the nervous system. BBB.4		

PSYCHOLOGY
GRADES 11-12

UNIT 3: STATES OF CONSCIOUSNESS

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Identify states of consciousness. C.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Journal response • Role playing • Model use of technology 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Dream journal • Anti-drug brochure • Class discussion/response to <i>60 minutes</i> "Pot Shops" • Hypnosis demonstration
Describe the stages of sleep. C.2		
Explain why REM sleep is also called paradoxical sleep, compare to NREM sleep. C.2		
Define the sleep disorders of somnambulism, night terrors, insomnia, narcolepsy, and sleep apnea. C.2		
Explain the theories of the nature and content of dreams. C.2		
Explain the difference between substance abuse and substance dependence. C.3		
Explain the effects of depressants, stimulants, and hallucinogens. C.3		
List two negative effects of each of the following drugs: alcohol, marijuana, amphetamines, barbiturates, the opiates, cocaine, and the hallucinogens. C.3		
Explain the biological, psychological, social, and cultural factors related to addiction. C.3		
Describe meditation and hypnosis. C.4		

PSYCHOLOGY
GRADES 11-12

UNIT 4: STRESS AND HEALTH PSYCHOLOGY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define adjustment and stress. Identify sources of stress. H.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Multimedia quiz on stress and G.A.S. • Demonstrate the three kinds of conflict • Personal stress inventory • Venn diagram of stress
Describe the nature of pressure, frustration, conflict, and identify situations that produce each one. H.1		
Identify the five basic sources of frustration. H.1		
Give examples of each of the following: approach/approach conflict; avoidance/avoidance conflict; approach/avoidance conflict. H.1		
Describe primary and secondary appraisal, and distinguish between optimism versus pessimism. H.1 and H.2		
Distinguish between direct coping and defensive coping. H.1		
Identify and characterize the three ways that people cope directly. H.2		
Discuss the psychological and physiological effects of stress on people. H.1		
Identify methods of reducing stress. Identify five sources of extreme stress. H.2		
Discuss the opposing views of what characterizes a well-adjusted individual. H.2		

PSYCHOLOGY
GRADES 11-12

UNIT 5: PSYCHOLOGICAL DISORDERS

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Distinguish among the standards for defining abnormal behavior from the view of society, the individual, and the mental health professional. PD.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Modeling the process of finding appropriate sources • Source selection/evaluating sources • Role playing • Interviews • Peer teaching 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Collaborative written examples of individuals with symptoms of psychological disorders • Text based responses on schizophrenia, DID, anxiety, and depression • Biographic profile of a chosen psychological disorder • Close reading of a case study • Conduct interviews with other students about their chosen disorder • Participate in an interview with the teacher about their chosen disorder • Present information about their chosen disorder to the class
Summarize historical attitudes toward abnormal behavior. PD.1		
State the four current models of abnormal behavior and explain the diathesis-stress model. Explain how the DSM-IV-TR classifies mental disorders. PD.1		
Distinguish between the two basic kinds of affective disorders and how they may interact with each other. PD.2		
Describe anxiety disorders. PD.2		
Describe the characteristics of the psychosomatic disorders and the somatoform disorders. PD.2		
Characterize different types of dissociative disorders. PD.2		
Define and give examples of the sexual disorders. Define gender-identity disorders. PD.2		
Define personality disorders. Describe six kinds of personality disorders. PD.2		
Describe four types of schizophrenic disorders and identify possible causes of the disorder. PD.2		
Discuss the challenges associated diagnosis. PD.2		
Evaluate how different factors influence an individual's experience of psychological disorders. PD.2		

PSYCHOLOGY
GRADES 11-12

UNIT 6: THERAPIES

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Differentiate between insight therapies, behavior therapies, cognitive therapies, and group therapies. TPD. 1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Student’s develop higher level questioning 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Simulation/demonstration of different kinds of insight therapies: <ul style="list-style-type: none"> ○ Psychoanalysis ○ Client-centered therapy ○ Empty chair technique • Analysis of psychological disorders and application of recommended therapies • Text based responses on institutionalization and rehabilitation
Discuss psychoanalysis and its criticism. TPD. 1		
Explain how client-centered and Gestalt therapists interpret causes of emotional problems. Describe the therapeutic techniques of these approaches. TPD.1		
Discuss the effectiveness of insight therapy and behavior therapy. TPD.2		
Summarize the behavioral therapist's interpretation of disorders. Describe aversive conditioning, desensitization, and modeling. TPD.1		
Describe stress-inoculation therapy, rational-emotive therapy and Beck's cognitive therapy. TPD.1		
Evaluate the efficacy of treatments for particular disorders. TPD.2		
List the advantages of group therapies. Identify three current approaches to group therapy. TPD.2		
Outline the available biological treatments and discuss the advantages and disadvantages of each. TPD.2		
Summarize the inadequacies of institutionalization. List the alternative to institutionalization. TPD.3		
Explain the differences between primary, secondary, and tertiary prevention. TPD.3		

PSYCHOLOGY GRADES 11-12

RESOURCES

- *Abnormal Psychology*, Worth
- DSM-IV
- Opening Skinner's Box
- 60 minutes archive
 - Science of Sexual Orientation
 - Pot Shops
 - Brain Man

PACING GUIDE

Units Studied	1 st / 3 rd Quarter	2 nd / 4 th Quarter
Unit 1: Science of Psychology	X	
Unit 2: Biological Basis of Behavior	X	
Unit 3: States of Consciousness	X	
Unit 4: Stress and Health Psychology	X	
Unit 5: Psychological Disorders		X
Unit 6: Therapies		X

ADVANCED PLACEMENT PSYCHOLOGY GRADE 12

Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior. This course provides students with a learning experience equivalent to that obtained in most college introductory psychology courses. Topics include research methods approaches, biological bases of behavior, sensation and perception, state of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing, abnormal psychology, treatment of psychological disorders, and social psychology.

The Advanced Placement Psychology Curriculum Framework can be found at: <http://media.collegeboard.com/digitalServices/pdf/ap/ap-psychology-course-description.pdf>.

AP Psychology is a year-long course (1.0 credit) and is open to students who have successfully completed 3.0 credits in Social Studies at the Advanced or Honors level and/or teacher recommendation.

ADVANCED PLACEMENT PSYCHOLOGY GRADE 12

Objectives

- The development of scientific attitudes and skills, including critical thinking, problem solving, and an appreciation for scientific methodology
- Recognition of the diversity of individuals who advance the field
- A multicultural and global perspective that recognizes how diversity is important to understanding psychology
- An awareness that psychological knowledge, like all scientific knowledge, evolves rapidly as new discoveries are made
- An acknowledgement that psychology explores behavior and mental processes of both human and non-human animals
- An appreciation for ethical standards that regulate scientific research and professional practice
- An understanding that different content areas within psychological science are interconnected
- An ability to relate psychological knowledge to everyday life
- Knowledge of the variety of careers available to those who study psychology
- An appreciation that psychological science and knowledge can be useful in addressing a wide array of issues, from individual to global levels
- An awareness of the importance of drawing evidence-based conclusions about psychological phenomena

Essential Questions

- *What is Psychology?*
- *Who are we and why do we behave the way we do?*
- *How can we measure what we cannot directly see?*
- *How is psychology used in the “real world” today?*

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 1: SCIENCE OF PSYCHOLOGY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Provide a definition of psychology. PPS.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Field observation • Creation of a survey • Multimedia presentation • Simulation activities • Graphic organizer 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Analyze data and provide statistical evidence • Naturalistic observation paper
Discriminate from among the different subfields of psychology and provide some examples. PPS.2		
Provide examples of the relevant enduring issues in the field of psychology. PPS.2		
Match the historical figures in psychology with their theories. PPS.1		
Identify the three main stages in the historical development of psychology. PPS.1		
Describe the major paradigms in the field of psychology. PPS.1		
Differentiate between the terms "race" and "ethnicity." SD.1		
Describe and provide examples for the various research methods used in the field of psychology. RMS.1		
Explain the strengths and weaknesses for the various research methods. RMS.1		
Describe the three measures of central tendency and measures of variation. RMS.3		
Define descriptive statistics and explain how they are used by psychological scientists. RMS.3		
Define forms of qualitative data and explain how they are used by psychological scientists. RMS.3		
Define correlation coefficient and explain their appropriate interpretation. RMS. 3		
Explain other statistical concepts, such as statistical significance and effect size. RMS.3		
Discuss the ethics of animal and human research. RMS.2		
Compare and contrast the educational backgrounds from among the various clinicians. VA.1		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 2: BIOLOGICAL BASIS OF BEHAVIOR

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Describe the structure of the neuron. Trace the path of a neural impulse, and explain how it transmits messages from cell to cell. BBB.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Classroom debates • Socratic seminar • Role playing 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Diagram of an active neuron • Model of the human brain • Class simulation of efferent and afferent neurons • Close reading on Phineas Gage • Create model of human genome • Punnett squares • Class discussion/response to <i>60 minutes</i> "Science of Sexual Orientation" • Socratic seminar responses on nature v. nurture • Debate ethics of eugenics
Explain how neurons communicate. Identify the roles of neurotransmitters and receptors. Describe the effects of drugs on the synapse. BBB.1		
Describe the divisions and structures of the brain, and explain the role of each. BBB.1		
Identify the functions of the sensory and motor projection areas. Describe the abilities of the two hemispheres of the cerebral cortex. BBB.1		
Describe the structure and function of reticular formation, limbic system, and spinal cord. BBB.1		
Identify the divisions of the peripheral nervous system and the autonomic nervous system, and explain how they work together to regulate the glands and smooth muscles of the body. BBB.1		
Describe the functions of the endocrine system. Explain how hormones released by the endocrine system affect metabolism, blood-sugar level, sex characteristics, and the body's reaction to stress. BBB.2		
Describe the structure of chromosomes and the role they play in inherited traits and characteristics. BBB.3		
Explain the concepts of dominant and recessive genes. BBB.3		
Identify several approaches to studying heritability of a trait. BBB.3		
Identify tools used to study the nervous system. BBB.4		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 3: SENSATION AND PERCEPTION

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Describe the difference between the absolute threshold and the difference threshold. SP.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Collaborative group presentations • Video clip • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Skimming/scanning as a research strategies • Student generated assessments • Student developed higher level questioning • Action project • Peer teaching • Model use of technology 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Diagram of the eye • Simulation of inverted images and after images • Group research on one of the five senses • Group multimedia presentation on one of the five senses • Student created demonstration for one of the five senses • Student created assessment reflective of information provided in group presentation • Multimedia quiz on monocular and binocular cues • Student created perceptual illusion
Trace the path of light from the time it enters the eye until it reaches the receptor cells. SP.2		
Distinguish between rods and cones, and list their characteristics and functions with respect to light, color, and how they connect to other cells. SP.2		
Explain how messages entering the eye are processed in the visual system. SP.2		
Describe the three basic properties of color. Distinguish between additive and subtractive color mixing. Describe and explain the two main theories of color vision (Young-Helmholtz and opponent-process). SP.2		
Identify the characteristics of sound, and state the two theories of pitch discrimination. SP.2		
Describe the structure of the ear, and explain the functions of the various component parts. SP.2		
Explain the importance of kinesthetic and vestibular senses, and describe the functions of the two. SP.2		
Describe the skin as a sense organ, and explain smell and taste. SP.2		
Explain Gestalt principles of perception. SP.3		
Define perceptual constancy and identify four kinds. SP.3		
Identify and discuss the contributions of both monocular and binocular cues of depth. SP.3		
Describe perceptual illusions. SP.3		
Explain how experiences and expectations influence perception. SP.3		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 4: STATES OF CONSCIOUSNESS

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Identify states of consciousness. C.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Journal response • Role playing • Model use of technology 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Dream journal • Anti-drug brochure • Class discussion/response to <i>60 minutes</i> "Pot Shops" • Hypnosis demonstration
Describe the stages of sleep. C.2		
Explain why REM sleep is also called paradoxical sleep, compare to NREM sleep. C.2		
Define the sleep disorders of somnambulism, night terrors, insomnia, narcolepsy, and sleep apnea. C.2		
Explain the theories of the nature and content of dreams. C.2		
Explain the difference between substance abuse and substance dependence. C.3		
Explain the effects of depressants, stimulants, and hallucinogens. C.3		
List two negative effects of each of the following drugs: alcohol, marijuana, amphetamines, barbiturates, the opiates, cocaine, and the hallucinogens. C.3		
Explain the biological, psychological, social, and cultural factors related to addiction. C.3		
Describe meditation and hypnosis. C.4		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 5: LEARNING

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define learning. L.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Classical conditioning simulation “Make them salivate” • Operant conditioning simulation “Candy Machine” • Behavior Modification matrix • Behavior Modification journal • Observational learning demonstration “Teach Me to Dance” • Bandura’s Bobo doll demonstration
Define: unconditioned stimulus, unconditioned response, conditioned stimulus, and conditioned response. L.1		
Describe the experiment with Watson and “Little Albert”. Describe desensitization therapy. L.1		
Distinguish between classical and operant conditioning. L.1 and L.2		
Discuss the experiments conducted by B.F. Skinner and Ivan Pavlov. L.2		
Explain the principle of reinforcement. Define primary reinforcer and secondary reinforcer, and give examples of each. L.2		
Define positive reinforcement, negative reinforcement, punishment, and avoidance training. L.2		
Explain these processes: extinction, spontaneous recovery, stimulus generalization, discrimination, and higher-order conditioning. L.2		
Identify four schedules of reinforcement and the pattern of response associated with each. L.2		
Explain contingency theory. L.2		
Describe latent learning, insight, and observational learning, including information on Bandura’s experiment. L.3		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 6: MEMORY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Describe the path information takes from the environment to long-term memory. M.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Chunking 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Text based response to: “Memory” from <i>Time</i> magazine • Simulations on sensory registers, short-term memory, and long-term memory • Graphic organizer of memory • Diagram of where memories are stored • Class discussion/response to <i>60 minute</i> video clip “Endless Memory”
Explain the characteristics of short-term and long-term memory. M.2		
Outline storage and retrieval in short-term and long-term memory. M.2		
Discuss explanations for forgetting. M.3		
Describe the different types of memory and their characteristic properties. M.2		
Define schema and how schemata are used. M.2		
Discuss how and why memories change over time. M.3		
Describe and explain the brain structures and regions that are the bases for memory. M.2		
Understand and use techniques for improving your memory. M.3		
Explain the special types of memory: childhood amnesia, extraordinary memory, flashbulb memories, eyewitness testimony, and recovered memories. M.3		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 7: COGNITION AND LANGUAGE

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define phonemes, morphemes, and grammar. LD.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Stations 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Silence/nonverbal demonstration • Demonstration of how personal expectancies affect perception • Simulation of proper and improper grammar • Diagram language centers in the brain • Paired problem solving stations • Decision making graphic organizer
Distinguish between the concepts of "surface structure" and "deep structure." LD.1		
Differentiate between images and concepts. Explain the use of prototypes. LD.1		
Explain the process of language acquisition. LD.2		
Summarize the relationship between language and thinking. Explain Whorf's linguistic relativity hypothesis. Cite criticisms of Whorf's hypothesis. LD.2		
Describe efforts to teach primates to use language. Discuss whether it has been established that other species share our ability to acquire and use language. LD.2		
Identify the brain structures associated with language. LD.3		
Discuss how damage to the brain may affect language. LD.3		
Define cognition. T.1		
Describe the basic steps of problem solving. List and describe the four types of solution strategies. T.1		
Distinguish between heuristics and algorithms. T.1		
Discuss various obstacles to problem solving. Describe four ways in which a person can become a better problem solver. T.2		
Distinguish between problem solving and decision making. T.1 and T.2		
Compare two models of decision making, and explain why one leads to a better solution than the other. T.2		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 8: INTELLIGENCE AND MENTAL ABILITIES

Grade Level Expectations	Instructional Strategies	Evidence of Learning
List the characteristics of intelligence as described by both laypersons and psychologists. I.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Expert groups • Peer teaching 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Gardner’s Multiple Intelligence Inventory • Student generated notes on the different kinds of intelligence tests • Intelligence test • Class discuss/response to 60 minute “Brain Man” • Creativity test
Summarize the early views of Spearman, Thurstone, and Cattell, with respect to what constitutes intelligence. Differentiate between the contemporary theories of Sternberg, Gardner, and Goleman, with respect to their views on intelligence. I.1		
Trace the development of intelligence tests from Binet through Terman, noting the contributions of each. Describe the standard procedure for the Stanford-Binet Scale. I.2		
Distinguish the Wechsler Adult Intelligence Scale-III from the Stanford-Binet. Identify the two parts of the WAIS-III. I.2		
Distinguish between individual and group tests. List the advantages and disadvantages of group tests. I.2		
Define reliability. Identify three techniques for measuring reliability. Analyze the reliability of intelligence tests. RMS.3 and I.3		
Define validity. Describe the two measures of validity. Explain the high correlation between IQ scores and academic performance. Analyze how well high IQs scores correlate with later occupational success. RMS.3 and I.3		
Identify techniques that researchers use to explore to what extent intelligence is influenced by heredity or environment. I.3		
Explain the extremes of intelligence. List two criteria used to identify mental retardation. List and describe four causes of mental retardation. I.1		
Define creativity, and explain methods that have been used to measure it. I.1		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 9: MOTIVATION AND EMOTION

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define motive and emotion. Differentiate between the different theories of motivation. M.1 and E.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Collaborative group presentations • Video clip • Source selection/evaluating sources • Modeling the process of finding appropriate sources • Skimming/scanning as a research strategies • Student generated assessments • Student developed higher level questioning • Action project • Peer teaching • Model use of technology 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Graphic organizer on drive reduction theory, arousal theory and the Yerkes-Dodson Law • Group research on one form of motivation • Group multimedia presentation on one form of motivation • Student created demonstration for one form of motivation • Student created assessment reflective of information provided in group presentation • Multimedia quiz on emotions and nonverbal communication
Describe how hunger and thirst are controlled in the brain. M.2		
Define Anorexia Nervosa, Bulimia Nervosa, and list some factors that contribute to overeating and obesity. M.2		
List the biological factors involved in the sex drive. Discuss psychological influences on sexual motivation. M.2		
List the characteristics of the following stimulus motives: exploration, curiosity, manipulation, and contact. M.2		
Define aggression. Discuss three theories of aggressive behavior. M.2		
Distinguish between the motives for achievement and affiliation. M.2		
Identify the five categories in Maslow's hierarchy of motives.		
Describe and differentiate among the James-Lange, Cannon-Bard, cognitive, and Izard's theories of emotion. E.1		
Explain how biological factors, environmental factors, and culture and gender influence emotional interpretation and expression. E.2		
Describe the role of nonverbal communication, including facial expression, in emotion. E.2		
Identify biological and environmental influences on the expression and experience of positive and negative emotions. E.3		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 10: LIFE SPAN DEVELOPMENT

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Distinguish between the longitudinal and cross-sectional methods as they relate to the study of development. List the disadvantages of the methods and how the disadvantages can be overcome. LSD.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Field Study • Process writing • Free writes • Interviews • Socratic seminar 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Personal Development Portfolio: <ul style="list-style-type: none"> ○ Physical development timeline ○ Cognitive and social development timeline ○ Essay on contact comfort ○ Assessment of four kinds of parenting styles ○ Letter to unborn child on their 18th birthday ○ Explanatory essay "Twenty Year High School Reunion " ○ Analysis of Piaget and interview with a child ○ Research on children's toys and gender expectations ○ Interview and assessment of Kohlberg's theory of moral development • Socratic seminar on ethics and the development of morality
Describe prenatal, infant, and child development. LSD.3		
Describe the four stages of Piaget's theory of cognitive development. Explain Kohlberg's moral development. LSD.2		
Describe Erikson's eight stage theory of development. Discuss the importance of the parent child relationship. LSD.2		
Trace language development from infancy through age 5 or 6. LSD.4		
Explain the importance of secure attachments between a caregiver and child. LSD.4		
Explain how sex-role identity is formed. LSD.5		
Summarize the important physical and cognitive changes that the adolescent undergoes during puberty. LSD.5 and LSD.6		
Describe identity formation. LSD.6		
Discuss the four problems of adolescence: self-esteem, depression, suicide, and violence. LSD.6		
Identify the central concerns and crises that characterize the young, middle, and late adulthood stages. LSD.7		
Identify Elisabeth Kübler-Ross' five sequential stages through which people pass as they react to their own impending death. LSD.1		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 11: PERSONALITY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define personality. P.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Model use of technology 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Sample projective personality tests • Create Carl Jung’s “Persona Mask” • Written analysis of persona • Big Five personality questionnaire • Graphic representation of Big Five personality dimensions • Written analysis of Allport’s Cardinal, Central, and Secondary traits • Sample objective personality test
Summarize the interaction of elements of personality according to Freud's theory: id, ego, and superego. Identify Freud's five stages of psychosexual development. P.1		
Differentiate between the theories of Jung, Adler, and Horney. Identify what these theories have in common. P.1		
Identify Erik Erikson's eight stages of personality development. P.1		
Contrast Carl Rogers' humanistic theory with Freudian theory. P.1		
Explain the cognitive theory of personality. Compare cognitive social-learning theories to early views of personality. P.1		
Explain trait theory. List and describe the Big Five personality dimensions. P.1		
Describe what recent evidence shows about the genetic basis of personality traits. P.3		
Discuss stability and change. P.3		
Describe the four basic tools psychologists use to measure personality. List two objective tests, two projective tests, and their uses. P.2		
Discuss the reliability and validity of personality assessment techniques. P.2		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 12: STRESS AND HEALTH PSYCHOLOGY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Define adjustment and stress. Identify sources of stress. H.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Multimedia quiz on stress and G.A.S. • Demonstrate the three kinds of conflict • Personal stress inventory • Venn diagram of stress
Describe the nature of pressure, frustration, conflict, and identify situations that produce each one. H.1		
Identify the five basic sources of frustration. H.1		
Give examples of each of the following: approach/approach conflict; avoidance/avoidance conflict; approach/avoidance conflict. H.1		
Describe primary and secondary appraisal, and distinguish between optimism versus pessimism. H.1 and H.2		
Distinguish between direct coping and defensive coping. H.1		
Identify and characterize the three ways that people cope directly. H.2		
Discuss the psychological and physiological effects of stress on people. H.1		
Identify methods of reducing stress. Identify five sources of extreme stress. H.2		
Discuss the opposing views of what characterizes a well-adjusted individual. H.2		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 13: PSYCHOLOGICAL DISORDERS

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Distinguish among the standards for defining abnormal behavior from the view of society, the individual, and the mental health professional. PD.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Modeling the process of finding appropriate sources • Source selection/evaluating sources • Role playing • Interviews • Peer teaching 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Collaborative written examples of individuals with symptoms of psychological disorders • Text based responses on schizophrenia, DID, anxiety, and depression • Biographic profile of a chosen psychological disorder • Close reading of a case study • Conduct interviews with other students about their chosen disorder • Participate in an interview with the teacher about their chosen disorder • Present information about their chosen disorder to the class
Summarize historical attitudes toward abnormal behavior. PD.1		
State the four current models of abnormal behavior and explain the diathesis-stress model. Explain how the DSM-IV-TR classifies mental disorders. PD.1		
Distinguish between the two basic kinds of affective disorders and how they may interact with each other. PD.2		
Describe anxiety disorders. PD.2		
Describe the characteristics of the psychosomatic disorders and the somatoform disorders. PD.2		
Characterize different types of dissociative disorders. PD.2		
Define and give examples of the sexual disorders. Define gender-identity disorders. PD.2		
Define personality disorders. Describe six kinds of personality disorders. PD.2		
Describe four types of schizophrenic disorders and identify possible causes of the disorder. PD.2		
Discuss the challenges associated diagnosis. PD.2		
Evaluate how different factors influence an individual's experience of psychological disorders. PD.2		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 14: THERAPIES

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Differentiate between insight therapies, behavior therapies, cognitive therapies, and group therapies. TPD. 1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip • Student's develop higher level questioning 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Simulation/demonstration of different kinds of insight therapies: <ul style="list-style-type: none"> ○ Psychoanalysis ○ Client-centered therapy ○ Empty chair technique • Analysis of psychological disorders and application of recommended therapies • Text based responses on institutionalization and rehabilitation
Discuss psychoanalysis and its criticism. TPD. 1		
Explain how client-centered and Gestalt therapists interpret causes of emotional problems. Describe the therapeutic techniques of these approaches. TPD.1		
Discuss the effectiveness of insight therapy and behavior therapy. TPD.2		
Summarize the behavioral therapist's interpretation of disorders. Describe aversive conditioning, desensitization, and modeling. TPD.1		
Describe stress-inoculation therapy, rational-emotive therapy and Beck's cognitive therapy. TPD.1		
Evaluate the efficacy of treatments for particular disorders. TPD.2		
List the advantages of group therapies. Identify three current approaches to group therapy. TPD.2		
Outline the available biological treatments and discuss the advantages and disadvantages of each. TPD.2		
Summarize the inadequacies of institutionalization. List the alternative to institutionalization. TPD.3		
Explain the differences between primary, secondary, and tertiary prevention. TPD.3		

**ADVANCED PLACEMENT PSYCHOLOGY
GRADE 12**

UNIT 15: SOCIAL PSYCHOLOGY

Grade Level Expectations	Instructional Strategies	Evidence of Learning
Describe the process by which we form first impressions of other people. Identify three factors that influence personal perception. SI.1	<ul style="list-style-type: none"> • Independent reading • Activating prior knowledge • Note-taking • Outlining • Define, rich context, and an example • Written reading reflections • Oral reading reflections • Collaborative group activities • Demonstrations • Class and small group discussion • Focused lecture • Multimedia presentation • Graphic organizer • Simulation activities • Video clip 	<ul style="list-style-type: none"> • Chapter outlines • Informative/explanatory essay • Selective Response • Chapter notecards • Demonstration of fundamental attribution error • Class discussion on personal attraction • Text based response to the real life story of Kitty Genovese • Small group simulation of group dynamics: <ul style="list-style-type: none"> ○ Leadership ○ Risky shift ○ Polarization ○ Groupthink • Demonstration of cognitive dissonance • Small group discussion on gender roles and stereotypes of men and women in American culture
Explain three aspects of attribution and explain attribution errors. SI.1		
Explain the dynamics of interpersonal attraction. SI.3		
Identify the components of attitudes. Explain how attitudes are acquired and how they change. SI.1		
Explain the origin of prejudice and discrimination and how prejudice can be reduced. SI.3		
Discuss the dynamics of attitude change and the process of persuasion. SI.1		
Explain the theory of cognitive dissonance. SI.2		
Explain how culture, conformity, compliance, and obedience exert social influence. SI		
Identify the four types of social action. SI.2		
Define risky shift and polarization. Summarize the conditions under which groups are effective and ineffective in solving problems. SI.2		
Discuss influences upon aggression and conflict. SI.3		
Discuss psychological research examining socioeconomic status. SD.1		
Discuss the psychological research on gender and how the roles of women and men in societies are perceived. SD.1		

ADVANCED PLACEMENT PSYCHOLOGY GRADE 12 RESOURCES

- *AP Psychology*, 4th Edition (Pearson)
- *Introduction to Psychology*, 12th edition (Myers/Briggs)
 - Companion website: www.prenhall.com/morris
- DSM-IV
- The Man Who Mistook His Wife For a Hat
- The Anthropologist on Mars
- Opening Skinner’s Box
- 60 minutes archive
 - Science of Sexual Orientation
 - Pot Shops
 - Brain Man
 - Endless Memory

PACING GUIDE

Grade Level Expectations	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Unit 1: Science of Psychology	X			
Unit 2: Biological Basis of Behavior	X			
Unit 3: Sensation and Perception	X			
Unit 4: States of Consciousness	X			
Unit 5: Learning		X		
Unit 6: Memory		X		
Unit 7: Cognition and Language		X		
Unit 8: Intelligence		X		
Unit 9: Motivation and Emotion			X	
Unit 10: Development			X	
Unit 11: Personality			X	
Unit 12: Stress and Health Psychology			X	
Unit 13: Psychological Disorders				X
Unit 14: Therapies				X
Unit 15: Social Psychology				X

WHS SCOPE AND SEQUENCE: LITERACY STANDARDS ALIGNMENT

	Rise of Civilization Ancient Western Civ The Middle Ages	Early Modern History The Modern World	U.S. History Grade 10	U.S. History Grade 11	Civics
<p>Reading</p> <p>Reading Options:</p> <ul style="list-style-type: none"> • Primary Sources • Secondary Sources <p>Evidence of Reading:</p> <ul style="list-style-type: none"> • Summaries • Open-ended responses (oral and written) 	Four RFI's (aligned with SBAC)	Four RFI's (aligned with SBAC)	Four RFI's (aligned with SBAC)	Four RFI's (aligned with SBAC)	Four RFI's (aligned with SBAC)
<p>Writing</p> <p>Writing from Sources Options:</p> <ul style="list-style-type: none"> • Short technology-based research project (PowerPoint; Prezi; Student Video) • Informative style essay (Point-by-Point Compare/Contrast & Cause & Effect?) • Argumentative style essay (Late Rebuttal) • Research paper (U.S. History courses) 	<p>Process of independent research for the purpose of a creating a tech-based project (research: where to look, how to look; taking notes, good/bad sources, citations, etc.) – 1 for each level</p> <p>Essays – at least one of each style, all levels, all courses</p>	<p>Process of independent research for the purpose of a creating a tech-based project (research: where to look, how to look; taking notes, good/bad sources, citations, etc.) – 1 for each level</p> <p>First small research paper: Honors 3-5 pages</p> <p>Essays – at least one of each style, all levels, all courses</p>	<p>Standard: Outline for research paper</p> <p>Advanced: 3-4 page research paper</p> <p>AP: 5 page research paper</p> <p>Essays – at least one of each style, all levels, all courses</p>	<p>Completed by first semester:</p> <p>Standard: 3-4 page research paper</p> <p>Advanced: 5-6 page research paper</p> <p>AP: 7-8 page research paper</p> <p>Essays – at least one of each style, all levels, all courses</p>	5 page essay based on "Profiles of Courage"

WHS SCOPE AND SEQUENCE: LITERACY STANDARDS ALIGNMENT

	Rise of Civilization Ancient Western Civ The Middle Ages	Early Modern History The Modern World	U.S. History Grade 10	U.S. History Grade 11	Civics
<p><u>Speaking</u></p> <p>Speaking Options:</p> <ul style="list-style-type: none"> • Class discussions • Socratic seminars • Small group discussion • Discussion pairs • Oral presentation 	One formal presentation	One formal presentation	One formal presentation	One formal presentation / per semester	One formal presentation
<p><u>Listening</u></p> <p>Listening options:</p> <ul style="list-style-type: none"> • Audio/visual materials • Lecture • Class discussions • Socratic seminars • Small discussion • Discussion pairs • Oral presentation <p>Evidence of learning:</p> <ul style="list-style-type: none"> • Notes • Reflections • Tests • Quizzes 	Two audio/visual (video, audio speeches, song, TV clips, news reports, podcast, screen cast) assessments per semester	Two audio/visual (video, audio speeches, song, TV clips, news reports, podcast, screen cast) assessments per semester	Two audio/visual (video, audio speeches, song, TV clips, news reports, podcast, screen cast) assessments per semester	Two audio/visual (video, audio speeches, song, TV clips, news reports, podcast, screen cast) assessments per semester	Two audio/visual (video, audio speeches, song, TV clips, news reports, podcast, screen cast) assessments per semester

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 7

Standard 1: Content Knowledge

Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

1.1 Significant events and themes in United States history.

1. Evaluate the impact of interactions between the United States and other countries/areas worldwide.
2. Compare and contrast historical events in other nations with those in American history (e.g. settlement, Revolution, U.S. Constitution).
3. Compare and contrast the influence of leaders in other nations with those in U.S. History.

1.2 Significant events in local and Connecticut history and their connections to the United States history.

4. Compare and contrast how the status of family, gender and ethnicity has evolved in Connecticut and the United States in relation to other areas worldwide.

1.3 Significant events and themes in world history/international studies.

5. Explain how a civilization/nation's arts, architecture, music and literature reflect its culture and history.
6. Analyze how specific individuals and their ideas and beliefs influenced world history.
7. Evaluate the cultural contributions of a variety of past and present civilizations.
8. Analyze how cultural differences sometimes contributed to conflict among civilizations or nations.

1.4 Geographical space and place.

9. Identify selected countries and determine the advantages and challenges created by their geography.
10. Examine geographic factors that help explain historical events and contemporary issues.
11. Analyze settlement patterns in different world regions using appropriate maps.

1.5 Interaction of humans and the environment.

12. Compare and contrast the impact of technology on the environment at different times and in different places.

1.6 Patterns of human movement across time and place.

13. Analyze and describe how technology influenced migration patterns in a region/ country.
14. Assess how ideas/religions affected migration in different regions (e.g. Crusades, South African trek, founding of Israel).
15. Evaluate the positive and/or negative impacts of mass human migrations on both people and a nation/ region.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK GRADE 7

- 1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.**
- 16. Identify the powers and functions of international governmental bodies.
 - 17. Evaluate the strengths and weaknesses of different forms of government in the past and present (e.g. monarchy, dictatorship, representative democracy, parliament).
- 1.8 The interactions between citizens and their government in the making and implementation of laws.**
- 18. Analyze the factors that led to the rise of different types of governments worldwide.
 - 19. Analyze and critique examples where governments in other nations have changed through violent or peaceful means.
- 1.9 The rights and responsibilities of citizens.**
- 20. Compare and contrast the rights and responsibilities of citizens under different forms of government throughout the world.
- 1.10 How limited resources influence economic decisions.**
- 21. Analyze how resources or lack of resources influenced a nation/region's development (e.g. diversification vs. one-crop economies).
- 1.11 How different economic systems organize resources.**
- 22. Compare and contrast different economic systems in the world.
 - 23. Analyze how different economic systems guide production and distribution.
- 1.12 The interdependence of local, national and global economies.**
- 24. Identify economic resources in the world and analyze their relationship to international trade.
 - 25. Analyze the impact of specialization on production and trade.
- 1.13 The characteristics of and interactions among culture, social systems and institutions.**
- 26. Compare similarities and differences of cultural groups in different world regions (e.g. beliefs, values, traditions, institutions).
 - 27. Analyze the relationship among culture, government and social systems in various countries.
 - 28. Recognize how values, beliefs and attitudes develop in different cultures.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 7

Standard 2: History/Social Studies Literacy

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Gather information from multiple print and digital sources, including text, visuals, charts, graphs and thematic maps.
2. Cite specific textual evidence to support analysis of primary and secondary sources.
3. Answer questions about content gathered from print and non-print sources.
4. Summarize information about primary and secondary sources.
5. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.
6. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).
7. Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
8. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

2.2 Interpret information from a variety of primary and secondary sources, including electronic media (e.g. maps, charts, graphs, images, artifacts, recordings and text).

9. Compare information about the same event using a variety of primary sources.
10. Explain why one would use a primary or secondary source in a specific context.
11. Analyze the relationship between a primary and secondary source on the same topic.
12. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.
13. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.
14. Distinguish among fact, opinion, and reasoned judgment in a text.
15. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
16. Describe how a text presents information (e.g. sequentially, comparatively, causally).
17. Assess an author's purpose and point of view and respond in literal, critical and evaluative ways.
18. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
19. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
20. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 7

21. Analyze and interpret maps and charts to support conclusions about historical events.
22. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

2.3 Create various forms of written work (e.g. journal, essay, blog, Web page, brochure) to demonstrate an understanding of history and social studies issues.

23. Create written work expressing more than one point of view (e.g. perspective from a historical figure’s viewpoint or persuasive piece) and properly cite evidence.
24. Write arguments on discipline-specific content.
25. Write informative/explanatory texts, including the narration of historical events, that incorporates research and information to describe a social studies event or issue.
26. Integrate information from multiple print and digital sources while avoiding plagiarism.

2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.

27. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others’ ideas and expressing their own clearly.
28. State and defend points of view using relevant evidence.
29. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).

30. Present social studies topics using visual forms of evidence, including multimedia components (e.g. maps, pictures, portraits, graphs, video, sound), to clarify claims and findings and emphasize salient points.
31. Create maps of areas, regions or nations and provide relevant information.
32. Compare two countries/regions or two historical periods in the same country/ region using visual representations (e.g. charts, maps, graphs).
33. Make and use maps, globes, models and databases to analyze spatial distributions and patterns.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 7

Standard 3: Civic Engagement

Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

3.1 Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to describe and/or predict the impact of history on a nation's policies or behavior.
2. Evaluate the quality of evidence from various sources supporting a point of view.

3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

3. Compare, contrast and evaluate two or more views of a contemporary national issue (e.g. immigration, economy, energy, civil liberties).
4. Explain the point of view of people engaged in a historical event (e.g. immigrant experience, wartime experiences) using primary sources.

3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

5. Compare, contrast and evaluate the significance of any one factor influencing a contemporary event.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 8

Standard 1: Content Knowledge

Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

1.1 Significant events and themes in United States history.

1. Create historical timelines and interpret the data presented in the timelines.
2. Analyze examples of conflicts that have been resolved through compromise (e.g. compromises over slavery, social reforms).
3. Evaluate the influences that contributed to American social reform movements.
4. Explain how the arts, architecture, music and literature of the United States both influence and reflect its history and cultural heterogeneity.
5. Analyze how specific individuals and their ideas and beliefs influenced U.S. history.
6. Compare and contrast the causes and effects of the American Revolution and the Civil War.
7. Examine the significance of Supreme Court precedents established during the Federalist era.
8. Analyze the similarities and differences between Manifest Destiny in the 1840s and late 19th century imperialism.
9. Evaluate the impact of America's westward expansion on Native American nations (e.g. Trail of Tears, Dawes Act).
10. Evaluate the impact of the compromises made at the Constitutional Convention.

1.2 Significant events in local and Connecticut history and their connections to United States history.

11. Analyze the connections between and among local, state and national historical events (e.g. immigration, Civil War participation, trade, manufacturing).

1.3 Significant events and themes in world history/international studies.

12. Assess the slave trade's impact on American social institutions.
13. Analyze foreign reactions to the institution of slavery in America (e.g. Amistad, Liberia, English abolition).
14. Evaluate U.S. influence on other cultures and world events (e.g. trade, wars, Monroe Doctrine).

1.4 Geographical space and place.

15. Examine how geography influenced the economic and political development of the United States.

1.5 Interaction of humans and the environment.

16. Weigh the impact of America's Industrial Revolution, industrialization and urbanization on the environment.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK GRADE 8

- 1.6 Patterns of human movement across time and place.**
17. Analyze and draw conclusions about the impact of immigration on the United States at different stages in its history.
- 1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.**
18. Differentiate the functions (including checks and balances) of the United States’ three branches of government, using contemporary examples.
- 1.8 The interactions between citizens and their government in the making and implementation of laws.**
19. Evaluate the impact of the U.S. Constitution on the lives of U.S. citizens (e.g. amendments, court cases).
- 1.9 The rights and responsibilities of citizens.**
20. Analyze U.S. citizens’ rights and responsibilities under the Constitution.
21. Assess the impact of court cases that expanded or limited rights and responsibilities enumerated in the Constitution and Bill of Rights.
22. Debate instances where rights and responsibilities of citizens are in conflict (e.g. free speech and public safety, private property and eminent domain).
- 1.10 How limited resources influence economic decisions.**
23. Analyze how technology has influenced productivity (e.g. cotton gin, steam power, interchangeable parts, telegraph, telephone, manned flight, computers).
- 1.11 How different economic systems organize resources.**
24. Analyze the relationship between supply and demand and the prices of goods and services in a market economy.
- 1.12 The interdependence of local, national and global economies.**
25. Identify and analyze specific factors that promoted growth and economic expansion in the United States.
26. Outline how trade affected nationalism and sectionalism in U.S. history (e.g. roads, canals, railroads, “cotton culture”).
- 1.13 The characteristics of and interactions among culture, social systems and institutions.**
27. Compare similarities and differences of ethnic/cultural groups in the United States (e.g. beliefs, values, traditions) and their impact on American social systems.
28. Analyze the contributions and challenges of different cultural/ethnic groups in the United States over time.
29. Examine how stereotypes develop and explain their impact on history and contemporary events.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 8

Standard 2: History/Social Studies Literacy

Competence in literacy, inquiry, and research skills is necessary to analyze, evaluate, and present history and social studies information.

2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

1. Gather information from multiple print and digital sources.
2. Cite specific textual evidence to support analysis of primary and secondary sources.
3. Determine the central ideas or information of a primary or secondary source and provide an accurate summary.
4. Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes a law, how interest rates are raised or lowered).
5. Analyze how a text makes connections among, and distinctions between, individuals, ideas, or events.
6. Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text).

7. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
8. Describe how a text presents information (e.g. sequentially, comparatively, causally).
9. Delineate and evaluate the argument(s) and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
10. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
11. Compare information about the same event using a variety of primary sources.
12. Analyze the relationship between a primary and secondary source on the same topic.
13. Assess primary and secondary sources, including Internet sources, to determine accuracy and validity.
14. Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts) and detect and analyze propaganda, censorship and bias.
15. Distinguish among fact, opinion, and reasoned judgment in a text.
16. Evaluate the credibility of a speaker (e.g. hidden agendas, slants or biases).
17. Analyze maps and charts to support conclusions about historical events.
18. Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 8

- 2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.**
19. Write arguments using discipline-specific content.
 20. Create written work (e.g. brochure or political cartoon) that expresses a personal opinion on a historical event or social studies issue and support it with relevant evidence.
 21. Write informative/explanatory texts, including the narration of historical events.
 22. Organize and cite evidence from primary and secondary sources to support conclusions in an essay.
 23. Integrate information from multiple print and digital sources without plagiarism.
- 2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate and effective oral presentation.**
24. Engage effectively in a range of collaborative discussions and debates (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics and texts, building on others' ideas and expressing their own clearly.
 25. Orally present information on social studies events or issues and support with primary and secondary evidence.
 26. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays).**
27. Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
 28. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, emphasize salient points, and add interest.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

GRADE 8

Standard 3: Civic Engagement

Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

3.1 Use evidence to identify, analyze and evaluate historical interpretations.

1. In a group or team, work together to reach a decision on an issue and explain the reasons for the decision.
2. Compare and contrast two or more interpretations of a historical event.
3. Cite evidence to support and/or critique a historian's interpretation of an event.

3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view.

4. Analyze the options available to an individual in a historical or contemporary situation.
5. Justify why people might have different points of view on a historical or contemporary issue.

3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

6. Develop a plan of action to provide a solution to a local, state or national issue.
7. Compare and contrast possible solutions to a current issue citing relevant information.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK

HIGH SCHOOL

Standard 1: Content Knowledge

Knowledge of concepts, themes, and information from history and social studies is necessary to promote understanding of our nation and our world.

1.1 Significant events and themes in United States history.

1. Apply chronological thinking to examine relationships among events and explain causes and effects of events.
2. Investigate the causes and effects of migration within the United States (e.g. westward movement, African American Diaspora, urbanization, suburbanization).
3. Analyze the evolution of citizens' rights (e.g. Palmer Raids, struggle for civil rights, women's rights movements, Patriot Act).
4. Evaluate the changing role of U.S. participation and influence in world affairs (e.g. trade, United Nations, NATO, globalization).
5. Evaluate the changing nature of the U.S. economy (e.g. agrarian, manufacturing, service, rise of unions, "green movement").
6. Assess the influence of geography on the development of the United States (e.g. settlement patterns, natural disasters, resources, environmental issues).
7. Compare and contrast various American Beliefs, values and political ideologies (e.g. political parties, nativism, Scopes trial, McCarthyism).
8. Analyze the influence of nationalism on American society (e.g. wartime conservation programs, immigration policies, Japanese-American internment).
9. Analyze the influence of sectionalism on American life (e.g. urban vs. rural, "solid south", "red" states vs. "blue" states).
10. Assess the significance of the evolving heterogeneity of American society (e.g. role of immigrants, contributions of minority groups).
11. Analyze the impact of technology and scientific discovery on American society (e.g. vaccines, interstate highways, space race, telecommunications).
12. Analyze how the arts, architecture, music and literature of the United States reflect its history and cultural heterogeneity (e.g. New Orleans Jazz, Harlem Renaissance, Frank Lloyd Wright, Maya Angelou, rock 'n' roll).
13. Evaluate the role and impact that significant individuals have had on historical events (e.g. Susan B. Anthony, Eleanor Roosevelt, Martin Luther King Jr., Malcolm X, Ronald Reagan).

1.2 Significant events in local and Connecticut history and their connections to United States history.

14. Analyze how events and people in Connecticut reflect and have contributed to developments in United States history (e.g. Samuel Colt, John Brown, Ella Grasso's election, Senator Lieberman switching political parties).
15. Describe how major events in U.S. history affected Connecticut citizens (e.g. Great Depression, World War II, Civil Rights).

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

1.3 Significant events and themes in world history/international studies.

16. Describe and evaluate models of historical periodization used to categorize events.
17. Apply chronological thinking to examine relationships among events and explain causes and effects of events.
18. Assess how a civilization/nation's arts, architecture, music, and literature reflect its culture and history.
19. Explain the significance of globalization (e.g. cross-border migrations economic trade, cultural exchange) on the world's nations and societies (spread of colonial rule in Asia and Africa, nationalist revolt in the Middle East, revolutions in China, Latin America).
20. Assess the causes and impacts of imperialism (e.g. colonial rule, revolution, dictatorships, Cold War, independence movements, etc.).
21. Analyze conflict and cooperation in world affairs (e.g. World Wars I and II, United Nations, Israel-Palestine, Kosovo, Afghanistan, Cote d'Ivoire, Middle East, North Africa).
22. Compare and contrast political systems across historical time periods (e.g. totalitarianism/authoritarian, monarchy/theocracy, representative/parliamentary democracy).
23. Compare and contrast economic systems across historical time periods (e.g. traditional, market, command, and mixed).
24. Compare and contrast the rise and fall of prominent civilizations (e.g. Greek, Roman, Mesopotamian, India, China, Muslim empires).
25. Analyze the impact of technological and scientific change on world civilizations (e.g. printing press, gun powder, vaccine, and computers).
26. Analyze nationalism's impact on world events (e.g. Balkans and World War I, Latin American 19th century authoritarianism, revolution and dictatorship in the Middle East, westernization in Russia, China, and Southeast Asia).
27. Analyze the cause and results of political/social revolution (e.g. October Revolution in Russia, Cuban Revolution, Industrial revolution, French revolution, 20th century revolutions in Turkey, China, India, Indonesia, Vietnam, Egypt and Iran).
28. Evaluate the role and impact of the significant individuals on historical events (e.g. Karl Marx, Gandhi, Adolf Hitler, Mao Zedong, Nelson Mandela, Arafat, Che Guevara, Gorbachev, Osama bin Laden).
29. Evaluate the impact of major belief systems on societies and nations (e.g. religions, philosophies, political theories).

1.4 Geographical space and place.

30. Explain how technological developments have changed our perception and understanding of location and space in the modern world (telecommunications, internet, e-mail, transportation).
31. Analyze how geographic location and physical features have influenced national histories.

1.5 Interaction of humans and the environment.

32. Analyze how a specific environment has influenced historical developments in a region/nation of the world.
33. Analyze globalization's impact on peoples around the world.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

1.6 Patterns of human movement across time and place.

34. Explain how environmental factors cause human movement (e.g.' drought, disease, natural disasters).
35. Analyze geographical influences on the United States' development (e.g. settlement patterns, natural disasters, resources, land-use patterns).
36. Analyze migration patterns within and among nations.
37. Analyze human factors that cause migration (e.g. imperialism, discrimination, war, economic opportunity, genocide).
38. Compare and contrast migration's impact on the country of origin and country of settlement.

1.7 The purpose, structures and functions of government and law at the local, state, national and international levels.

39. Compare and contrast how different national governments throughout the world attempt to meet their citizens' needs.
40. Analyze the relationship between national governments and international organizations.

1.8 The interactions between citizens and their government in the making and implementation of laws.

41. Analyze laws that have been modified to meet society's changing values and needs (e.g. civil rights laws, banking regulations, Prohibition).
42. Evaluate how different factors (e.g. religion, economic class, social class, race) contribute to making and implementing laws in different government systems.
43. Explain how the Constitution limits the powers of government and protects the accused.
44. Analyze the role of technology, media and advertising in influencing voting and law making.
45. Assess the role of lobbying and citizen petitioning in shaping legislation.

1.9 The rights and responsibilities of citizens.

46. Investigate how individuals or groups have worked to expand or limit citizens' rights in the United States and other nations (e.g. human rights groups, Gandhi, Nelson Mandela, Mary McLeod Bethune, Martin Luther King, George McCarthy, Nazi Holocaust, Che Guevara).
47. Analyze the tension between the need for national security and protection of individual rights (e.g. World War I Sedition Act, Patriot Act).
48. Analyze historical and contemporary examples of the efforts to ensure human rights at the national and international levels (e.g. Amnesty International, Geneva Conventions, U.N. Declaration of Human Rights).

1.10 How limited resources influence economic decisions.

49. Describe how a nation's availability of resources has changed over time (e.g. war, expansion, trade).
50. Analyze how the abundance or scarcity of resources affects the nation and the individual.
51. Analyze how a government's resources can be used to influence economic decisions.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

1.11 How different economic systems organize resources.

- 52. Analyze how governments with different economic systems can influence production and distribution.
- 53. Examine how government activity (e.g. tariffs, taxes, social reforms) can influence an individual's economic decisions.
- 54. Analyze how government policies (e.g. taxation, spending) can influence how people and businesses use resources.

1.12 The interdependence of local, national and global economies.

- 55. Explain how trade surpluses and deficits develop.
- 56. Compare and contrast free trade and fair trade.
- 57. Analyze ways governments and international organizations can promote or inhibit economic development.
- 58. Analyze factors that encourage a business to relocate to another region or country.

1.13 The characteristics of and interactions among culture, social systems and institutions.

- 59. Demonstrate the importance of viewing a culture through a variety of perspectives.
- 60. Analyze examples of the impact of cultural diversity in different nations (e.g. Iraq, the former Yugoslavia, Rwanda, South Africa).
- 61. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on personal development.
- 62. Analyze the impact of family, religion, gender, ethnicity and socioeconomic status on the development of culture.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

Standard 2: History/Social Studies Literacy

Competence in literacy, inquiry and research skills is necessary to analyze, evaluate and present history and social studies information.

- 2.1 Access and gather information from a variety of primary and secondary sources including electronic media (maps, charts, graphs, images, artifacts, recordings and text).**
1. Gather relevant and accurate information from multiple authoritative print and digital sources, using advanced searches effectively.
 2. Cite specific textual evidence to support analysis of primary and secondary sources.
 3. Conduct short as well as more sustained research projects to answer a question, including self-generated questions, or to solve a problem.
 4. Draw information from informational texts to support analysis, reflection, and research.
- 2.2 Interpret information from a variety of primary and secondary sources, including electronic media (maps, charts, graphs, images, artifacts, recordings and text).**
5. Choose valid sources and provide evidence to answer a history/social studies question.
 6. Determine the central ideas of, and be able to, summarize information from primary and secondary sources.
 7. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
 8. Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.
 9. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
 10. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
 11. Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
 12. Interpret social/political messages of visuals (e.g. political cartoons, posters, photographs, art of a period).
 13. Detect bias in data presented in various forms.
 14. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

- 2.3 Create various forms of written work (e.g. journal, essay, blog, webpage, brochure) to demonstrate an understanding of history and social studies issues.**
15. Create written work (e.g. electronic medium or persuasive pieces) that analyzes a historical event, place or person using various sources.
 16. Write informative/explanatory texts about events and topics.
 17. Compose a thesis statement using primary and secondary sources.
 18. Write arguments using discipline-specific content.
 19. Write informative/explanatory texts including the narration of historical events.
 20. Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a common form for citation.
- 2.4 Demonstrate an ability to participate in social studies discourse through informed discussion, debate, and effective oral presentation.**
21. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on social studies topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 22. Prepare formal oral arguments using relevant evidence from primary and secondary sources to defend a point of view.
 23. Ask relevant questions related to social studies/history to initiate, extend or debate a point of view.
 24. Present claims and findings, emphasizing salient points, in a focused and coherent manner with relevant evidence, sound reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 2.5 Create and present relevant social studies materials using both print and electronic media (e.g. maps, charts, models, displays)**
25. Create relevant visual social studies materials (e.g. maps, Political cartoons, charts, Web pages) to support an essay or oral report.
 26. Create multipurpose visuals (e.g. graphic maps, pictographs) to present information.
 27. Represent information in various formats, including strategic use of digital media to enhance understanding of findings, reasoning, and evidence and to add interest.

STATE OF CONNECTICUT SOCIAL STUDIES FRAMEWORK HIGH SCHOOL

Standard 3: Civic Engagement

Civic competence in analyzing historical issues and current problems requires the synthesis of information, skills, and perspective.

3.1 Use evidence to identify, analyze and evaluate historical interpretations.

1. Use evidence to develop an interpretation of a historical event.
2. Evaluate primary and secondary interpretations of a historical event.
3. Use evidence to assess the role of tradition and customs on an individual or group's choices/decisions.
4. Predict how alternative actions by individuals or groups might have changed a historical outcome.
5. In a group or team, research, analyze and present a current issue identifying all sides (of the issue).

3.2 Analyze and evaluate human action in historical and/or contemporary contexts from alternative points of view

6. Develop criteria for assessing the actions or policies of an individual or group in the past.
7. Portray the attitudes reflected in a historical period using a variety of writing formats (eulogy, editorial, diary).
8. Develop criteria to evaluate alternative viewpoints on a contemporary issue.
9. Analyze how one's historical memory can contribute to one's view of a contemporary issue or event.
10. Cite examples and analyze how people and/or personal accounts can influence historical memory.

3.3 Apply appropriate historical, geographic, political, economic and cultural concepts and methods in proposing and evaluating solutions to contemporary problems.

11. Evaluate a proposed solution to a contemporary political, economic, geographic/environmental or social problem.
12. Research a current issue and predict an outcome using relevant geographic, political, economic, cultural and historical evidence.
13. Formulate a historical question and devise a research procedure that would lead to an answer.
14. Devise a plan to resolve a local contemporary issue and develop a proposal for implementation.

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: PERSPECTIVES IN PSYCHOLOGICAL SCIENCE

Content Standard 1: Development of psychology as an empirical science

- 1.1 Define psychology as a discipline and identify its goals as a science
- 1.2 Describe the emergence of psychology as a scientific discipline
- 1.3 Describe perspectives employed to understand behavior and mental processes
- 1.4 Explain how psychology evolved as a scientific discipline

Content Standard 2: Major subfields within psychology

- 2.1 Discuss the value of both basic and applied psychological research with human and non-human animals
- 2.2 Describe the major subfields of psychology
- 2.3 Identify the important role psychology plays in benefiting society and improving people's lives

STANDARD AREA: RESEARCH METHODS, MEASUREMENT, AND STATISTICS

Content Standard 1: Research methods and measurements used to study behavior and mental processes

- 1.1 Describe the scientific method and its role in psychology
- 1.2 Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods
- 1.3 Define systematic procedures used to improve the validity of research findings, such as external validity
- 1.4 Discuss how and why psychologists use non-human animals in research

Content Standard 2: Ethical issues in research with human and non-human animals

- 2.1 Identify ethical standards psychologists must address regarding research with human participants
- 2.2 Identify ethical guidelines psychologists must address regarding research with non-human animals

Content Standard 3: Basic concepts of data analysis

- 3.1 Define descriptive statistics and explain how they are used by psychological scientists
- 3.2 Define forms of qualitative data and explain how they are used by psychological scientists
- 3.3 Define correlation coefficients and explain their appropriate interpretation
- 3.4 Interpret graphical representations of data as used in both quantitative and qualitative methods
- 3.5 Explain other statistical concepts, such as statistical significance and effect size
- 3.6 Explain how validity and reliability of observations and measurements relate to data analysis

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: BIOLOGICAL BASES OF BEHAVIOR

Content Standard 1: Structure and function of the nervous system in human and non-human animals

- 1.1 Identify the major divisions and subdivisions of the human nervous system
- 1.2 Identify the parts of the neuron and describe the basic process of neural transmission
- 1.3 Differentiate between the structures and functions of the various parts of the central nervous system
- 1.4 Describe lateralization of brain functions
- 1.5 Discuss the mechanisms and the importance of plasticity of the nervous system

Content Standard 2: Structure and function of the endocrine system

- 2.1 Describe how the endocrine glands are linked to the nervous system
- 2.2 Describe the effects of hormones on behavior and mental processes
- 2.3 Describe hormone effects on the immune system

Content Standard 3: The interaction between biological factors and experience

- 3.1 Describe concepts in genetic transmission
- 3.2 Describe the interactive effects of heredity and environment
- 3.3 Explain how evolved tendencies influence behavior

Content Standard 4: Methods and issues related to biological advances

- 4.1 Identify tools used to study the nervous system
- 4.2 Describe advances made in neuroscience
- 4.3 Discuss issues related to scientific advances in neuroscience and genetics

STANDARD AREA: SENSATION AND PERCEPTION

Content Standard 1: The processes of sensation and perception

- 1.1 Discuss processes of sensation and perception and how they interact
- 1.2 Explain the concepts of threshold and adaptation

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: SENSATION AND PERCEPTION (continued)

Content Standard 2: The capabilities and limitations of sensory processes

- 2.1 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors
- 2.2 Describe the visual sensory system
- 2.3 Describe the auditory sensory system
- 2.4 Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesia, and vestibular sense)

Content Standard 3: Interaction of the person and the environment in determining perception

- 3.1 Explain Gestalt principles of perception
- 3.2 Describe binocular and monocular depth cues
- 3.3 Describe the importance of perceptual constancies
- 3.4 Describe perceptual illusions
- 3.5 Describe the nature of attention
- 3.6 Explain how experiences and expectations influence perception

STANDARD AREA: CONSCIOUSNESS

Content Standard 1: The relationship between conscious and unconscious processes

- 1.1 Identify states of consciousness
- 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit)

Content Standard 2: Characteristics of sleep and theories that explain why we sleep and dream

- 2.1 Describe the circadian rhythm and its relation to sleep
- 2.2 Describe the sleep cycle
- 2.3 Compare theories about the functions of sleep
- 2.4 Describe types of sleep disorders
- 2.5 Compare theories about the functions of dreams

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: CONSCIOUSNESS (continued)

Content Standard 3: Categories of psychoactive drugs and their effects

- 3.1 Characterize the major categories of psychoactive drugs and their effects
- 3.2 Describe how psychoactive drugs act at the synaptic level
- 3.3 Evaluate the biological and psychological effects of psychoactive drugs
- 3.4 Explain how culture and expectations influence the use and experience of drugs

Content Standard 4: Other states of consciousness

- 4.1 Describe meditation and relaxation and their effects
- 4.2 Describe hypnosis and controversies surrounding its nature and use
- 4.3 Describe flow states

STANDARD AREA: LIFE SPAN DEVELOPMENT

Content Standard 1: Methods and issues in life span development

- 1.1 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development
- 1.2 Explain issues of continuity/discontinuity and stability/ change
- 1.3 Distinguish methods used to study development
- 1.4 Describe the role of sensitive and critical periods in development
- 1.5 Discuss issues related to the end of life

Content Standard 2: Theories of life span development

- 2.1 Discuss theories of cognitive development
- 2.2 Discuss theories of moral development
- 2.3 Discuss theories of social development

Content Standard 3: Prenatal development and the newborn

- 3.1 Describe physical development from conception through birth and identify influences on prenatal development
- 3.2 Describe newborns' reflexes, temperament, and abilities

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: LIFE SPAN DEVELOPMENT (continued)

Content Standard 4: Infancy (i.e., the first two years of life)

- 4.1 Describe physical and motor development
- 4.2 Describe how infant perceptual abilities and intelligence develop
- 4.3 Describe the development of attachment and the role of the caregiver
- 4.4 Describe the development of communication and language

Content Standard 5: Childhood

- 5.1 Describe physical and motor development
- 5.2 Describe how memory and thinking ability develops
- 5.3 Describe social, cultural, and emotional development through childhood

Content Standard 6: Adolescence

- 6.1 Identify major physical changes
- 6.2 Describe the development of reasoning and morality
- 6.3 Describe identity formation
- 6.4 Discuss the role of family and peers in adolescent development

Content Standard 7: Adulthood and aging

- 7.1 Identify major physical changes associated with adulthood and aging
- 7.2 Describe cognitive changes in adulthood and aging
- 7.3 Discuss social, cultural, and emotional issues in aging

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: LEARNING

Content Standard 1: Classical conditioning

- 1.1 Describe the principles of classical conditioning
- 1.2 Describe clinical and experimental examples of classical conditioning
- 1.3 Apply classical conditioning to everyday life

Content Standard 2: Operant conditioning

- 2.1 Describe the Law of Effect
- 2.2 Describe the principles of operant conditioning
- 2.3 Describe clinical and experimental examples of operant conditioning
- 2.4 Apply operant conditioning to everyday life

Content Standard 3: Observational and cognitive learning

- 3.1 Describe the principles of observational and cognitive learning
- 3.2 Apply observational and cognitive learning to everyday life

STANDARD AREA: LANGUAGE DEVELOPMENT

Content Standard 1: Structural features of language

- 1.1 Describe the structure and function of language
- 1.2 Discuss the relationship between language and thought

Content Standard 2: Theories and developmental stages of language acquisition

- 2.1 Explain the process of language acquisition
- 2.2 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes
- 2.3 Evaluate the theories of language acquisition

Content Standard 3: Language and the brain

- 3.1 Identify the brain structures associated with language
- 3.2 Discuss how damage to the brain may affect language

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: SOCIAL INTERACTIONS

Content Standard 1: Social cognition

- 1.1 Describe attributional explanations of behavior
- 1.2 Describe the relationship between attitudes (implicit and explicit) and behavior
- 1.3 Identify persuasive methods used to change attitudes

Content Standard 2: Social influence

- 2.1 Describe the power of the situation
- 2.2 Describe effects of others' presence on individuals' behavior
- 2.3 Describe how group dynamics influence behavior
- 2.4 Discuss how an individual influences group behavior

Content Standard 3: Social relations

- 3.1 Discuss the nature and effects of stereotyping, prejudice, and discrimination
- 3.2 Describe determinants of prosocial behavior
- 3.3 Discuss influences upon aggression and conflict
- 3.4 Discuss factors influencing attraction and relationships

STANDARD AREA: SOCIOCULTURAL DIVERSITY

Content Standard 1: Social and cultural diversity

- 1.1 Define culture and diversity
- 1.2 Identify how cultures change over time and vary within nations and internationally
- 1.3 Discuss the relationship between culture and conceptions of self and identity
- 1.4 Discuss psychological research examining race and ethnicity
- 1.5 Discuss psychological research examining socioeconomic status
- 1.6 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: SOCIOCULTURAL DIVERSITY (continued)

Content Standard 2: Diversity among individuals

- 2.1 Discuss psychological research examining gender identity
- 2.2 Discuss psychological research examining diversity in sexual orientation
- 2.3 Compare and contrast gender identity and sexual orientation
- 2.4 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination
- 2.5 Discuss the psychological research on gender and how the roles of women and men in societies are perceived
- 2.6 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society
- 2.7 Discuss psychological research examining differences in individual cognitive and physical abilities

STANDARD AREA: MEMORY

Content Standard 1: Encoding of memory

- 1.1 Identify factors that influence encoding
- 1.2 Characterize the difference between shallow (surface) and deep (elaborate) processing
- 1.3 Discuss strategies for improving the encoding of memory

Content Standard 2: Storage of memory

- 2.1 Describe the differences between working memory and long-term memory
- 2.2 Identify and explain biological processes related to how memory is stored
- 2.3 Discuss types of memory and memory disorders (e.g., amnesias, dementias)
- 2.4 Discuss strategies for improving the storage of memories

Content Standard 3: Retrieval of memory

- 3.1 Analyze the importance of retrieval cues in memory
- 3.2 Explain the role that interference plays in retrieval
- 3.3 Discuss the factors influencing how memories are retrieved
- 3.4 Explain how memories can be malleable
- 3.5 Discuss strategies for improving the retrieval of memories

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: THINKING

Content Standard 1: Basic elements comprising thought

- 1.1 Define cognitive processes involved in understanding information
- 1.2 Define processes involved in problem solving and decision making
- 1.3 Discuss non-human problem-solving abilities

Content Standard 2: Obstacles related to thought

- 2.1 Describe obstacles to problem solving
- 2.2 Describe obstacles to decision making
- 2.3 Describe obstacles to making good judgments

STANDARD AREA: INTELLIGENCE

Content Standard 1: Perspectives on intelligence

- 1.1 Discuss intelligence as a general factor
- 1.2 Discuss alternative conceptualizations of intelligence
- 1.3 Describe the extremes of intelligence

Content Standard 2: Assessment of intelligence

- 2.1 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness
- 2.2 Identify current methods of assessing human abilities
- 2.3 Identify measures of and data on reliability and validity for intelligence test scores

Content Standard 3: Issues in intelligence

- 3.1 Discuss issues related to the consequences of intelligence testing
- 3.2 Discuss the influences of biological, cultural, and environmental factors on intelligence

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: MOTIVATION

Content Standard 1: Perspectives on motivation

- 1.1 Explain biologically based theories of motivation
- 1.2 Explain cognitively based theories of motivation
- 1.3 Explain humanistic theories of motivation
- 1.4 Explain the role of culture in human motivation

Content Standard 2: Domains of motivated behavior in humans and non-human animals

- 2.1 Discuss eating behavior
- 2.2 Discuss sexual behavior and orientation
- 2.3 Discuss achievement motivation
- 2.4 Discuss other ways in which humans and non-human animals are motivated

STANDARD AREA: EMOTION

Content Standard 1: Perspectives on emotion

- 1.1 Explain the biological and cognitive components of emotion
- 1.2 Discuss psychological research on basic human emotions
- 1.3 Differentiate among theories of emotional experience

Content Standard 2: Emotional interpretation and expression

- 2.1 Explain how biological factors influence emotional interpretation and expression
- 2.2 Explain how culture and gender influence emotional interpretation and expression
- 2.3 Explain how other environmental factors influence emotional interpretation and expression

Content Standard 3: Domains of emotional behavior

- 3.1 Identify biological and environmental influences on the expression and experience of negative emotions, such as fear
- 3.2 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: PERSONALITY

Content Standard 1: Perspectives on personality

- 1.1 Evaluate psychodynamic theories
- 1.2 Evaluate trait theories
- 1.3 Evaluate humanistic theories
- 1.4 Evaluate social–cognitive theories

Content Standard 2: Assessment of personality

- 2.1 Differentiate personality assessment techniques
- 2.2 Discuss the reliability and validity of personality assessment techniques

Content Standard 3: Issues in personality

- 3.1 Discuss biological and situational influences
- 3.2 Discuss stability and change
- 3.3 Discuss connections to health and work
- 3.4 Discuss self-concept
- 3.5 Analyze how individualistic and collectivistic cultural perspectives relate to personality

STANDARD AREA: PSYCHOLOGICAL DISORDERS

Content Standard 1: Perspectives on abnormal behavior

- 1.1 Define psychologically abnormal behavior
- 1.2 Describe historical and cross-cultural views of abnormality
- 1.3 Describe major models of abnormality
- 1.4 Discuss how stigma relates to abnormal behavior
- 1.5 Discuss the impact of psychological disorders on the individual, family, and society

Content Standard 2: Categories of psychological disorders

- 2.1 Describe the classification of psychological disorders
- 2.2 Discuss the challenges associated with diagnosis
- 2.3 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders)
- 2.4 Evaluate how different factors influence an individual’s experience of psychological disorders

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: TREATMENT OF PSYCHOLOGICAL DISORDERS

Content Standard 1: Perspectives on treatment

- 1.1 Explain how psychological treatments have changed over time and among cultures
- 1.2 Match methods of treatment to psychological perspectives
- 1.3 Explain why psychologists use a variety of treatment options

Content Standard 2: Categories of treatment and types of treatment providers

- 2.1 Identify biomedical treatments
- 2.2 Identify psychological treatments
- 2.3 Describe appropriate treatments for different age groups
- 2.4 Evaluate the efficacy of treatments for particular disorders
- 2.5 Identify other factors that improve the efficacy of treatment
- 2.6 Identify treatment providers for psychological disorders and the training required for each

Content Standard 3: Legal, ethical, and professional issues in the treatment of psychological disorders

- 3.1 Identify ethical challenges involved in delivery of treatment
- 3.2 Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups)

STANDARD AREA: HEALTH

Content Standard 1: Stress and coping

- 1.1 Define stress as a psychophysiological reaction
- 1.2 Identify and explain potential sources of stress
- 1.3 Explain physiological and psychological consequences for health
- 1.4 Identify and explain physiological, cognitive, and behavioral strategies to deal with stress

Content Standard 2: Behaviors and attitudes that promote health

- 2.1 Identify ways to promote mental health and physical fitness
- 2.2 Describe the characteristics of and factors that promote resilience and optimism
- 2.3 Distinguish between effective and ineffective means of dealing with stressors and other health issues

NATIONAL STANDARDS FOR PSYCHOLOGY CURRICULA HIGH SCHOOL

STANDARD AREA: VOCATIONAL APPLICATIONS

Content Standard 1: Career options

- 1.1 Identify careers in psychological science and practice
- 1.2 Identify careers related to psychology

Content Standard 2: Educational requirements

- 2.1 Identify degree requirements for psychologists and psychology-related careers
- 2.2 Identify resources to help select psychology programs for further study

Content Standard 3: Vocational applications of psychological science

- 3.1 Discuss ways in which psychological science addresses domestic and global issues
- 3.2 Identify careers in psychological science that have evolved as a result of domestic and global issues