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: Review AP US part 1 (3 weeks)	All Key Concepts from AP US part 1 periods 1 & 2 (1491-1754)	8.1.1 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 8.1.2 Analyze primary and secondary sources related to a historical question to evaluate the credibility of information, integrate new information with prior knowledge, and come to a reasoned conclusion 8.1.3 Recall, select, and analyze significant historical periods and the relationships among them 8.1.4 Assess the validity of different interpretations of significant historical events 8.1.5 Gather various types of historical evidence, including visual and quantitative data, and evaluate its relevance, accuracy, validity, liberal and under, region and nation, individual and community, line and consistency diversity and unit duty form a reasoned conclusion in the light of other possible conclusions, and develop a coherent argument in the light of other possible arguments 8.1.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.	Primary/Secondary Analysis Document analysis Dopository, 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, Synthesis, Use 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, Developing cause and effect of British Acts and American responses, debate views of Federalists and Anti-Federalist Review of the requirements of essays for CB,	• 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 somewhat 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	Out of Many: A History of the American People, 6th ed. 2011, by Faragher et. al., Prentice Hall
Quarter 1 Unit 2: Review APUSH 1 part 2 (2 weeks)	Review all info from APUSH 1 periods 3 & 4 (1754-1844)	8.1.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States. 8.1.7 Identify major workof 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 8.1.8 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 Western, United States, and world history 8.1.9 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 8.1.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact these 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., Jane Addams defines Factions 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.	Review of the requirements of essays for CB, Understand the role of diffusion in the inclusion of African-American culture into the larger American culture of the South, analyze the causes of the American Civil War	*• 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* *• Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings*	*Out of Many: A History of the American People, 6th ed. 2011, by Faragher et. al., Prentice Hall*
Quarter 1 Unit 3: Review APUSH 1 Pt. 3 (2 weeks)	All Key Concepts from AP US part 1 periods 5 & 6 (1844-1898)	8.1.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war 8.1.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin 8.1.13 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 8.1.15 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 8.1.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected 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.	Students will watch The Making of Milwaukee video chapters regarding the city's growth in the 19th and early 20th Century and compare it to that of other cities in the era, looking for common contextual causes such as industrialization and immigration. - Students will discuss the changes in the number of African-Americans in Congress as shown on a graph in the text (pg. 701) and how it reflects the larger pattern of post-Reconstruction discrimination. Students will attempt to define the end of the Reconstruction era through the views of Booker T. Washington and W.E.B. Du Bois as it pertained to the rights of African-Americans.	*• 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* *• Infer a purpose in somewhat challenging passages and how that purpose shapes content and style* *• Identify a clear purpose of more challenging passages and how that purpose shapes content and style* *• Understand point of view in more challenging passages*	*Herbert Spencer – Social Darwinism (excerpts) (1857)* *William B. Farwell, The Chinese at Home and Abroad (1885)* *George Engel, Address by a Condemned Haymarket Anarchist (1886)* *Adna Weber, The Growth of Cities in the Nineteenth Century (1899)* *Mark Twain, The Gilded Age (excerpts) (1873)* *Edward Bellamy, Looking Backward (excerpts) (1888)* *The Morrill Act (1862)* *Interstate Commerce Act (1887)* *Booker T. Washington, Atlanta Exposition Address (1895)* *W.E.B. Du Bois, Of Mr. Booker T. Washington and Others (excerpts) (1903)* *T. Jackson Lears, The Gilded Age* *Elliot West, American Indians and the Transcontinental Railroad*
Quarter 2 Unit 4: Progressive Era (2 weeks	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. Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.	8.1.17 Identify historical and current issues in which national interests and global concerns have seemed to be opposed and analyze the issues involved 8.1.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world			- Students will write DBQ's on the role of immigration in this era and the rights of workers vs. big businesses. - Students will analyze a Thomas Nast cartoon on Chinese immigration (1871 – Harper's Weekly) - Students will contrast the views of Twain and Beveridge regarding US actions in the Philippines. - Students will compare the role of the media in society at the turn of the Century, aka Muckrakers and Sinclair's The Jungle, with the media's role today. - Students will translate Kipling's White Man's Burden into contemporary language, then identify the specific causes behind Kipling writing the poem and effects the poem had upon publication.	• 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 • 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	Albert Beveridge, "The March of the Flag" (1898) William McKinley, "Decision on the Philippines" (1900) Mark Twain, Incident in the Philippines (1924) Jane Addams, Twenty Years at Hull House (excerpt) (1910) Upton Sinclair, The Jungle (excerpts) (1906) Mary Antin, The Promised Land (1912) National Woman Suffrage Association, Mother's Day Letter (1912)
Quarter 2 Unit 5: World War I and the 1920's (3 weeks)	Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.				- Students will analyze graphs showing trends in immigration to the US from 1860-1930 (pg. 819 in the text) - Students will analyze a graph showing trends in the Great Migration of African-Americans and compare the data with the article Jim Crow and the Great Migration - Students will look at a collection of World War One propaganda posters and attempt to evaluate them for source, audience etc. - Students will analyze a political cartoon called New Diplomacy (1905) in an attempt to discern US policy as well as the audience, purpose etc. - Students will analyze a map of US involvement overseas in the late 19th Century/early 20th (pg. 707 in the text) and read Kipling's White Man's Burden. They will attempt to use the poem to find causes and/or effects reflected on the map. - Students will read Dulce et and "Why should we march?" (both above) and compare the authors' attitudes on war.	• 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 • Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why	Rudyard Kipling, "White Man's Burden" (1899) William Howard Taft, Dollar Diplomacy, (1912) Woodrow Wilson, The New Freedom (excerpts) (1913) Wilfred Owen, Dulce et Decorum Est (1917) F.J. Grimke, Address to African-American Soldiers (1919) Letters from the Great Migration, (1917) Woodrow Wilson, Fourteen Points (1919) The Immigration law of 1924 Court statements of Sacco and Vanzetti, (1927) Jennifer D. Keene, World War One Jonathan Scott Holloway, Jim Crow and the Great Migration Phillip Lopate, Immigrant Fiction: Exploring American Identity
Quarter 2 Unit 6: The Great Depression and World War II (3 weeks)	Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world				- Students will watch clips from The Grapes of Wrath, looking for signs of things they have learned were prevalent in the Great Depression or related to the Dust Bowl. - Students will evaluate works of art created by the WPA (including local examples) in an effort to determine purpose, audience etc. Students will debate the contextual causes for Japanese internment during World War Two by reading Exec. Order 9066 (above) and accounts of the event. - Students will examine images such as the "Rosie the Riveter" poster, to evaluate the intended audience, purpose etc. - Students will look at Gallup polls from before and after the attack on Pearl Harbor to gauge the impact that pre-War events had on public opinion and what the effects on public opinion were of various events worldwide.		Franklin Roosevelt, Fireside Chats (excerpts) (1930's) Huey Long, Our Share of Wealth (excerpt) (1935) John Maynard Keynes, The General Theory (excerpts) (1936) The Social Security Act (1935) Albert Einstein, Letter to President Roosevelt (1939) FDR, The Four Freedoms (1941) Executive Order 9066 re: Japanese Internment, (1942) A. Philip Randolph, "Why should we march?" (1942) Allan M. Winkler, The World War Two Homefront Anthony J. Badger, The Hundred Days and Beyond: What did the New Deal Accomplish?