

JCS 10th Grade World History University Scope and Sequence Finalized 2016

<p align="center">Course Goals</p> <p>Students will explore, analyze and interpret world history through the use of multiple sources and make judgements about the relevant historical cause and outcomes of major world events. Focus will be on critical thinking and analysis of primary sources. Assignments will be weighted differently than Community.</p>	<p align="center">Major Student Outcomes</p> <p>Students will demonstrate understanding and skills through multiple and varied projects, writing activities and oral and written presentations.</p>
<p align="center">First Semester</p>	<p align="center">Second Semester</p>
<p>Major Content Themes:</p> <p>Exchange and Encounter</p> <ul style="list-style-type: none"> ● Religion and Belief Systems ● Ancient Empires in Afro-eurasia and the Americas <p>The Great Global Convergence</p> <ul style="list-style-type: none"> ● The Mongols ● Calamities and Recovery ● The Rise of Islam ● Guns, Germs, and Steel ● Revolutions and Enlightenment 	<p>Major Content Themes:</p> <p>Industrialization and its consequences</p> <ul style="list-style-type: none"> ● Industrialism ● Imperialism/Colonialism <p>A Half Century of Crisis</p> <ul style="list-style-type: none"> ● WWI ● Totalitarianism ● WWII <p>Contemporary Issues</p> <ul style="list-style-type: none"> ● Cold War ● Globalization
<p>Common Core Prioritized Standards</p> <p>RH. 9-10.1 - 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.</p>	<p>Common Core Prioritized Standards</p> <p>RH.9 -10.1 - 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.</p>

RH. 9-10.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among key details and ideas.

RH. 9 -10.3 -Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.9 -10.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the author's claims, reasoning, and evidence.

RH. 9 -10.7 - 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.

RH. 9 -10.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.9 -10.9 - Integrate information from diverse source, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

WH. 9 -10.1-Write arguments focused on discipline-specific content

WH. 9 -10.2-Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.

WH. 9 -10.4-Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience

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WH.9 -10.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WH.9 -10.6-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..

WH 9 -10.7-Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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WH.9 -10.9-Draw evidence from informational texts to support analysis, reflection, and research.

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Learning Targets

#1 - Contextual Analysis - Students will analyze multiple primary source documents to determine the central idea of authors differing points of view

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<p>secondary sources connecting insights gained from specific details to an understanding of the contextual theme as a whole</p> <p>#3 - Students can collaborate and evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.</p> <p>#4 - Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assess strengths and limitations of each source.</p> <p>#5 - Students will use technology skills including web 2.0 tools to produce, publish and update individual or shared products.</p> <p>#6 - Students will complete a semester long portfolio project and a summative reflective essay including a compare and contrast about two major themes, components or events using primary sources to support your position.</p>	<p>secondary sources connecting insights gained from specific details to an understanding of the contextual theme as a whole</p> <p>#3 - Students can collaborate and evaluate various explanations for actions or events and determine which explanation best accords with textual evidence.</p> <p>#4 - Students will gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively and assess strengths and limitations of each source.</p> <p>#5 - Students will use technology skills including web 2.0 tools to produce, publish and update individual or shared products.</p> <p>#6 - Students will complete a semester long portfolio project and a summative reflective essay including a compare and contrast about two major themes, components or events using primary sources to support your position.</p>
<p>Possible Key Products Current Events Notebook Portfolio 60 Minutes Interview Project Video Project (teacher chosen topic) Website (teacher chosen project)</p>	<p>Possible Key Products War Editorial Writing Activity Genocide Project Video Project (teacher chosen topic) Website (teacher chosen project)</p>

Possible Assessment tools (to be finalized 2015-2016)

Discovery DBQ - Primary Source Analysis

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Discovery DBQ - Primary Sources Analysis

JCS 11th Grade US History University Scope and Sequence

Course Goals	Major Student Outcomes
<p>Students will explore, analyze and interpret history through the use of multiple sources and make judgements about the relevant historical causes and outcomes of major periods in the United States. Focus will be on critical thinking and analysis of primary sources. Assignments will be weighted differently than Community.</p>	<p>Students will demonstrate understanding and skills through multiple and varied projects, writing activities and oral and written presentations.</p>
First Semester	Second Semester
<p>Content Themes:</p> <p>Growth of the Nation</p> <ul style="list-style-type: none"> ● American Revolution ● Manifest Destiny ● Civil War and Reconstruction <p>Becoming a World Power</p> <ul style="list-style-type: none"> ● Industrialization ● Imperialism ● Progressive Era/ Gilded Age ● World War I/Civil liberties 	<p>Content Themes:</p> <p>Global and Economic Conflicts</p> <ul style="list-style-type: none"> ● The United States Between the World Wars ● The 1930's: ● World War II and Foreign Affairs ● Post World War II Foreign Affairs: Cold War, Korea and Vietnam <p>Conflicts and Challenges at Home</p> <ul style="list-style-type: none"> ● Post World War II Foreign Affairs: Cold War, Korea and Vietnam ● Post World War II Domestic Issues: Civil Rights and the Great Society ● Looking Towards the Future
<p>Common Core Prioritized Standards</p> <p>RH.11.12.1 - 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.</p> <p>RH.11.2.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes</p>	<p>Common Core Prioritized Standards:</p> <p>RH.11.12.1 - 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.</p> <p>RH.11.2.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes</p>

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<p>Learning Targets</p> <p>#1 - Contextual Analysis - Students will analyze multiple primary source documents to determine the central idea of authors differing points of view</p> <p>#2- Students can cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the contextual theme as a whole</p>	<p>Learning Targets</p> <p>#1 - Contextual Analysis - Students will analyze multiple primary source documents to determine the central idea of authors differing points of view</p> <p>#2- Students can cite specific textual evidence to support analysis of primary and secondary sources connecting insights gained from specific details to an understanding of the contextual theme as a whole</p>

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#5 - Students will use technology skills including web 2.0 tools to produce, publish and update individual or shared products.

#6 - Students will complete a semester long portfolio project and a summative reflective essay including a compare and contrast about two major themes, components or events using primary sources to support your position.

#7- Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

#8- Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe.

#9- Students trace the rise of the U.S. to its role as a world power in the 20th century.

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#7 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government

#8 Students analyze the American participation in World War II.

#9 Students analyze United States foreign policy since World War II.

#10 Students analyze the economic boom and social transformation of post-World War II America.

#11 Students analyze the development of federal civil rights and voting rights

#12 Students analyze the major social problems and domestic policy issues in contemporary American society.

<p>Key Products:</p> <p>Primary source/Collaborative Analysis History Mosaic Website Current Events Notebook</p>	<p>Key Products:</p> <p>Research Paper AV Presentation (video, movie powerpoint, etc) Current Events Notebook</p>
<p>Assessment tools</p> <p>End of Semester Portfolio Final - Primary Source Analysis Activity</p>	<p>Assessment tools</p> <p>End of Semester Portfolio Final - Primary Source Analysis Activity</p>

JCS 12th Grade Economics University Scope and Sequence

Course Goals

In this course students will be introduced to fundamental economic concepts which will enable them to arrive at objective and rational determinations on economic issues as citizens, workers, consumers, business owners, managers, and members of civic organizations. Students will also explore the complexities of the U.S. economy and will gain an understanding of basic economic principles and concepts as they relate to the U.S. economy. Focus will be on critical thinking and analysis of primary sources. Assignments will be weighted differently than Community.

Major Student Outcomes

Students will demonstrate understanding and skills through multiple and varied projects, writing activities and oral and written presentations.

Major Content Themes

- I. Introduction to Economics
- II. The Market Economy; Supply and Demand
- III. Market Institutions: Business, Labor, and Banking
- IV. The National Economy: Productivity, Unemployment, and Inflation
- V. Public Policy and the National Economy: Fiscal and Monetary Policy
- VI. International Economy: Trade and Development

Common Core Prioritized Standards

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Learning Targets

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#6 - Students will complete a semester long portfolio project and a summative reflective essay including a compare and contrast about two major themes, components or events using primary sources to support your position.

#7 Students can explain common economic terms and concepts and economic reasoning.

#8 Students can analyze the elements of America's market economy in a global setting.

#9 Students can analyze the elements of America's market economy in a global setting.

#10 Students can analyze the elements of the U.S. labor market in a global setting.

#11 Students can analyze the aggregate economic behavior of the U.S. Economy.

#12 Students can analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States' borders.

Key Product Ideas (to be discussed and finalized in 2015-2016)

Case Studies
Current Events Notebook
Document Based Investigations
Project Based Assessments

Assessment tools (to be discussed and finalized in 2015-2016)

Final assessment

JCS 12th Grade Government Scope and Sequence University Finalized 2016

Course Goals

Students will explore, analyze and interpret government institutions and concepts through the use of multiple sources and make judgements about constitutional decisions that affect daily life. Focus will be on critical thinking and analysis of primary sources. Assignments will be weighted differently from Community.

Major Student Outcomes

Students will demonstrate understanding and skills through multiple and varied projects, writing activities and oral and written presentations.

Major Content Themes

- I. Foundations of American Government
- II. Political Behavior: Parties, Voting, Elections, Media, and Interest Groups
- III. The Legislative Branch – Congress
- IV. The Executive Branch - The President
- V. Bureaucracy / Finance / Foreign Policy
- VI. The Judicial Branch and Civil Liberties
- VII. State and Local Government

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#6 - Students will complete a semester long portfolio project and a summative reflective essay including a compare and contrast about two major themes, components or events using primary sources to support your position.

#7 Students can explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

#8 Students can evaluate issues regarding campaigns for national, state, and local elective offices.

#9 Students can evaluate and take and defend positions on the influence of the media on American political life.

#10 Students can discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law

#11 Students can discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers

#12 Students can analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

#13 Students can discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court. Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

#14 Students can evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

#15 Students can analyze and compare the powers and procedures of the national, state, tribal, and local governments

#16 Students can evaluate and take and defend positions on the influence of the media on American political life.

Key Product Ideas (to be discussed and finalized in 2015-2016)

Primary source/Collaborative Analysis
Current Events Notebook
Supreme Court Case Analysis
Elections Project
What if Project
Discovery Education Primary Source Analysis

Assessment tools (to be discussed and finalized in 2015-2016)

Final assessment