

Grade: 9

Subject: World History- Ancient Civilizations through 1450

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will:</p> <ul style="list-style-type: none">● Articulate orally and in writing the overarching historical narrative of ancient /traditional Greece, Rome, Europe, China, India, Africa, and the Americas● Analyze the political, economic, religious, social, intellectual, and artistic developments, issues, and achievements of the above● Develop critical thinking, reading, and writing skills● Develop greater proficiency in historical research	<p>Strategies for:</p> <ul style="list-style-type: none">● Reading: annotation of texts● Listening● Note-taking● Organization● Writing: paragraphs, essays, research papers● Public speaking● Identification of cause and effect● Use of primary and secondary texts:● Forming critical thinking questions	<p>Use of:</p> <ul style="list-style-type: none">● Daily class discussion● Documentaries, films, and short videos● Reading secondary and primary texts● Pairs and group work● Modeling of note-taking and annotating <p>Texts:</p> <ul style="list-style-type: none">● <i>World History</i>, Ellis and Esler; <i>Sources of the Western Tradition</i>, Perry, Peden, von Laue; <i>Documents in World History, Vol. I</i>, Stearns, Gosch, Grieshaber; <i>Western Civilization: Sources, Images, and Interpretations, vol. I</i>, Sherman. Multiple primary and secondary supplementary texts	<p>Use of:</p> <ul style="list-style-type: none">● Preparedness for class and participation● Written reflections● Paragraph responses● Expository essay tests● Oral presentations● Group work● Final Exam● Research paper, 5-7 pages (7-9 for Honors)

Grade: 10

Subject: U.S. History- 1787-Present

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will:</p> <ul style="list-style-type: none">• Articulate orally and in writing, as well as analyze, the political, economic, religious, social, intellectual, and artistic developments, issues, and achievements of United States history, specifically the early republic, slavery and the Civil War, westward expansion, women’s suffrage, WW I and II, the Dust Bowl and Great Depression, the Cold War, and the Civil Rights Movement• Develop critical thinking, reading, & writing skills• Develop greater proficiency in historical research	<p>Strategies for:</p> <ul style="list-style-type: none">• Reading: annotation of texts• Listening• Note-taking• Organization• Writing: paragraphs, essays, research papers• Public speaking• Identification of cause and effect• Use of primary and secondary texts• Forming critical thinking questions	<p>Use of:</p> <ul style="list-style-type: none">• Daily class discussion• Documentaries, films, and short videos• Reading secondary and primary texts• Pairs and group work• Modeling of note-taking and annotating <p>Texts:</p> <ul style="list-style-type: none">• <i>The Americans</i>, Danzer et al; multiple primary and secondary sources, including but not limited to: <i>Uncle Tom’s Cabin</i>; <i>The Worst Hard Time</i>; <i>What Hath God Wrought</i> (H); <i>Witness to America</i>, Stephen Ambrose and Douglas Brinkley	<p>Use of:</p> <ul style="list-style-type: none">• Preparedness for class and participation• History book project: Reading a full-length historical novel or book; connecting it to the historical time period• Written reflections• Paragraph responses• Expository essay tests• Oral presentations• Group work• Final Exam• Research paper, 7-9 pages (9-11 for Honors)

Grade: 11

Subject: U.S. Government

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will be able to:</p> <ul style="list-style-type: none">● Examine the constitutional underpinnings of the U.S. government, including separation of powers, checks and balances, federalism, theories of democratic government, and the influences for the formulation and adoption of the Constitution● Analyze the major institutions of the national government: Congress, the Presidency, the Federal Courts, and the Bureaucracy, as well as examine the relationships among these institutions and their linkage to the public, interest groups, political parties, the media, and state and local governments	<p>Strategies for:</p> <ul style="list-style-type: none">● Working individually, as well as collaborating with peers, to synthesize, produce, and disseminate information● Effectively communicating and presenting information orally, in writing, and through , multimedia presentations, and other forms of technology● Processing information through a variety of techniques (i.e. use of note taking skills, graphic organizers, proper sequencing, etc.)● Developing skills to help improve critical thinking ability● Reading for a specific purpose (i.e., detect cause and effect relationships,	<p>Use of:</p> <ul style="list-style-type: none">● Daily class discussions● Teacher led instruction● Student-led instruction● Small group assignments● Full class simulations● Video clips, documentaries, and other multi-media relevant to the material being studied● Current event assignments from varied sources and perspectives	<p>Use of:</p> <ul style="list-style-type: none">● Essays: comparative, persuasive, and analytical● Quizzes (vocabulary and content-based)● Exams: multiple choice, true/false, identification, and written responses● Multimedia and project-based assignments (i.e., Mock Congress, Mock Presidential Election, etc.)● Research papers

Grade: 11

Subject: U.S. Government

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<ul style="list-style-type: none">● Examine public policy and policy agendas, as well as understand the role of the major institutions of the national government in its formation and enactment● Analyze political beliefs and behaviors, including processes by which citizens learn about politics, the way citizens vote and participate in political life, factors that influence political beliefs and behaviors, and the role of public opinion in politics● Understand how political parties developed, function, are organized, and their effects on the political process● Examine the purpose of interest groups and their effects on the political	<p>compare and contrast information, identify fact vs. opinion, and author bias)</p> <ul style="list-style-type: none">● Conducting research by gathering, organizing, and evaluating the credibility and bias of information from a variety of sources● Using primary and secondary sources to analyze and interpret		

Grade: 11

Subject: U.S. Government

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>process</p> <ul style="list-style-type: none">• Recognize the functions and structure of the new media, as well as the impact that news media has on politics• Acquire a substantive knowledge of civil rights and civil liberties, as well as recognize the role of judicial interpretation and the impact the 14th Amendment has had on the development of these rights and liberties			

Grade: 11

Subject: AP U.S. Government and Politics

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will be able to:</p> <ul style="list-style-type: none">● Examine the constitutional underpinnings of the U.S. government, including separation of powers, checks and balances, federalism, theories of democratic government, and the influences for the formulation and adoption of the Constitution● Analyze the major institutions of the national government: Congress, the Presidency, the Federal Courts, and the Bureaucracy, as well as examine the relationships among these institutions and their linkage to the public, interest groups, political parties, the media, and state and local governments	<p>Strategies for:</p> <ul style="list-style-type: none">● Working individually, as well as collaborating with peers, to synthesize, produce, and disseminate information● Effectively communicating and presenting information orally, in writing, and through multimedia presentations, and other forms of technology● Processing information through a variety of techniques (i.e. use of note taking skills, graphic organizers, proper sequencing, etc.)● Developing skills to help improve critical thinking ability● Reading for a specific purpose (i.e., detect cause and effect relationships,	<p>Use of:</p> <ul style="list-style-type: none">● Daily class discussions● Teacher led instruction● Student-led instruction● Small group assignments● Full class simulations.● Video clips, documentaries, and other multi-media relevant to the material being studied● Current event assignments from varied sources and perspectives● Practice AP exams throughout the year and for review before the exams	<p>Use of:</p> <ul style="list-style-type: none">● Essays: comparative, persuasive, and analytical● FRQ's (Free Response Questions)● Quizzes (both "pop" and pre-assigned)● Exams modeled on the AP Exam (multiple choice worth 1/2 of the test and FRQs worth 1/2 of the test)● Multimedia and project-based assignments (i.e., Mock Congress, etc.)

Grade: 11

Subject: AP U.S. Government and Politics

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<ul style="list-style-type: none">● Examine public policy and policy agendas, as well as understand the role of the major institutions of the national government in its formation and enactment● Analyze political beliefs and behaviors, including processes by which citizens learn about politics, the way citizens vote and participate in political life, factors that influence political beliefs and behaviors, and the role of public opinion in politics● Understand how political parties developed, function, are organized, and their effects on the political process● Examine the purpose of interest groups and their effects on the political	<p>compare and contrast information, identify fact vs. opinion, and author bias)</p> <ul style="list-style-type: none">● Conducting research by gathering, organizing, and evaluating the credibility and bias of information from a variety of sources● Using primary and secondary sources to analyze and interpret● Preparing students to take the AP Exam on Tuesday, May 10, 2016		

Grade: 11

Subject: AP U.S. Government and Politics

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>process</p> <ul style="list-style-type: none">● Recognize the functions and structure of the new media, as well as the impact that news media has on politics● Acquire a substantive knowledge of civil rights and civil liberties, as well as recognize the role of judicial interpretation and the impact the 14th Amendment has had on the development of these rights and liberties			

Grades: 10-12

Subject: AP Economics (Microeconomics and Macroeconomics)

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will:</p> <ul style="list-style-type: none">● Examine common and key basic economic concepts vital to understanding both microeconomics and macroeconomics● Analyze the nature and function of the products market, including supply and demand, consumer choice, production costs, firm behavior and market structure, and the resource market (micro)● Understand what is market failure and the role of government, including externalities, public goods, public policies to promote competition, and income	<p>Strategies for:</p> <ul style="list-style-type: none">● Working individually, as well as collaborating with peers, to synthesize, produce, and disseminate information● Effectively communicating and presenting information orally, in writing, and through , multimedia presentations, and other forms of technology● Processing information through a variety of techniques (i.e., use of note taking skills, graphic organizers, proper sequencing, etc.)● Developing skills to help	<p>Use of:</p> <ul style="list-style-type: none">● Daily class discussions● Teacher led instruction● Student-led instruction.● Small group assignments● Full class simulations● Video clips, documentaries, and other multi-media relevant to the material being studied● Current event assignments from varied sources and perspectives● Practice AP exams throughout the year and for review before the exams	<p>Use of:</p> <ul style="list-style-type: none">● FRQ’s (Free Response Questions)● Quizzes (both “pop” and pre-assigned)● Exams modeled on the AP Exam (multiple choice worth 2/3 of the test and FRQs worth 1/3 of the test)● Multimedia and project-based assignments (i.e., creation of an economics music video, etc.)

Grades: 10-12

Subject: AP Economics (Microeconomics and Macroeconomics)

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>distribution (micro)</p> <ul style="list-style-type: none">Analyze measurements of economic performance, including national income accounts, inflation measurements and adjustments, and unemployment (macro)Develop an understanding of the financial sector, including money, banking and financial markets, the loanable funds market, and the role of the Fed and their control over the money supply (macro)Examine stabilization policies, including fiscal and monetary policy, and Philips curve (macro)	<p>improve critical thinking ability</p> <ul style="list-style-type: none">Applying economic analysis to a variety of real world situationsEngaging in extensive practice to learn how to generate, interpret, label, and analyze graphs to describe and explain economic conceptsPreparing students to take the AP Macroeconomics Exam on Wednesday, May 11, 2016, and the AP Microeconomics Exam on Friday, May 13, 2016		

Grades: 10-12

Subject: AP Economics (Microeconomics and Macroeconomics)

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<ul style="list-style-type: none">● Recognize the role of international trade and finance, including balance of payments accounts, foreign exchange market, and imports, exports, and financial capital flows (macro)● Apply economic analysis to a variety of world situations to improve their personal and civic decision-making skills● Apply and improve their personal and civic decision-making skills.			

Grade: 10-12

Subject: Moot Court

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will:</p> <ul style="list-style-type: none">● Be able to prepare and deliver an opening statement● Be able to prepare and conduct a direct examination● Be able to prepare for and conduct a cross examination● Be able to prepare and deliver a closing argument	<p>Strategies for:</p> <ul style="list-style-type: none">● Introduction of exhibits● Laying a proper foundation for evidence● Making and responding to objections	<p>Use of:</p> <ul style="list-style-type: none">● Identifying key constitutional, jurisdictional and procedural issues common to all moot court scenarios● Discussion/study of legal precedents to develop more sophisticated arguments● Dissection and argument of various moot court cases to hone fluency and adaptability	<p>Use of:</p> <ul style="list-style-type: none">● Class discussion/Socratic Seminar● Tests: multiple choice, short answer, essay● Persuasive presentation of various practice moot court scenarios by shifting combinations of student teams

Grade: 9-12

Subject: Headlines & Happenings

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<p>Students will:</p> <ul style="list-style-type: none">● Understand the field of journalism● Understand the ethical obligations of journalists● Understand the function of a free press in a democracy● Identify differences in news stories in print, on TV, and on social media● Identify differences in levels of research, bias, and reporting in different news sources● Expand knowledge of world events● Understand the 24 hour news cycle, agenda setting, framing the news	<p>Strategies for:</p> <ul style="list-style-type: none">● Close reading and annotation● Summarizing a text● Identifying bias● Identifying purpose and tone● Identifying rhetorical devices used by writer● Analysis of rhetorical devices and purpose to the rest of the piece● Writing and producing news stories in print and video● Articulating analysis and expression of ideas in written and oral expression● Conducting research	<p>Use of:</p> <ul style="list-style-type: none">● Close reading strategies, such as SOAPStone● Independent, pair, and small group work● Compare/contrast news stories on several news sources, including print, TV, and social media● Writing to learn● Research● Discussion-small group, whole class, Socratic Seminar● iMovie, and other digital media for recording and filming news stories● Video/audio/tweets● Guest speakers/field trips	<p>Use of:</p> <ul style="list-style-type: none">● Daily class discussions● Group work● Formative assessments-polls, ticket out the door, exit slip, write to learn, reflections● Essays-analytical, argument, synthesis● Presentations● Quizzes-multiple choice, short answer, essay● Rubrics for all assessments

Grade: 9-12

Subject: Headlines & Happenings

Department: Social Studies

Division: Upper School

LEARNING OBJECTIVES	SKILLS	INSTRUCTIONAL TECHNIQUES	EVALUATION
<ul style="list-style-type: none">● Develop close reading and annotation skills● Summarize texts of varying lengths● Develop skills of critical analysis● Communicate ideas logically in written and oral expression● Understand the rhetorical triangle in written and oral expression● Understand the function of rhetorical devices in oral and written expression● Report the news around campus, in Las Vegas, and in their communities	<ul style="list-style-type: none">● Precise writing	<p>Texts/Resources:</p> <ul style="list-style-type: none">● The Wall Street Journal, Twitter, PBS Newshour, MSNBC, CNN, Fox News, The New York Times, American Press Institute, Pew Research Center, Committee for Concerned Journalists	