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 3 Unit 7: The Cold War (3 weeks)	Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	8.12.1 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 8.12.2 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 8.12.3 Recall, select, and analyze significant historical periods and the relationships among them 8.12.4 Assess the validity of different interpretations of significant historical events 8.12.5 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 8.12.6 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.	. Students will watch clips of popular TV shows (The Dick Van Dyke Show, I Love Lucy etc.) from the 1950's and 60's and compare them to the shows of today to see how social and media norms have changed. - Students will watch clips of key moments in the evolution of politics on TV, such as the Kennedy/Nixon debate of 1960, and Nixon's "Checker's speech" - Students will compare excerpts from The Feminine Mystique and "Young Mother" (both, above) to examine views about women's rights in the era. - Students will examine a graph of the size of the Executive Branch of government to examine the evolving role of the Federal government in peoples' lives, relating to rights and entitlement programs.	• 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 George F. Kennan , the X Article (excerpts) (1947) The Marshall Plan (excerpts) (1947) Reagan's testimony before HUAC, (1947) Joseph McCarthy, Wheeling West Virginia Speech, (1950) Ladies Home Journal, "Young Mother", (1956) NSC memo 68 re: containment, (1950) Pete Seeger, Little Boxes, (1962) Betty Friedan, The Feminine Mystique (excerpts) (1963) John F. Kennedy, Inaugural Address, (1961) Elaine Tyler May, Cold War, Warm Hearth Malcolm Byrne, Iran and the United States in the Cold War
Quarter 3 Unit 8: Civil Rights and the Vietnam War (3 weeks)	Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	8.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States 8.12.7 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 8.12.8 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 8.12.9 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 8.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact 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., 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.	Students will look at political cartoons (like the one on pg. 1026 of the text) to try and explain the role the Cold War played in motivating the US government to address Civil Rights - Students will watch clips of Hail, Hail Rock n Roll (Chuck Berry biopic) to evaluate what caused changes to occur in popular American music and what effects were among the results, particularly with race playing a role in causes and effects. - Students will compare "The Southern Manifesto" and the Supreme Court Brown decision - Students will debate if and when the Civil Rights movement ended as a form of periodization.	*• 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*	*Brown v. Board of Education decision (excerpts) (1954)* *The Southern Manifesto (excerpts) (1956)* *Malcolm X, Autobiography (excerpts) (1965)* *LBJ, The Tonkin Gulf Resolution Message, (1964)* *LBJ, The War on Poverty (excerpts) (1964)* *Stokely Carmichael, Black Power (excerpts) (1967)* *NOW Statement of Purpose (1966)* *Cesar Chavez, He Showed Us the Way (excerpts) (1978)* *Richard Nixon, Peace With Honor speech (1973)* *Clarence Taylor, Civil Rights Leadership and the 1964 Civil Rights Act* *Brian Ward, "People Get Ready": Music and the Civil Rights Movement of the 1950s and 1960s*
Quarter 3 Unit 9: The 1970's to 1990's (3 weeks)	Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	8.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war 8.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin 8.12.13 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 8.12.15 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 8.12.16 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 evaluate a map of New York City neighborhoods by the number of foreign born citizens (pg. 1151 of the text) to discuss changes to American identity. - Students will discuss changes and continuities in the socio-economic status of people in the United States from the Depression to the 1990's, using graphs in the text (pgs. 850, 950, 1117-1118) and trying to connect these trends to larger economic patterns and forces. - Students will analyze Gallup polls on Americans' attitudes towards the ERA amendment and abortion rights in context of the larger changes occurring nationwide regarding women's rights as a whole. - Students will debate the possible periodizations for the Conservative movement in America.	*• 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*	*Jimmy Carter, Crisis of Confidence speech (1979)* *Roe v. Wade decision (excerpts) (1973)* *Ronald Reagan, First Inaugural address, (1981)* *Paul Roberts, The Supply Side Revolution (excerpt) (1984)* *Ronald Reagan, Address to the National Assoc. of Evangelicals (1983)* *Gil Troy, The Age of Reagan*
Quarter 4 Unit 10: The US since 1988 (3 weeks)	Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.	8.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved 8.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world			Students will compare the election of 1876 with the election of 2000 for the Constitutional Issues involved. - Students will debate the causes of 9/11 and the ensuing war on terror as one of the many outcomes. - Students will compare the views of Zakaria and Huntington (above) regarding the post-Cold War political climate, and the interpretation of these historians. - Students will analyze President Obama's speech (above) regarding race in America for evidence of purpose, audience etc.	• 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	George H. W. Bush, Address to the Nation re: the Gulf War (1991) George W. Bush, Address to the Nation re: September 11, 2001 (2001) Barak Obama, Speech regarding race, Philadelphia (2008) Mark Anthony Neal, Pop Music and the Spatialization of Race in the 1990s Kevin Rozario, Disasters and the Politics of Memory James Gormly, Hanging by a Chad—or Not: The 2000 Presidential Election Fareed Zakaria, The Post-American World (excerpts) Samuel Huntington, The Clash of Civilizations (excerpts)
Quarter 4: Unit 11 Review for the AP Exam (3 weeks)	All Key Concepts from both semesters				Review of the entire AP US curriculum	• 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	Review of chosen sources deemed most critical to understanding the content for the AP Exam
Quarter 4: Unit 12 America's Future (2 weeks)	Concepts connected to themes in America's future				Students will create presentations based on extrapolating themes and patterns of the past into the future.		Sources chosen by students to exemplify their predictions of the future.