

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
Quarter 1 Unit 1: 1491-1607 (2 weeks)	Key Concept 1.1: Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other. Key Concept 1.2: European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic. Key Concept 1.3: Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.	B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches. B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion. B.12.3 Recall, select, and analyze significant historical periods and the relationships among them. B.12.4 Assess the validity of different interpretations of significant historical events. B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty, form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments. B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.	Primary/Secondary Analysis Document analysis Expository, persuasive and DBQ essay practice Reading quizzes Unit test incl. new format AP US questions Class discussion Class debates Quarterly projects Content summary and comparison charts	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis 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.	Comparing Native American communities, contrasting colonial strategies, investigating context, cause and effect of the humble potato reading, Guns, Germs and Steel video excerpt, primary sources: differing accounts of Natives by Spanish missionaries, Crash Course video	<ul style="list-style-type: none"> Locate and interpret minor or subtly stated details in somewhat challenging passages Locate important details in more challenging passages Draw subtle logical conclusions in somewhat challenging passages Draw logical conclusions in more challenging passages Paraphrase virtually any statement as it is used in somewhat challenging passages Paraphrase some statements as they are used in more challenging passages Infer a central idea or theme in more challenging passages or their paragraphs Identify a clear central idea or theme in more challenging passages or their paragraphs Summarize key supporting ideas and details in more challenging passages Order sequences of events in somewhat challenging passages 	<p>Out of Many: A History of the American People, 6th ed. 2011, by Faragher et al., Prentice Hall</p> <p>Columbus - Hero or Villain? Felipe Fernandez-Armesto, History Today Volume: 42 Issue: 5 1992</p> <p>Excerpts from How the Potato Changed the World's History by William H. McNeill</p> <p>The French in the New World Library of Congress and the National Library of France</p>
Quarter 1 Unit 2: 1607-1754 (2 weeks)	Key Concept 2.1: Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. Key Concept 2.2: European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. Key Concept 2.3: The increasing political, economic, and cultural exchanges within the "Atlantic World" had a profound impact on the development of colonial societies in North America.	B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States. B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created. B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history. B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world. B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values.		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 (e.g., how Madison defines faction in Federalist No. 10). 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. 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.	Point of View analysis, reading of indentured servant contract and primary account of slave's life, contrasting views of Locke and Hobbes, listening to famed sermons of the Great Awakening, slave uprising reading	<ul style="list-style-type: none"> Understand implied or subtly stated comparative relationships in somewhat challenging passages Identify clear comparative relationships in more challenging passages Understand implied or subtly stated cause-effect relationships in somewhat challenging passages Identify clear cause-effect relationships in more challenging passages Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages 	<p>ASlave Resistance James H. Sweet University of Wisconsin-Madison</p> <p>A Firsthand Account of a Slave's Voyage to the Americas, Olaudah Equiano (excerpted)</p> <p>Second Treatise on Government, by John Locke (excerpts)</p> <p>Leviathan , Thomas Hobbes, (excerpts)</p>
Quarter 1 Unit 3: 1754-1800 (2 weeks)	Key Concept 3.1: Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States. Key Concept 3.2: In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial systems across the Atlantic World. Key Concept 3.3: Migration within North America, cooperative interaction, & competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, & led to contests over the creation of a multiethnic, multiracial national identity.	B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war. B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world		Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	Compare Albany Plan to Constitution, Developing cause and effect of British Acts and American responses, watch School House Rock videos and Crash Course videos, Debate whether the colonies should become independent from Britain, examine theory of revolution by Crane Brinton, compare US revolution to French and Haitian, connect rights in the first 10 amendments to British gov. behavior before and during the Revolution, debate views of Federalists and Anti-Federalist	<ul style="list-style-type: none"> Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle Analyze how one or more sentences in more challenging passages relate to the whole passage Infer the function of paragraphs in somewhat challenging passages Identify a clear function of paragraphs in more challenging passages Analyze the overall structure of more challenging passages 	<p>Albany Plan of Union, from Leonard Larrabee, ed., Papers of Benjamin Franklin</p> <p>Common Sense, Thomas Paine, 1776 (excerpts)</p> <p>Declaration of Independence, 1776</p> <p>Articles of Confederation, 1781, (excerpts)</p> <p>Declaration of the Rights of Man and Citizen, 1789 (excerpts)</p> <p>The US Constitution, 1789</p> <p>Federalists Papers, James Madison, c. 1788 (excerpts)</p>

<p>Quarter 2: Unit 4 1800-1848 (2 weeks)</p>	<p>Key Concept 4.1: The United States developed the world's first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and to reform its institutions to match them</p> <p>Key Concept 4.2: Developments in technology, agriculture, and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.</p> <p>Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.</p>		<p>Primary/Secondary Analysis</p> <p>Document analysis</p> <p>Expository, persuasive and DBQ essay practice</p> <p>Reading quizzes</p> <p>Unit test incl. new format AP US questions</p> <p>Class discussion</p> <p>Class debates</p> <p>Quarterly projects</p> <p>Content summary and comparison charts</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p> <p>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>Review of the requirements of Expository essays for CB.</p> <p>Investigation of Supreme Court cases in this era related to the growth of Federal power.</p> <p>Review of material by playing "Taboo" – guessing vocabulary terms without using key terms to describe them.</p>	<ul style="list-style-type: none"> Analyze how one or more sentences in more challenging passages offer reasons for or support a claim Infer a central claim in somewhat challenging passages Identify a clear central claim in more challenging passages Draw logical conclusions using information from two informational texts Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) Compare or combine data from a complex data presentation 	<p>Out of Many: A History of the American People, 6th ed. 2011, by Faragher et al., Prentice Hall</p> <p>Marbury v. Madison (1803) summary of case</p>
<p>Quarter 2: Unit 5 1844-1877 (2 weeks)</p>	<p>Key Concept 5.1: The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.</p> <p>Key Concept 5.2: Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</p> <p>Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p>			<p>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.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the</p>	<p>Read sample student essays from CB to practice applying the rubric for short essays.</p> <p>Art analysis: "American Progress" by John Gast, 1872</p> <p>Analyze election results from the 1848 election, examining causation.</p>	<ul style="list-style-type: none"> Determine how the values of variables change as the value of another variable changes in a complex data presentation Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data Analyze presented information when given new, simple information Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text 	<p>Crash Course videos</p> <p>The Making of Milwaukee video series by John Gurda</p> <p>Ken Burns' documentary, the Civil War (episode: A House Divided)</p> <p>Dred Scott case summary (1857)</p>
<p>Quarter 2: Unit 6 1865-1898 (2 weeks)</p>	<p>Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Key Concept 6.2: The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.</p> <p>Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</p>				<p>- Students will write DBQ's on the role of immigration in this era and the rights of workers vs. big businesses.</p> <p>- Students will analyze a Thomas Nast cartoon on Chinese immigration (1871 – Harper's Weekly)</p> <p>- Students will contrast the views of Twain and Beveridge regarding US actions in the Philippines.</p> <p>- Students will compare the role of the media in society at the turn of the Century, ala Muckrakers and Sinclair's The Jungle, with the media's role today.</p>	<ul style="list-style-type: none"> Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why 	<p>Ken Burns' documentary, The Civil War</p> <p>Lincoln's Gettysburg Address, 1863</p>