

Economics 1 - 11th Grade

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
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| Quarter 1-2 | <p>Unit 1: Basic Economic Skill: -When was economics "invented"? Where was it invented and why? What is the History of Money and Banking? -Definition economics: TINSTAAFL, 3 Basic Economic Questions, 4 Factors of Production, What Economists Do, Division of Labor, Utility, Wealth, Economic interdependence. Economic Decision: -Trade Offs/ Cost Benefit Analysis, Opportunity Cost Economic Systems: -Economic Systems, Economic Activity Circle -What are the goals of free enterprise? -What is Socialism? What is Capitalism? What are the benefits of Capitalism?</p> | <p>Wisconsin State Standards: D.12.1, D.12.2, D.12.4, D.12.6 and D.12.9</p> | <p>Section Review Questions (pg.10,19,25,28.) -Quiz on Needs and Wants Tree Map on Factors of production -Entrepreneur Research Map and Bubble Map Chapter Test on What is Economics? -Bridges Map on the major types of Economic Systems Quiz on economic systems Critical Thinking Activity: Cause and Effect in the market economy Section review questions (pg. 40, 46, 50, 55, 58) -Chapter Test on Economic Systems -Project -Selected Alternative Readings and Questions -Tests on Individual Concepts Discussion</p> | <p>The student will demonstrate an understanding of scarcity and how choice impacts the economic activity of individuals, families, communities and nations and of the sources of income and growth in a free-enterprise economy.</p> | <p>Note Taking -List the 4 factors of Production in an economic activity. -Discussion of topics of scarcity, opportunity costs, and factors of production. -Complete analysis of scarcity. -Flow map on opportunity costs, marginal costs, and marginal benefits, including trade-offs. -Completion of comparison and analysis of the four factors of production and specialization. -Discussion on the three basic economic questions. Analysis of the major types of economic decisions and their differences. -Explanation of the importance of private property, profit incentive, and competition in the American economy. -Discussion</p> | <p>Textbook: Economics Today and Tomorrow (ch1-2) PowerPoint -ANWR Drilling Reading Economic Internet Articles Experience Economics -Junior Achievement</p> |
| Quarter 2-3 | <p>Unit 2 - Practical Economics: Your Role as a Consumer: Identify and evaluate sources and examples of consumer's responsibilities and rights. -What are some buying principles and strategies? -What is consumerism? Going into Debt: -What is credit? -Why do people use credit? -What are some different types of financial institutions? -What are charge accounts and credit cards? -What are finance charges and APRs? -How to apply for credit. What are your responsibilities as a borrower? -What is the role of government regulation of credit? -What laws protect the borrowers? What is bankruptcy? -What kinds of bankruptcy laws exist? -What is comparison shopping?</p> | <p>Wisconsin State Standards: D.12.1, D.12.7 and D.12.4</p> | <p>Paragraph Economic Analysis: Students apply basic knowledge of economics to a current event to demonstrate understanding. -Multi-flow Map on Buying Strategies -Creation of Informative and Competitive Advertisements -Your Role as Consumer Quiz -Section Review Questions (Ch3-4) Chapter Test on Your Role as Consumer -Debt and Credit Quiz -Fill in Blank Credit Application - List of services provided by the US Government for the benefit of Economy Quiz -Chapter Test on Going into Debt -Project -Selected Alternative Readings and Questions -Tests on Individual Concepts -Midterm Exam Discussion</p> | <p>The student will demonstrate: an understanding of personal economic decision making to maximize the benefits of personal income, an understanding of the sources of income and growth in a free-enterprise economy and an understanding of personal economic decision making to maximize the net benefits of personal income.</p> | <p>Discussion on an individual's role as a consumer. -Description of the two types of income and the decision making process. Investigation of the advertising, comparison shopping in today's market, and the rights and responsibilities of modern consumers. -Research groups that are available to aid consumers in their decision making. Explanation of the importance and uses of going into debt in consumer decisions and the available credit choices. -Investigation of the factors that establish credit ratings, loans, and the responsibilities of borrowers. Analysis of the decision make process of buying necessities, such as food, clothing and housing. -Discussion</p> | <p>Textbook: Economics Today and Tomorrow (Ch.3-4) PowerPoint -Economics Cartoons: <i>Buyer Beware and Consumer; A Tough Role</i> Guided Reading Worksheets -Tree map on the types of financial institutions Vocabulary Crossword -Junior Achievement</p> |
| Quarter 3-4 | <p>Unit 2: Practical Economics: Buying the Necessities: Comparing clothing value. Should you buy or rent your home? What are renter rights and renter responsibilities? -How to buy a home. -How to buy a car. -How to operate a car (maintenance, repair, insurance, etc.) Saving and Investing: -Why save? -What are saving accounts and time deposits? -What are stocks and bonds? -What are stock markets and bond markets? -How to invest for retirement. How much should you save and invest?</p> | <p>Wisconsin State Standards: D.12.1 and D.12.4</p> | <p>Tests on Ch. 5 -Comparison Shopping Quiz -Renter Rights and Responsibilities Quiz Auto Rate Factors Quiz -Test on Ch. 6 -How and Where to Save Quiz -Stocks and Bonds Quiz -Section and Chapter Reviews -Flow Maps Involving: Depreciation, Savings/Deposits, Retirement Plans -Project -Tests on Individual Concepts Discussion -Quiz on Selected Readings</p> | <p>Students will demonstrate: an understanding on how scarcity is the basic economic problem that requires people to make choices about how to use limited resources and how governments and institutions help participants in a market economy accomplish their financial goals.</p> | <p>Note Taking -Investigate what the costs of owning a car are. -Discuss what a budget is. -Complete a personal budget plan. -Analyze the ways you can shop wisely Complete a cost benefit analysis for grocery shopping at multiple stores. -Discuss reasons for savings. -Analyze the best way to save. -Compare and Contrast different saving methods. Investigate the risk involved with the different types of savings. -Discuss current events and how they relate to concepts in the unit. Rent or Buy Activity</p> | <p>Textbook: Economics Today and Tomorrow (Ch. 5-6) PowerPoint -Newspaper/Internet -Video on Stock Market Crash(s)</p> |

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| <p>Quarter 4</p> | <p>Unit 3: Microeconomics; Markets, Prices, and Business Competition Demand and Supply : -What is supply and demand? -What is the marketplace? -What is the law of demand? Business Organizations: -</p> | <p>Wisconsin State Standards: D.12.7, D.12.8, D.12.10 and D.12.11</p> | <p>Test on Chapter 7 -Students create a demand schedule curve for a product of their choosing -Students create a supply schedule for a product of their choosing -Demand Quiz -Supply Quiz -Section Review Questions (Ch.7-8) - Supply and Demand Flow Maps -Discussion -Project -Test on Ch.8 -Paragraph Economic Analysis: Student applies basic knowledge of economics to a current event to demonstrate understanding -Starting a Business Quiz -Corporation v. Franchise Quiz -Test on Individual Concepts</p> | <p>The student will be able to: list in writing the three forms of business organizations in the U.S. economy and summarize the advantages and disadvantages of each, identify multinational corporation and conglomerates, define microeconomics in writing and examine demand schedules and demand curves, describe in writing factors that affect quantity demand and affect demand, can explain in writing and verbally the concept of elasticity and apply it to demand, can apply in writing the three questions and total expenditures test to determine the elasticity of demand, can analyze verbally the importance of elasticity to business and the impact technology plays in elasticity.</p> | <p>Partner discussion/Classroom Discussion -Students research and create a PowerPoint presentation about a corporation -Students read newspaper for current event and summarize the event then analyze the economic significance of the event -Discuss events in class -Students create a demand schedule curve using nutty bars</p> | <p>Textbook: <i>Economics Today and Tomorrow</i> (Ch.7-8) -Newspaper -PowerPoint -Internet -Selected Outside Readings -Worksheets</p> |
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Macroeconomics (12th Grade)

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
|-----------|--|--|---|--|--|---|
| Quarter 1 | Unit 1: Learning, Earning and Investment | WI State Standards: SS.D.12.12, SS.D.12.9, SS.D.12.9 | Homework, Quizzes, and Tests -Observations during discussion -Stock Market project | Define saving -Identify reasons why people save - Compare simple and compound interest -Apply the Rule of 72 to calculate the amount of time it takes for saving to double -Analyze various investments to identify similarities and differences -Define risk, reward and liquidity -Distinguish between types of investment -Define and give examples of human capital -Define and give an example of opportunity cost -Identify some advantages/disadvantages of owning stocks/bonds -Explain ways in which stockholders can reduce risk - Understand the language associated with the financial markets | Various activities and simulations dealing with buying and selling stocks/bonds - Stock Market Simulation | <i>Learning, Earning, and Investing</i> textbook - Wisconsin SMS |
| Quarter 2 | Unit 2: -Economic Institutions and Issues Macroeconomics: Performance and Stabilization | WI State Standards: SS.D.12.9, SS.D.12.12, SS.D.12.6, SS.D.12.5 | Homework, Quizzes, and Tests -Students will work in Collaborative groups and create their own governing state. -GDP questions from CIA factbook | Evaluate the ways the government currently raises revenue and proposed reforms. -Compare discretionary and mandatory spending, and categorize spending items into each. -Describe the organization and role of financial markets and consider their influence on American society. -Differentiate between the methods of measuring economic performance and assess how accurate the methods are at measuring the health of the economy. -Explanation of how the role of marketing has changed in the United States -Evaluation of the importance of production identification and how companies decide where to sell their products | Graphic organizers-criteria for effective taxes, taxes, principles of taxation, spending, financial assets, Venn diagram on types of IRAs -Identify reasons for the income gap -Graphs-Tax Incidence, Government Spending, and Circular Flow - Differentiated Instruction—debate on tax equity -Critical Thinking—Compare/Contrast family budgeting with Congressional budgeting Expenditure Model with Income Approach - Collaborative Learning—Role play on how taxes affect different members of the community -Role play- Congress voting on budget | <i>Economics Today and Tomorrow</i> (Chapters 10-12) |
| Quarter 3 | Unit 3: The Nations Economy | WI State Standards: SS.D.12.9, SS.D.12.12, SS.D.12.6, SS.D.12.5 | Homework, Quizzes, and Tests -Observations during discussion -Draw and label the business cycle, indicate areas of high and low inflation and high and low unemployment on it, and describe historical time periods that correspond to each phase- Roaring 20's peak, Great Depression, trough, etc... | Describe the phases of the business cycle and its possible causes. -Locate the areas of possible high and low inflation and unemployment -Trace the evolution of money. - Evaluate the roll of the banking and Federal Reserve system. -Compare and contrast monetary and fiscal policies, and apply policies to current economic conditions. - Explanation of the functions, types, and characteristics of money used in economies -Description of the development, services, and influences of banking in today's economy -Study the roles of governments on the U.S. Economy (property rights, public goods, regulations, and redistributions) -Analysis of the organization and function of the U.S. Federal Reserve | Graphic organizers-factors that cause changes in the business cycle, causes and effects of inflation, money, timeline of the history of banking, structure of the Fed, monetary and fiscal policy -Graphs-Business Cycle, unemployment, AD/AS Model -Differentiated Instruction—research on the FDIC -Read excerpts from <i>Hard Times: An Oral History of the Great Depression</i> or <i>Grape of Wrath</i> and discuss - Critical Thinking—Assessing impact of trough -Drawing Conclusions about competition and aggregate demand Collaborative Learning—Creating your own market basket and calculating inflation p.362 | <i>Economics Today and Tomorrow</i> (Chapters 13-17) |

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| <p>Quarter 4</p> | <p><u>Unit 4:</u> The International Scene</p> | <p>WI State Standards: SS.D.12.8</p> | <p>Homework, Quizzes, and Tests -Observations during discussion -Present a speech as if the president of a nation with debates for and against tariffs on the computer industry; CAFTA debate -Participate in an international economic development conference. -Collaborate on a Global Economy Factbook to educate fellow students on the world economy.</p> | <p>Judge the importance of international trade, foreign exchange, and the interdependence among nations. - Analyze the problems of economically developing countries. -Describe significant global challenges and recommend possible solutions. -Analysis of the International Trade scene -Summary of the outcome of global trading and the effects of trading and the regulations put on the foreign exchange market -Demonstration of the patterns of global economic activity and their impact on culture and developing economies</p> | <p>Graphic organizers- absolute & comparative advantage, trade deficit, stages of economic development, globalization affects, global problems, decision making -Graphs-specialization, foreign exchange rates, gross national income, European Union, COMESA, world population growth rate - Differentiated instruction-chapter specific -Projects/Simulations-analyzing world trade, research WTO</p> | <p><i>Economics Today and Tomorrow</i> (Chapters 18-20)</p> |
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Anthropology

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
|-----------|---|---|---|--|--|---|
| Quarter 1 | <p>Introduction, Culture and Race, Methods of Investigation and the Development of Anthropological Thought:</p> <ul style="list-style-type: none"> The subfields of anthropology Defining culture and cultural knowledge: norms, values, symbols, classifications of reality and world views; and race The cultural construction of race Anthropological approaches: Holistic, Comparative, and Relativistic Cultural relativism and ethnocentrism Cultural universals Biological determinism Ethnographic fieldwork, problems in research, Ethnohistory and comparative methods. Nineteenth century origins Twentieth century | WI State Standards: E.12.1, E.12.2, E.12.3, | <ul style="list-style-type: none"> Participation Small group presentations Graded discussions Baraka essay Reading questions Film questions Graded debates Vocabulary quiz Descriptive observations Test Bibliography Research Proposal Tutorial | <p>Students will:</p> <ul style="list-style-type: none"> Explore and define the meaning of the words culture and race and their implications. Develop an understanding of the historical implications of the term race. Compare subfields of anthropology with anthropological approaches. Develop an understanding of role division in group projects. Read and analyze varying perspectives on the topic of cultural relativism and ethnocentrism. Develop a personal opinion on the topic. Discuss and debate opinions of cultural relativism, ethnocentrism, the cultural | <p>Students will:</p> <ul style="list-style-type: none"> Read and evaluate text to develop overall familiarity with the topic of anthropology. Create a method to present information in an engaging and educational manner. Present knowledge and research on the subfields of anthropology to the class. Observe multiple real life situations without undue/interpretation and evaluation. Discussion Group Work Research Project | Textbook: <i>Anthropology</i> (Chapters 1-8) |
| Quarter 2 | <p>Language, Adaptation & Exchange:</p> <ul style="list-style-type: none"> Human vocal tract Properties of language: multimedia, discreteness, arbitrariness, productivity, displacement. How language works: grammar, dialects, phonology, tone languages, morphology Language and cultural classifications of reality. Language as a reflection of culture Language and world views Social uses of speech Communication simulation Cross-cultural communication Linguistic anthropology Non-verbal communication The language of clothing Human adaptation Hunting and gathering Domestication Agriculture Intensive agriculture and its consequences | WI State Standards: E.12.1, E.12.5, E.12.10, E.12.11, E.12.13, E.12.17, | <ul style="list-style-type: none"> Participation Graded discussions Nlai essay Reading questions Film questions Vocabulary quiz Descriptive observations Test Language Paper Adaptation Paper Exchange in Economic Systems Paper | <p>Students will:</p> <ul style="list-style-type: none"> Human vocal tract Properties of language: multimedia, discreteness, arbitrariness, productivity, displacement. How language works: grammar, dialects, phonology, tone languages, morphology Language and cultural classifications of reality. Language as a reflection of culture Language and world views Social uses of speech Communication simulation Cross-cultural communication Linguistic anthropology Non-verbal communication The language of clothing Human adaptation Hunting and gathering Domestication Agriculture Intensive agriculture and its consequences horticulture and its | <p>Students will:</p> <ul style="list-style-type: none"> Listen, take notes and discuss presentation from Speech Pathologist Discussion Complete a Cultural Map Research Project Have a conversation using nonverbal communication | Textbook: <i>Anthropology</i> (Selected readings from 14-24) |
| Quarter 3 | <p>Religion, Rituals with the Supernatural, Art and the Aesthetic:</p> <ul style="list-style-type: none"> Definitions and theories of religion Myths, ritual, supernatural powers Supernatural intervention Supernatural explanations of misfortune: sorcery, witchcraft. Varieties of religious organization: individualistic, shamanistic, communal, ecclesiastical. Revitalization movements: prophets, revelations Jude-Christian mythology Pervasiveness of art Forms of artistic expression: body, visual, performing Secular and religious art Art and gender Social functions of art | WI State Standards: E.12.2, E.12.4, E.12.8, E.12.13, E.12.14, | <ul style="list-style-type: none"> Participation Graded discussions Small group discussion presentations Reading questions Film questions Paper draft Vocabulary quiz Descriptive/interpretive/evaluative observations Test Religion paper Art and the Aesthetic paper | <p>Students will:</p> <ul style="list-style-type: none"> Examine the complexity of creating a definition of religion that spans all cultures. Learn about the varieties of religious organization and relate them to current known systems. Learn the history of the famous religious work Black Elk Speaks. Read the Black Elk speaks out loud and analyze the religious organization that it fits. Study specific examples of each religious organization cross-culturally ex. Umbanda, Balian Usada, Vodun etc. Compare the "supernatural" to "natural laws" in a group discussion. Discuss in small groups the stigma attached to specific words: supernatural, magic, sorcery, cults etc. Give | <p>Students will:</p> <ul style="list-style-type: none"> Find and discuss the three components of religion that are found cross-culturally: belief in supernatural, myths, rituals. Compare these three components through ethnographic readings. Discussion Research Project Group Work | Textbook: <i>Anthropology</i> (Selected readings from Ch. 14-24, Ch25-26) |

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| <p style="text-align: center;">Quarter 4</p> | <p>The Changing Human World, Ethnicity in the Modern World, Applied Anthropology, The Survival of Indigenous Peoples:</p> <ul style="list-style-type: none"> · History and anthropology · The world in 1500 · The world since 1500: expansion of Europe, Industrial Revolution, European impact on cultural systems. · The world since 1945: global economy, demographic changes, political fragmentation · Consequences of an interdependent world · Situational nature of ethnic groups · Fluidity of ethnic groups: ethnogenesis · Types of ethnic groups | <p>WI State Standards: E.12.3, E.12.4, E.12.5, E.12.6, E.12.7, E.12.10, E.12.11, E.12.12, E.12.13, E.12.15</p> | <ul style="list-style-type: none"> · Participation · Timeline · Timeline presentation · Timeline evaluations · Graded discussions · Small group discussion presentations · Reading questions · Film questions · Cultural research paper due · Vocabulary quiz · Cumulative exam · Self evaluation · Cultural Resilience & Challenges paper | <p>Students will:</p> <ul style="list-style-type: none"> · Evaluate others' timelines as well as their own. · Present timeline. · Analyze the consequences of an inter-dependent world through readings and current issues from primary sources. · Define terms and apply accurately to ethnic group and conflict evolution. · Analyze political power and its effects on ethnic territorial boundaries. · Examine the ethnic and national boundaries of Africa, South East Asia, Kurdistan and the Soviet Union with political maps. · Compare solutions for resolving ethnic conflict with actual historical events. · Define population terminology to create a | <p>Students will:</p> <ul style="list-style-type: none"> · Construct a timeline for designated time period in small groups. · Prepare a creative presentation of timeline for all students to learn the information. · Study the Acadians and the Cajuns as an example of ethnic ethnogenesis. · Answer questions about "development" and world hunger. Research statistics on-line and in the library regarding population growth and world hunger. · Discussion | <p>Textbook: <i>Anthropology</i> (Selected readings, Ch. 27-28)</p> |
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Law and Society

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
|----------------------|--|--|---|--|--|---|
| Quarter 1 | <p>Unit 1: Introduction to Law and the Legal System (How does understanding our legal system help you to function as an informed citizen?)</p> | <p>Standard I: What are civic life, politics and government?(A-D)</p> <p>Standard II: What are the foundations of the American political system?(A,B,D)</p> <p>Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E)</p> <p>Standard IV: What is the relationship of the United States to other nations and world affairs? (A-C)</p> <p>Standard V: What are the roles of the citizens in the American democracy? (A-E)</p> | <p>Performance Assessment Activities -Section Quizzes -Chapter Test(s) 1 and 6</p> | <p>Understand "what is law" -Explain how and why people need lawyers</p> | <p>Video: <i>O.J Simpson, the Untold Story</i> -Essay explaining the differences between civil and criminal trial. -Human Rights Violation essay</p> | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> Chapters 1-3, 6 Mock Trial: <i>State v. Randall</i></p> |
| Quarter 1/ Quarter 2 | <p>Unit 2: Criminal Law and Juvenile Justice (What is the major crime problem in our community? Have most crimes increased or decreased over the last 3 years? Where can we get this information? Are witnesses to crimes under any obligation to come to the aid of the victim(s)? Should all women participate in anti-rape, self-defense classes? Is there a suicide hotline or other suicide prevention programs in our area? Would procedures in a criminal trial be the same as those in a civil trial? What is meant by "The more laws, the more offenders?" Under what age in our state are children presumed incapable of committing a crime? What should you do if arrested? What happens to a defendant during each of the steps in a pretrial proceeding? How does the bail system work? Does a school principal need a warrant to search your locker? Should jurors be allowed to vote</p> | <p>Standard I: What are civic life, politics and government?(A-D)</p> <p>Standard II: What are the foundations of the American political system?(A - D)</p> <p>Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E)</p> <p>Standard V: What are the roles of the citizens in the American democracy? (A-E)</p> | <p>Performance Assessment Activities -Section Quizzes -Chapter 7 Test -Chapter 8 Test (97-98) -Chapter 8 Test (98-102) -Test on individual chapters (9-14,16) -Chapter 15 Test (173-177) -Chapter 15 Test (178-183)</p> | <p>Define crime -Examine gangs and crime -Discuss the 2nd Amendment in terms of guns and the law -Identify substance abuse and crime -Compare/contrast state and federal crimes -Identify crimes against the person -Explain what is meant by crimes against property - Determine what elements make up a crime - Understand the role of the prosecutor in a criminal case -Understand the role of the defendant in a criminal case -Examine the defenses that may be available to a defendant -Explain the sequence of events in the criminal justice process - Determine the steps taken before a criminal case reaches the courtroom. - Understand "due process" - Determine and understand the Fifth</p> | <p>Case Studies: Students will complete assigned case studies (read/annotate/discuss) Discussion: The class will complete assigned section problems on their own and in groups.</p> | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> Selected readings from Chapter 7-16 Mock Trial: Selected trial from Street Law website</p> |
| Quarter 3 | <p>Unit Three: Landmark Cases (Why are the above referred to as "landmark" cases? How has Brown v. Board affected your education?)</p> | <p>Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E)</p> <p>Standard V: What are the roles of the citizens in the American democracy? (A-E)</p> | <p>Supreme Court Case studies Essays</p> | <p>Understand various Supreme Court cases</p> | <p>Case studies: <i>Gideon v. Wainwright</i> <i>Miranda v. Arizona</i> <i>Goss v. Lopez</i> <i>Brown v. Board of Education.</i></p> | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> Selected readings Mock Trial: Selected trial from Street Law website</p> |
| Quarter 3 | <p>Unit 4: Consumer and Housing Law (Can a minor be held to a contract that involves necessities such as food, clothing, shelter, or medical aid? Can a consumer who has been harmed by products sue for damages? What steps should be taken by a consumer who is unable to pay his or her bills? In what unusual places have you seen advertising and how effective have those ads been? What is a telemarketing scam? What are the steps to consider before making a purchase? What are the steps to take in the event of an accident? What should you consider before renting?)</p> | <p>Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-C, E)</p> <p>Standard IV: What is the relationship of the United States to other nations and world affairs? (A,C)</p> <p>Standard V: What are the roles of the citizens in the American democracy? (D,E)</p> | <p>Section Quizzes: -Contracts -Warranties Chapter Test -24 and 27 Problem Based Activity</p> | <p>Compare/contrast contracts and warranties -Understand how to become a smarter consumer -Explain how the relationship between housing and the consumer -Examine the laws that protect consumers -Understand how to become a "smartconsumer" -Identify what is meant by "credit" -Recognize deceptive sales practices</p> | <p>Case Studies: -<i>W.B. Walker v. Cynthia Jones</i> -<i>Floyd v. Baldwin</i> Discussion: The class will complete assigned section problems on their own and in groups.</p> | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> Chapters 23,24,27,29 (Selected readings) Mock Trial: -<i>W.B. Walker v. Cynthia Jones</i> -<i>Floyd v. Baldwin</i></p> |

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| <p>Quarter 4</p> | <p>Unit 5: Torts</p> | <p><u>Standard I:</u> What are civic life, politics and government?(B) <u>Standard III:</u> How does the government established by the Constitution embody the purpose, values, and principles by the United States?(B,D) <u>Standard V:</u> What are the roles of the citizens in the American democracy? (C)</p> | <p>Section Quizzes Chapter Tests Discussion of Book Problems</p> | <p>Identify two different types of torts -Distinguish between battery and assault -Define two types of defamation and describe appropriate defenses for them -Identify the various forms of intellectual property -Analyze cases to determine when claims of copyright protection are valid. -Explain how people can apply the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims -List four elements that constitute negligence -Identify the duty of care in a given situation. - identify breach of duty in a given situation</p> | <p>Case Study: <i>Vickers v. Hearst</i> The class will complete assigned section problems on their own and in groups.</p> | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> - Chapters 18 - 20 (Selected readings) Mock Trial: <i>Vickers v Hearst</i></p> |
| <p>Quarter 4</p> | <p>Unit 6: Individual Rights and Liberties</p> | <p><u>Standard II:</u> What are the foundations of the American political system?(B-D) <u>Standard III:</u> How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E) <u>Standard V:</u> What are the roles of the citizens in the American democracy? (A-E)</p> | | | | <p><i>Street Law; A Course in Practical Law, 7th ed.</i> - Chapters 38,43,44 (Selected readings) Mock Trial: <i>Hudson v. Daily Metropolis</i> <i>Elyse Roberts v. the District of Columbia</i></p> |
| <p>All standards taken from:</p> | <p>National Standards for Civics and Government</p> | <p>http://www.civiced.org/index.php?page=stds</p> | | | | |

World Geography

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
|----------------------|---|--|---|---|--|--|
| 4 Weeks (Semester 1) | <p>Unit 1: Introduction to Geography How does geography help us understand our world?</p> <p>How can we use geography?</p> <p>Why do geographers use maps, and what do maps tell us?</p> <p>How does the environment impact human behavior?</p> <p>How does human behavior impact the environment?</p> <p>Where in the world do people live, and why do they live there?</p> <p>Where and why do people migrate?</p> | <p>The student knows and understands:</p> <p>Characteristics of Population</p> <p>1. Culture, economics, and politics influence the changing demographic structure of different population</p> <p>Therefore, the student is able to:</p> <p>A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to</p> <p>•Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries.</p> <p>•Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy).</p> | <p>Plotting points on a blank world map</p> <p>-Place physical features on a map</p> <p>-Develop a map from school to home</p> <p>Develop a map of their school schedules</p> <p>Compare types of maps using a Venn Diagram</p> <p>Written Test/Quiz on Concepts discussed in class</p> <p>Charts/Graphs</p> <p>-Group Quizzes</p> <p>-Think/Pair/Share</p> <p>-Map Work / Projections</p> <p>-Observations</p> <p>-Map Scavenger Hunt</p> <p>-5 Theme Essay</p> <p>-Vocabulary/ Term Test</p> | <p>Five themes of geography:</p> <p>-Geography skills and basic terms (including map terms and skills)</p> <p>-How external forces shape the Earth (flooding, etc.)</p> <p>-How internal forces shape the Earth (tectonic activity, etc.)</p> <p>-Climate and seasons</p> <p>-Types of Vegetation</p> <p>-Human geography (defining and identifying elements of culture, world religions, terminology and skills for studying population, economic types (primary, secondary, tertiary), types of government, cultural diffusion)</p> | <p>Practice map activities having students read, draw, interpret and evaluate a variety of different maps – teacher should provide students with several outline maps to practice on and other maps from the text or other sources to read, interpret and answer teacher generated questions.</p> <p>-Have students read, interpret and make several different charts and graphs to further develop skills – teach should provide students with data sets to make charts and graphs from – can be anything from climate to sports statistics to popularity of music or television programs.</p> <p>-Develop puzzles to help students learn and integrate essential terms of geography – the text resources offer puzzle programs on CD and there are also online sites o make puzzles from to help sharpen student critical thinking skills, these can be used throughout the year as well.</p> <p>-Help students apply five themes of geography by relating them to</p> | <p>Textbook: <i>Geography Alive; Regions and People</i>. (Chapters 1-2)</p> <p>-handouts</p> <p>-Internet</p> |
| 4 Weeks (Semester 1) | <p>Unit 2: North America (US & Canada) How do cultures influence places and regions?</p> <p>How do neighboring countries cooperate economically?</p> <p>How do democratic systems of government impact the cultural, economic, and political lives of citizens?</p> <p>What is the role that physical features and human geography play in the formation of regions?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population</p> <p>Therefore, the student is able to:</p> <p>A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to</p> <p>•Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries.</p> <p>•Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy).</p> <p>•Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the inner areas of a</p> | <p>Color heavily populated areas of the world on a map</p> <p>-Graphic organizer listing the major waterways of the region</p> <p>-Use a topographical map of the region to determine best areas for agriculture</p> <p>-Describe how heavily populated areas affect the environment</p> <p>-Create a historical timeline</p> <p>-Have groups of students create a collage of an area of the world</p> <p>-Complete a graphic organizer to describe how technology such as highways and canals have impacted the Earth</p> <p>Hydrologic Cycle</p> <p>Cultural Project</p> <p>Regional Comparison</p> <p>-Map Work & Test</p> <p>-Graphic Organizers</p> | <p>United States:</p> <p>-Physical overview</p> <p>-subregions</p> <p>-history</p> <p>-resources by region</p> <p>-economic ventures by region</p> <p>-impending issues</p> <p>-NAFTA</p> <p>-urban sprawl (megapolopolis)</p> <p>Canada:</p> <p>-physical overview</p> <p>-sub regions: provinces and territories</p> <p>-system of government</p> <p>-history</p> <p>-multiculturalism</p> <p>-major resources</p> <p>-role in global economy</p> <p>-issues of concern</p> <p>1. Identify the primary landforms and bodies of water of the earth and analyze how they affect each other.</p> <p>2. Define natural resources and explaining why they are valuable. Compare the difference between renewable and nonrenewable resources and explain why</p> | <p>Students use internet sources to take turns charting daily earth statistics - temperatures, sunrise & sunset, rainfall, etc... - for your location and others in the world to compare and contrast climates, environments, seasons and geographic differences</p> <p>-notebook charts to track data gathered, check local TV news and Weather Channel websites</p> <p>-Students create presentation about a human system – government, religion, economy, etc... - including locations, diversity, movement – students choose human system from list provided by teacher or others they suggest and gather information, teacher may generate form helping students to identify important aspects of system to cover</p> <p>-Students make charts and maps depicting information regarding population growth, location change, projections, etc... - see previous information on teacher</p> | <p>Textbook: <i>Geography Alive; Regions and People</i>. (Chapters 3-8)</p> <p>-handouts</p> <p>-Internet</p> <p>-Homework Practice Online</p> <p>-Graphic Organizer Activity</p> <p>-World Outline Maps</p> |
| 5 Weeks (Semester 1) | <p>Unit 3: Latin America How do history and colonialism impact the cultural mosaic of a region?</p> <p>How does government react to challenges to its power?</p> <p>How have earlier cultures influenced modern society?</p> <p>How does urbanization impact the people and the environment of a region?</p> <p>What is the role of natural resources in a region's global economic connections?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population</p> <p>Therefore, the student is able to:</p> <p>A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to</p> <p>•Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries.</p> <p>•Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy).</p> <p>•Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the inner areas of a</p> | <p>Draw and label the layers of the Earth.</p> <p>-Categorize areas of the world based on the physical processes that affect them.</p> <p>-Use students to model rotation and revolution.</p> <p>-Create a hurricane using a 2 liter bottle to demonstrate wind patterns.</p> <p>-Group Presentation</p> <p>-Map Work & Test</p> <p>-Web presentation</p> <p>-Plot the Travels of the Spanish</p> | <p>Mexico:</p> <p>-physical overview</p> <p>-resources</p> <p>-economic ventures</p> <p>-urbanization</p> <p>-issues of concern</p> <p>Central America & the Caribbean:</p> <p>-physical overview</p> <p>-cultural variety</p> <p>-colonization</p> <p>-effects of tourism</p> <p>-impact of plantation agriculture</p> <p>-impact of natural disasters</p> <p>-issues of concern</p> <p>South America:</p> <p>-physical overview</p> <p>-urbanization: population & pollution concerns</p> <p>-depletion of rain forest</p> <p>-effects of colonization</p> <p>-multiculturalism</p> <p>-indigenous peoples</p> <p>-other issues of concern</p> <p>Analyze how Mexico is one of the closest nations physically and politically to the United States and</p> | <p>Students map various aspects and regions of Mexico considering states, cities, physical features and climates – see ideas on map assignments for the United States previously described - Search newspapers & magazines from various parts of the United States and Mexico to find current articles presenting news and opinions about Mexican influence in the United States today – teacher may give list of papers or magazines, find hard copies or online editions or list potential websites, and perhaps use computer lab, library or mobile lab for students to find their own</p> <p>-Students map various aspects and regions of Central America and the Caribbean considering countries, territories, cities, physical features and climates – see ideas on map assignments for the United States previously described.</p> <p>-Students research and present information - origins, practices, peculiarities, etc. - on various holiday</p> | <p>Textbook: <i>Geography Alive; Regions and People</i>. (Chapters 9-13)</p> <p>-handouts</p> <p>-Internet</p> |
| 5 Weeks (Semester 1) | <p>Unit 4: Europe What is the role of physical and human geography in regional conflicts?</p> <p>What is the relationship between a region's physical geography and its global involvement?</p> <p>Why do regions form supranational organizations to cooperate economically and politically?</p> <p>What is the role of historical events in the evolution of political boundaries?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population</p> <p>Therefore, the student is able to:</p> <p>A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to</p> <p>•Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries.</p> <p>•Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy).</p> <p>•Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the inner areas of a</p> | <p>Use a population map to discuss why people live where they do</p> <p>-Compare and contrast countries' populations versus their economies.</p> <p>-Use a population pyramid to compare countries.</p> <p>-Sing "Ring around the Rosie" and decipher its meaning.</p> <p>-Use music of Beethoven, Bach, and Mozart.</p> <p>-Research and present a country</p> <p>-Use a graphic organizer to describe language families and origins.</p> <p>-Create a web of how people are linked to their country.</p> <p>Create a timeline for technology, from wood burning to nuclear</p> <p>- Illustrate through collages or drawing how the world has changed through "natural progression"</p> <p>-Graph ideas for how to become "Green"</p> <p>-Graph ideas to conserve energy</p> <p>-Develop a society in groups and solve problems presented by the teacher</p> <p>- Present students with 15-20 Louisiana environmental laws</p> | <p>General:</p> <p>-European Union</p> <p>-economic crisis</p> <p>-Europe as a colonizing power</p> <p>-historical legacy</p> <p>-access to sea</p> <p>-changing political boundaries</p> <p>-issues of concern</p> <p>Mediterranean:</p> <p>-physical overview</p> <p>-impending issues</p> <p>-trade</p> <p>-tourism</p> <p>-role of climate and resources</p> <p>Western:</p> <p>-impact of industrialization</p> <p>-issues of concern</p> <p>-impact of immigration</p> <p>*Northern:</p> <p>-physical overview</p> <p>-environmental concerns (areas below sea level)</p> <p>-other issues</p> <p>Eastern:</p> <p>-physical overview</p> | <p>Students research and make presentation about a Latin American country – see ideas on state reports for the United States previously described.</p> <p>-Students map various aspects and regions of Western Europe considering states, cities, physical features and climates – see ideas on map assignments for the United States previously described.</p> <p>-Students research and report on foods of European nations explaining history, methods of preparation, styles and variances and global diffusion – teacher may suggest foods or let students research and choose their own foods to explore, teacher may provide maps for students to display variances or diffusion.</p> <p>-Students map various aspects and regions of Eastern Europe considering countries, cities, physical features and climates and political history.</p> <p>-Students compare and contrast development differences between</p> | <p>Textbook: <i>Geography Alive; Regions and People</i>. (Chapters 14-18)</p> <p>-handouts</p> <p>-internet</p> |

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| <p>4 Weeks (Semester 2)</p> | <p>Unit 5: Africa What is the relationship between colonialism and the current political geography of a region? What factors most impact a region's economic development? How do physical and human geography connect or separate people? What is the relationship between migration and the physical and cultural geography of a region? How does human activity impact a region's environment?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population Therefore, the student is able to: A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to •Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries. •Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy). •Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the upper ages of a</p> | <p>Formal tests - Homework assignments - Quizzes - Map quizzes - Webquests - Vocabulary quizzes - Graphic organizers - Reteaching activities - Section quizzes - Differentiated learning projects - Guided reading activities - Constructed response questions - Critical thinking activities - Cause and effect - Timelines</p> | <p>General: -impact of colonization (struggle for independence) -environmental issues (famine, water, desertification) -role of natural resources in global economy -challenges faced by developing countries -cultural mosaic (religions, languages, ethnicities) -impact of disease (AIDS, etc.) -issues of concern East: -physical geography -cultural diversity -Civil War -genocide -refugees North: -physical geography -climate extremes - impact of Islam -cultural ties to SW Asia -impact of oil -refugees West:</p> | <p>Students map various aspects and regions of the Middle East considering countries, cities, physical features and climates and political history. - Students research and make presentations about three major world religions with roots in the Middle East – Judaism, Christianity and Islam – considering age, size, locations, traditions, holy times, symbols, texts, sects and history. - Students map various aspects and regions of Africa considering countries, cities, physical features and climates and political history. - Students research and make presentation about an African country. - Students research and discuss social issues facing Africa today – poverty, lack of education, women's issues, disease, effects of postcolonial rule, exploitation of resources, global trade deficits, degradation of natural environments/biomes, dwindling of animal</p> | <p>Textbook: <i>Geography Alive; Regions and People</i> . (Chapters 19-23) handouts -Internet</p> |
| <p>5 Weeks (Semester 2)</p> | <p>Unit 6: South Asia What is the role of religion in political conflict and human interactions? How do resources impact economic development? What is the relationship between unique climate patterns and landforms and a people's way of life? What is the impact of globalization on developing economies?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population Therefore, the student is able to: A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to •Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries. •Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy). •Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the upper ages of a</p> | <p>Formal tests - Homework assignments - Quizzes - Map quizzes - Webquests - Vocabulary quizzes - Graphic organizers - Reteaching activities - Section quizzes - Differentiated learning projects - Guided reading activities - Constructed response questions - Critical thinking activities - Cause and effect - Timelines</p> | <p>Southwest Asia: -physical geography -resources (impact of oil) -historical legacy (birthplace of civilization, trade routes) -current wars (Arab/Israeli conflict, Iraq, Afghanistan) -role of Islam -role of women -economic gap -importance of religion and culture -religious conflict -urbanization (rural to urban migration) -variety of systems of government -hearth of monotheistic religions -issues of concern South Asia: -overview of physical features -impact of monsoon climate -population issues (challenges of India being world's most populous democracy – urbanization and overcrowding -impact of colonization (British Empire) -religious and cultural identity -role of religion in political boundaries (Islam/Hinduism) -linguistic diversity -systems of government</p> | <p>Students map various aspects and regions of Southern Asia considering countries, cities, physical features and climates and political history – see ideas on map assignments for the United States previously described - Students research and make presentations about four major world religions/belief systems with roots in the Eastern Asia – Hinduism, Buddhism, Taoism, Confucianism – considering age, size, locations, traditions, holy times, symbols, texts, sects and history. - Students map various aspects and regions of Eastern Asia considering countries, cities, physical features and climates and political history. - Students research and discuss United States war involvement in Asia in the last 100 years considering World War II, Korean War, Vietnam War & current war in Afghanistan and Iraq and compare and contrast events and results – teacher may divide students into groups to research an aspect of each</p> | <p>Textbook: <i>Geography Alive; Regions and People</i> . (Chapters 24-26) handouts -Internet</p> |
| <p>5 Weeks (Semester 2)</p> | <p>Unit 7: East and Southeast Asia How do various aspects of culture diffuse? What pressures does population growth put on the environment? What are some benefits and consequences of global trade? How do people respond to environmental challenges? How does industrialization affect cities?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population Therefore, the student is able to: A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to •Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries. •Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy). •Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the upper ages of a</p> | <p>- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc... - teacher may find articles or films</p> | <p>East Asia: -physical geography and extremes of weather -cultural identity -historical legacy (ancient and more recent empires) -recent governmental changes -role of technology in global economy -cultural diffusion (globalization, spread of pop culture, similarities and differences) -role of East Asia in global economy -megacities -systems of government (communism, emerging democracies) -population issues -economic emergence of Pacific Rim -role of government in economic and cultural policies (Korea) -issues of concern -impact of tectonic activities Southeast Asia: -physical features – fragmentation due to island countries -impact of tectonic activity (Ring of Fire) -impact of European colonization -religious and cultural diversity -Vietnam War</p> | <p>Apply strategies from Asia/South Asia Unit here.</p> | <p>Textbook: <i>Geography Alive; Regions and People</i> . (Chapters 27-32) handouts -internet</p> |
| <p>2 Weeks (Semester 2)</p> | <p>Unit 8: Australia, Oceania and Antarctica How do the activities of humans impact the earth's land and atmosphere? How does physical geography vary across the Earth?</p> | <p>1. Culture, economics, and politics influence the changing demographic structure of different population Therefore, the student is able to: A. Explain the demographic history of countries using the demographic transition model, as exemplified by being able to •Compare the experiences of European countries that underwent the demographic transition in the 18th and 19th centuries and Asian countries experiencing the demographic transition in the 20th and 21st centuries. •Explain how the demographic transition model may be used to predict population trends in different countries (e.g., when moving from a subsistence agricultural economy to a more diverse market economy). •Describe and explain the effects of changing dependency ratios in a country during the demographic transition (e.g., slowing population growth requires proportionately fewer people to support more people in the upper ages of a</p> | <p>- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc... - teacher may find articles or films</p> | <p>AUSTRALIA, OCEANIA, ANTARCTICA: -physical geography -aborigines/ indigenous peoples -legacy of British Empire (forced migration) -unique flora and fauna -effects of extreme weather -fragmentation of island countries -examples of environmental change (global warming, desertification, rising sea levels) -issues of concern 1. Compare and contrast the status of the human condition within Asian nations and also with that of countries North America and Western Europe considering life expectancy, personal wealth, education, poverty, health, disease, women's issues, etc... 2. Investigate the timeline of human arrival to Australia and compare and contrast the cultural differences between the Aboriginal people there and the rest of the world. Additionally, consider the flora and fauna that are located only on the</p> | <p>- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc... teacher may find articles or films describing native life in different locations</p> | <p>Textbook: <i>Geography Alive; Regions and People</i> . (Chapters 33-35) handouts -Internet</p> |

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World History

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
|--------------------------------|---|---|---|--|---|--|
| Quarter 1 (August-October) | <p>Early Humans through the Asian World: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect civilizations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? What is civilization? Was the Neolithic Revolution the most important development in history? Why or why not? What was the significance of Hammurabi's Code of Law? How did the Jewish belief in monotheism differ from the religious beliefs of the Egyptians and how did it affect the culture of the area? How did the Greeks spread their ideas? Was Alexander the Great really great? Did the Romans rule the Mediterranean world? Did all roads lead to Rome? What was the impact of the trade routes on civilizations? How did Christianity change Rome? How does the geography of India, Japan, and Southeast Asia influence the culture?</p> | <p>Era 1: Standard 1: The biological and cultural processes that gave rise to the earliest human communities</p> <p>Standard 2: The processes that led to the emergence of agricultural societies around the world</p> <p>Era 2: Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley</p> <p>Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE</p> <p>Standard 3: The political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE</p> <p>Standard 4: Major trends in Eurasia and Africa from 4000-1000 BCE</p> <p>Era 3: Standard 1: Innovation and change from 1000-600 BCE horses, ships, iron, and monotheistic faith</p> <p>Standard 2: The emergence of Apean</p> | <p>Map Activity on Mesopotamia Report on Africa Quizzes & Tests Essay Debate/Discussion on Athens and Sparta Venn Diagram World Religion Project Differentiation: Examine the relationship of the Hebrews with Egypt and Mesopotamia.</p> | <p>Describe the rise of civilization and the Neolithic Revolution. Explain the role of city-states in early civilizations. Analyze Hammurabi's Code of Law and how it affects law today Examine Egyptian civilization and its relationships with other groups. Identify and analyze world religions. Describe the transition from city-state to an empire. Explain the cultural significance of the Silk Road. Compare and contrast the three major religions and philosophies that developed around the world. And China). Examine how the rise of city-states created the Greek identity. Compare and contrast the governments and philosophies of classical Athens and Sparta. Examine the influence of Alexander the Great. Analyze how Rome developed a republic and then evolved into an empire. Explain the causes and consequences of the Punic Wars. Describe the legacy of Rome. Identify the main reasons for the fall of the Roman Empire.</p> | <p>Discussion with students - Map Activities - Research Activities - Projects - Notes</p> | <p>Textbook: <i>World History</i>, Ch. 1-8 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines</p> |
| Quarter 2 (October-January) | <p>Byzantine Empire through Absolutism: What are the recurring patterns in world history? How have human views of the world changed? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? How did Charlemagne contribute to and remain connected to the rise of the Church? Did the Magna Charta affect world civilizations? What impact did the Black Death and the Hundred Years' War have on Europe? What were the artistic, literary, and intellectual impacts of the Renaissance? Why did the Reformation occur? What were the origins of European exploration? How did the European migration and settlement affect the Americas, Africa, and Asia? How did the commercial revolution and mercantilism affect European nations?</p> | <p>Era 4: Standard 1: Imperial crises and their aftermath, 300-700 CE</p> <p>Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries</p> <p>Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE</p> <p>Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE</p> <p>Standard 5: The development of agricultural societies and new states in tropical Africa and Oceania</p> <p>Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE</p> <p>Standard 7: Major global trends from 300-1000 CE</p> <p>Era 5: Standard 1: The maturing of an interregional system of communication, trade, and cultural</p> | <p>Map Activity on Explorers Presentation and evaluation on works from the Renaissance Quizzes & Tests Essay Group Project on the Black Death Class Presentation Venn Diagram Debate on the Reformation: Luther vs. the Church Design Project: Manor/Castle</p> | <p>Examine the emerging Europe/Byzantine Europe Explain the rise of the Church. Examine Charlemagne's impact on Europe and the Church Describe feudalism and the feudal system. Examine the exploration of the Vikings. Describe England in the High Middle Ages. Analyze the causes, the purpose, and goals of the Crusades and their results. Evaluate the impact of the Black Death on the world's population. Describe the impact of the Hundred Years' War. Investigate the Early Peoples of North America and evaluate the impact of the Columbian Exchange. Examine the Renaissance and Reformation. Compare and contrast the beliefs of Martin Luther, John Calvin, and Henry VIII. Synthesize the major economic, political, and theological issues involved in the Reformation. Examine the Age of Exploration. Define Triangle Trade and analyze the impact of slave trading on the world. Define Absolutism and Mercantilism. Examine the issues that caused wars in the</p> | <p>Discussion with students - Map Activities - Research activities - Projects - Notes</p> | <p>Textbook: <i>World History</i>, Ch. 9-16 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines</p> |
| Quarter 3 (January-March) | <p>Enlightenment through World War I: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect nations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? What was the impact of the Chinese and Japanese attempts to limit the influence of European merchants? What affect did the absolute monarchs have on their countries? How did the perceptions of society change about monarchs? How did the ideas of the Enlightenment impact the times? How did the Industrial Revolution produce changes in culture, society, city structure, and class systems? Why did European countries participate in a race for colonies? How did Communism rise in Russia? Was World War I justified? Can propaganda influence on a world-wide stage?</p> | <p>Era 7: Standard 1: The causes and consequences of political revolutions in the late 18th and early 19th centuries</p> <p>Standard 2: The causes and consequences of the agricultural and industrial revolutions, 1700-1850</p> <p>Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870</p> <p>Standard 4: Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914</p> <p>Standard 5: Patterns of global change in the era of Western military and economic domination, 1800-1914</p> <p>Standard 6: Major global trends from 1750-1914</p> <p>Era 8: Standard 1: Reform, revolution, and social change in the world economy of the early century</p> | <p>Group Projects on World Revolutions Quizzes & Tests Essay Debate/Discussion on the Legacy of Napoleon Propaganda Project Map Activity on World War I</p> | <p>Locate the Ottoman Empire and explain its expansion. Describe British colonization and its impact. Examine how monarchs consolidated their power. The World of East Asia Examine the Ming Dynasty and the changes it brought to China. Define Enlightenment and describe its impact. Describe the results of the Scientific Revolution on society. Compare and contrast the influential Enlightenment thinkers and their ideas. Analyze the affects of the Seven Years' War Compare and contrast the American Revolution and the French Revolution. Describe the Reign of Terror. Explain how Napoleon came to power in France. Analyze the impact of the Industrial Revolution. Describe the development of Marxism. Explain how and why the working class was organized into labor unions. Explain Africa's involvement in foreign trade. Discuss the revolution movements in Latin America and compare them to the American</p> | <p>Discussion with students - Map Activities - Research activities - Projects - Notes</p> | <p>Textbook: <i>World History</i>, Ch. 17-23 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines</p> |
| Quarter 4 (April-June) | <p>Between the Wars to the Present: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect nations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? How do languages influence peoples and their nationalities? What was the impact of the world-wide depression on political systems? Why was World War I called the "war to end all wars?" How did treaties, alliances, and political structure contribute to World War II? How and why does a nation decide to go to war? What if a significant faction objects to the war? What is the initial impact of nuclear weapons? How are nuclear weapons influencing the world today? Why does the world allow genocide? Do world relations affect the economics of the world's nations?</p> | <p>Era 8: Standard 3: The search for peace and stability in the 1920s and 1930s</p> <p>Standard 4: The causes and global consequences of World War II</p> <p>Standard 5: Major global trends from 1900 to the end of World War II</p> <p>Era 9: Standard 1: How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up</p> <p>Standard 2: The search for community, stability, and peace in an interdependent world</p> <p>Standard 3: Major global trends since World War II</p> | <p>Map Activity on World War II Report on Latin America Quizzes & Tests Essay Debate/Discussion on Terrorism Group Project: Impact of World War II on the world today</p> | <p>Examine the Great Depression as it impacted the United States and the world. Explain the rise of dictatorships in Germany, Japan, and the USSR. Explain the rise of Nazi Germany. Examine the shift toward world-wide nationalism. List the causes, major battles, and outcomes of World War II. Generalize how the nature of warfare changed after World War II. Explain why the Holocaust and other genocides occurred in the 20th century and describe the importance for remembering the causes. Describe the events that led to the Korean War, Cold War, the Arms Race, and the Iron Curtain. Evaluate the impact of the Vietnam War on the United States. Explain the causes and consequences of the collapse of the Soviet Union. Describe how the Cold War ended. Examine the role of Latin America in the late 20th century. Examine how China turned to Communism. Compare Japan's role in the world today to that in World War II. Compare the Vietnam War and the present</p> | <p>Discussion with students - Map Activities - Research activities - Projects - Notes</p> | <p>Textbook: <i>World History</i>, Ch. 24-32 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines</p> |

All Standards are from the National Center for History in the Schools and can be found at the following site:

<http://www.nchs.ucla.edu/Standards/world-history-standards>

Honors differentiation throughout the course:
All assignments, self-sufficiency, depth of support, level of mastery, and assessments at a more challenging level for every topic/concept.

United States History

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
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| Unit One: The Civil War and Reconstruction (Quarter 1) | Should new states be admitted to the union be free or slave? | Era 5, Standard 1: The causes of the Civil War (1A: The student understands how the North and South differed and politics and ideologies led to the Civil War) | Battle map Purpose of Civil War vs Robert E. Lee vs Battle of Manassas vs | Explain how the government dealt with slavery in the territories acquired after the war with Mexico. | Create a Chart explaining how legislation affected new states. | <i>The Americans</i> Chapters 10-12 |
| | Which side, North or South, achieved more of its goals in the Compromise of 1850? | Era 5, Standard 2: The course and character of the Civil War and its effects on the American People (2A: The student understands how the resources of the union and Confederacy affected the course of the war. 2B: The student understands the social experience of the war on the battlefield and homefront.) | Using letters as Primary Sources worksheet | List the major features of the Compromise of 1850 | | |
| | What were the major political parties of the time, and what were their views on slavery, state's rights and the economy? | | Map of Vicksburg and Gettysburg | Evaluate how the Fugitive Slave Act heightened sectional tensions. | | |
| | What events pushed the nation to Civil War? | Era 5, Standard 3: How various reconstruction plans succeeded or failed. (3A: the student understands the political controversy over Reconstruction. 3B: the student understands the Reconstruction programs to transform social relations in the South. 3C: the student understands the successes and failures of Reconstruction in the South, North, and West.) | Gettysburg Address vs Chapter tests | Summarize the effects of the Kansas-Nebraska Act. | John Brown Reading | Primary Source Copy |
| | What is meant by the idea that the Civil War was the first modern war? | | Legislation vs Trial of President Johnson Election of 1876 | Analyze the events that led to increased sectional tensions in the late 1850's. Describe the Lincoln- Douglas debates. Describe the various attempts to find a compromise between demands of the north and south. Identify the causes of the Civil War. Assess the strengths and weaknesses of each regions' economy and infrastructure. | Read transcripts from the Lincoln Douglas Debates | Copy of the debate |
| | Do you think the violations of civil liberties during the Civil War were necessary? | | Chapter Tests | Contrast the political situations of the Union and the Confederacy. | Venn Diagram | |
| What do you think might have been the outcome if the Confederate army had won at Gettysburg? | | | Describe the effect of the Civil War on the North and South. | | | |
| In your opinion, whose approach to reconstruction was more appropriate? How did the various attempts at American reconstruction impact our nation and its citizens? | | | Evaluate the importance of Vicksburg and Gettysburg. | Compare and Contrast the different Reconstruction Plans. Explain how Reconstruction Ended. | What would you choose? Exercise | Worksheet |
| How have electricity and the telephone transformed our lives? | Era 6, Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people. (1A: The student understands the connections among industrialization, the advent of modern corporation and material well-being. 1B: the student understands the rapid growth of cities and how urban life changed. 1C: the student understands how agriculture, mining, and ranching were transformed. 1D: the student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement.) | | Reading Quiz (Chapter/Section Readings) Paper/Project/Poster | Discuss the development of new technologies, such as electricity and steel. Analyze ideology of middle class (Social Darwinism, Gospel of Wealth, etc.) Discuss pull and push factors for "new immigration". Explain connection between immigration and economic growth. Analyze reasons for growth of nativism. | Chapter Worksheets | <i>The Americans</i> Chapters 13-16 |
| What are the comparisons to be made between the nativist movement of the late 19th century and nativism in the 21st century? | Era 6, Standard 2: Massive immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity. (2A: The student understands the sources and experiences of the new immigrants. 2B: The student understands "scientific racism", race relations and the struggle for equal rights. 2C: the students understands how new cultural movements at different social levels affected American life.) | | Guided Reading Quiz | Discuss the effects of technology and political disunity upon the destruction of Native American culture. Establish economic causes for western development. Compare the AFL with the Knights of Labor. Analyze the connection with radical political movements and labor unions in the late 19th century | | Political Cartoons |

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| Unit 2: Reconstruction and Expansion of the American Economy (Quarter 1/Quarter 2) | How did technology and US government policy affect Native American culture in the late 19th century? | Era 6, Standard 4: Federal Indian policy and United States foreign policy after the Civil War. (4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles. 4B: The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War) | Chapter Tests | Discuss the environmental damage done by the Industrial Revolution. Explain the social effects of urbanization upon the class system in the United States | Discussion/Debate | "The New Colossus" E. Lazarus |
| | Why were unions relatively unsuccessful at attaining their goals during the Gilded Age? | | DBQ: Industrial Statesmen or Robber Baron | Determine how white society discriminated against African Americans after Reconstruction. Explain how the African American community responded | Map Activities | Document Based Question |
| | How did the Industrial Revolution affect the development of a class system in the United States? | Era 6, Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes. (3A: the student understands how the "second industrial revolution" changed the nature and conditions of work. 3B: The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts. 3C: The student understands how Americans grappled with social, economic, and political issues.) | | Analyze political cartoons | Research on Problems associated with the Industrial Revolution. | |
| | What was a possible explanation to the occurrence of white Americans repressing African Americans yet at the same time embracing aspects of their music and culture? | | | | | |

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| Unit 3: Modern America Emerges (Quarter 2/Quarter 3) | How did America shift from an isolationist country to an imperialist country? | Era 7, Standard 2: The Changing role of the US in world affairs through WWI. (2A: The student understands how the American role in the world changed in the early 20th century. 2B: The student understands the causes of World War I and why the United States intervened. 2C: The student understands the impact at home and abroad of the United States involvement in World War I.) | Quiz on assigned Readings | Examine how the US took advantage of several incidents to reaffirm the validity of the Monroe Doctrine. Identify the forceful and high handed manner in which Pres. Roosevelt conducted foreign policy. Explain how the US secured a strip of land in Panama to build a canal. Understand why Pres. Taft preferred economic pressure to military force in conducting American foreign policy. | American Profiles Activity: Walter Reed Using a Time Zone map Lecture/Discussion Primary Source Document: Roosevelt Speech "The New Nationalism" (1910) Discuss important African American leaders and abolitionists | The Americans Chapters 17-19 | |
| | Why did the United States intervene in Asia and South America during the early 20th Century? | Era 7, Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. (1A: The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels. 1B: The student understands Progressivism at the national level. 1C: The student understands the limitations of Progressivism and the alternatives offered by various groups.) | | Define the origins of Progressivism Explain the legislative impact of Progressivism Examine the impact of Progressivism on national politics | Primary Source Document: Woodrow Wilson speech "Peace w/out Victory" (1917) | | |
| | For what reason(s) was the Panama Canal such an important development for the United States? | | Test on Chapters 17-19 | Understand "a turning point in history" and the impact of the 19th Amendment | Group Activity: Create posters showing changes politically, socially, or culturally after World War I. | | |

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| How did progressivism affect the relationship between the government and society in the United States? | <p>Era 7, Standard 3: How the United States changed from the end of WWI to the eve of the Great Depression. (3A: The student understands social tensions and their consequences in the postwar era. 3B: The student understands how a modern capitalist economy emerged in the 1920s. 3C: The student understands how new cultural movements reflected and changed American society. 3D: The student understands politics and international affairs in the 1920s.)</p> | <p>Essay: Describe the economic, political, and social welfare reforms brought about during the Progressive Era.</p> | <p>Review the road to WWI Understand why some people thought that the United States was on the brink of greatness by entering into WWI.</p> | <p>Stock Market Game: Students Invest in 1920's stocks Analyze a cartoon from the 1920s</p> | <p>Copies of Stock Prices and Companies from the 1920's/Computer</p> |
| Why was Theodore Roosevelt considered our most progressive president? | | <p>Essay: Explain Progressivism in the U.S.</p> | <p>Examine the role played by the Americans in WWI on the European front and home front Understand Wilson's Fourteen Points and its key elements.</p> | | <p>Copies of Political Cartoons (hard/digital copy)</p> |
| What social, economic and political developments led to the rise of the suffrage movement in the United States? | | <p>Essay: What was the reaction in the U.S. top the outbreak of WWI?</p> | | | |
| What were the causes of American involvement in World War I? | | | | | |
| Why did the American Senate refuse to ratify the Versailles treaty and cause a shift towards isolationism in the United States after WWI? | | | | | |

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| Why did America experience a period of economic growth during the Roaring Twenties? | <p>Era 8, Standard 1: The causes of the Great Depression and how it affected American Society. (1A: The student understands the causes of the crash of 1929 and the Great Depression. 1B: The student understands how American life changed during the 1930s.)</p> | <p>Tests/Quizzes on chapters and sections</p> | <p>Identify postwar adjustments that troubled the nation. Define the social and political developments during the 1920's</p> | <p>Stock Market Game: Students Invest in 1920's stocks Analyze a cartoon from the 1920s</p> | <p>The Americans Chapters 20-23</p> |
| How do the Scopes Trial and Prohibition reflect the conflict between premodern America and modern America? | <p>Era 8, Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. (2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt. 2B: The student understands the impact of the New Deal on workers and the labor movement. 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.)</p> | <p>Essay: Compare the attacks from the political left and political right upon FDR's policies.</p> | <p>Understand the new manners and new morals of the 1920's Examine the new developments in radio, movies, advertising etc. that furthered the process of creating a national culture</p> | <p>Term Identification Time Line: Mark Events Leading to the Depression</p> | <p>Graphic Organizer</p> |
| Unit 4: The 1920's and the Great Depression (Quarter 3) | <p>Era 8, Standard 3: The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. (3A: The student understands the international background of World War II. 3B: The student understands World War II and how the Allies prevailed.</p> | | <p>Describe some of the efforts to control Americans' moral and beliefs in the 1920's</p> | <p>Outline voting Demographics in northern Cities during the Great Depression.</p> | <p>Internet for stock research</p> |
| How did the United States differ politically in the 1920's from the Progressive Era? | | | <p>Describe the economy of the late 1920s Understand the events of the stock market crash Examine the social effects of the Depression Explain the 1932 election and why it was a "turning point" in history Express the ideas from policies of the New Deal that helped restore the optimism of the America people</p> | | |
| What were the causes of the Great Depression? | | | <p>Explain why the New Deal was criticized both for what it did and what it did not do. Determine the legacies of the New Deal</p> | | |
| How did FDR's New Deal transform the American capitalist system? | | | | | |
| How were labor relations transformed by the New Deal? | | | | | |

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| <p>Why did America shift from an isolationist mood to an interventionist mood between 1919 and 1941?</p> | <p>Era 8, Standard 3 (continued): 3C: The student understands the effects of World War II at home.</p> | <p>Tests on Chapters and Sections</p> | <p>Understand the conditions in Europe after WWI that laid the foundation for a second global conflict Examine how the American military strength turned the tide of the war in favor of the Allies</p> | <p>Debate: Simulated debate Between American Interventionists and Isolationists in 1939</p> | <p><i>The Americans</i> Chapters 24-27</p> |
| <p>How did WWII affect the development of women's economic and social rights?</p> | <p>Era 9, Standard 1: The economic boom and social transformation of postwar United States. (1A: The student understands the extent and impact of economic changes in the postwar period. 1B: The student understands how the social changes of the postwar period affected various Americans. 1C: The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.)</p> | <p>Discussion</p> | <p>Examine the life for American soldiers on the war front Describe the role women played Analyze why dropping the Atomic Bomb was a "turning point" in history</p> | <p>Essay: What was the Purpose of the Manhattan Project and what resources were required to accomplish this purpose?</p> | <p>Movie: <i>Band of Brothers</i></p> |
| <p>Why did the US and Soviet Union enter into a period of protracted conflict after WWII?</p> | <p>Era 9, Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (2A: The student understands the international origins and domestic consequences of the Cold War. 2B: The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America. 2C: The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.)</p> | <p>Homework</p> | <p>Identify the origins of the Cold War Examine the policy of containment Discuss the war in the 1960's, its brutality, student protest, and end</p> | <p>Map: Allied Advancement in Europe and Africa, 1942-1945 Research: Hollywood Ten</p> | <p>Graphic Organizer</p> |
| <p>Unit 5: World War II and Its Aftermath (Quarter 3/Quarter4)</p> <p>How did the development of the atomic bomb and the Cold War affect American society?</p> <p>Why were McCarthy's tactics successful in elevating his power and damaging the lives of thousands of Americans?</p> | <p>Era 9, Standard 3: Domestic policies after World War II. (3A: The student understands the political debates of the post-World War II era. 3B: The student understands the "New Frontier" and the "Great Society.")</p> | | <p>Understand the postwar years at home Examine the effort to contain communism abroad and why it made Americans fear subversion at home</p> | <p>Reenact the meeting between Pres. Truman and Molotov at the Potsdam Conference</p> | <p>Map/Timeline</p> |
| <p>What factors led to the birth of the civil rights movement?</p> | <p>Era 9, Standard 4: The struggle for racial and gender equality and for the extension of civil liberties. (4A: The student understands the "Second Reconstruction" and its advancement of civil rights. 4B: The student understands the women's movement for civil rights and equal opportunities. 4C: The student understands the Warren Court's role in addressing civil liberties and equal rights.)</p> | <p>Tests and Quizzes on all Chapters and Sections</p> | <p>Compare and contrast the Kennedy and Johnson years. Identify "The New Frontier" and "The Great Society"</p> | <p>Read: "I Have a Dream" Speech and Letter from Birmingham City Jail</p> | <p><i>The Americans</i> Chapters 28-31</p> |
| <p>How did the general strategy of the civil rights movement shift from a unifying nonviolent movement into a divisive violent movement?</p> | | <p>Homework assignments</p> | <p>Identify the leaders and strategies of the civil rights groups Examine nonviolent confrontation and determine why it was a "turning point" in history</p> | <p>Map: DeFacto Segregation</p> | <p>Maps</p> |
| <p>Unit 6: Living with Great Turmoil (Quarter4)</p> <p>How successful was the civil rights movement in terms of the positive advancement of social and economic equality for African Americans?</p> <p>How did Betty Friedan's novel <i>The Feminine Mystique</i> identify the issues confronting middle class women in the United States?</p> <p>How did the Great Society build upon past accomplishments of the Progressive Era and the New Deal?</p> <p>Why was the election of 1968 a seminal "turning point" in American history?</p> | | <p>Discussion</p> <p>Assigned Essays</p> | <p>Examine Kennedy's reaction and Johnson's role in gaining passage of civil rights legislation in 1964 and 1965 Explain the challenge of "black power"</p> <p>Describe how the civil rights movement influenced the women's movement.</p> | <p>Graphic Organizer of Nonviolent Confrontation</p> <p>Viewpoint: Working Moms</p> <p>Links Across Time: Intervention in Latin Am.</p> <p>Interpreting Maps: Bay Of Pigs</p> | <p>Graphic Organizer</p> <p>Video on Vietnam War</p> |

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| | | Review America's foreign policy in the 1960's Discuss environmental and consumer movements in the 1960's | | | |
| | How did the Nixon years and the Watergate scandal affect American Politics? | Era 10, Standard 1: Recent developments in foreign policy and domestic politics. 1A: The student understands domestic politics from Nixon to Carter. 1B: The student understands domestic politics in contemporary society. 1C: The student understands major foreign policy initiatives.) | Tests/Quizzes on all Chapters and Sections | Discuss the Post Watergate Period 1974 to 1980 | Discussion: <i>Silent Spring</i> <i>The Americans</i> Chapters 32-34 |
| | | | Homework assignments | Examine the high tide of the conservative movement from 1980 to 1992 | American Profile: Hillary Clinton Maps |
| Unit 7: Passage to a New Century (4-6 Weeks) | How did Reagan create a conservative movement that would dominate the political sphere for thirty years? | Era 10, Standard 2: Economic, social, and cultural developments in contemporary United States. 2A: The student understands economic patterns since 1968. 2B: The student understands the new immigration and demographic shifts. 2C: The student understands changing religious diversity and its impact on American institutions and values. 2D: The student understands contemporary American culture.) | Assigned Essays | Explain what is meant by the "promise of change" during the 1900's | Maps and Chart |
| | Why were many of Clinton's domestic initiatives doomed to failure? | | Discussion | Identify the challenges that faced the country in the 21st century | Current Events Notecards for Vocabulary |
| | How did Bush's victory signify a victory of conservatism over liberalism? | | | | |
| | How did 9/11 transform the relationship between the US and the rest of the world? | | | | |

All standards taken from: <http://www.nchs.ucla.edu/Standards/us-history-content-standards>

Advanced Placement United States History

| Timeline | Themes/Enduring Understandings/Essential Questions for the Unit | Common Core Standards Addressed | Assessments | Standards Based Skills and Concepts Targeted | Strategies/Practices Used to Teach Skills and Concepts | Resources/Texts Used |
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| Quarter 1(August-September) | <p>Unit One:</p> <ul style="list-style-type: none"> New World Encounters-- Life before Conquest New World Experiments— Seventeenth-Century Colonies | <p>Era 1, Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450. 1A: The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages. 1B: The student understands changes in Western European societies in the age of exploration. 1C: The student understands developments in Western African societies in the period of early contact with Europeans. 1D: The student understands the differences and similarities among African, European, and Native Americans who converged in the western hemisphere after 1492.)</p> <p>Era 1, Standard 2: How early European exploration and colonization resulted in cultural and</p> | <p>Daily Work</p> <ul style="list-style-type: none"> Class Discussions Multiple choice pre- tests Chapter Quizzes Group Projects— Prepare a team DBQ | <p>Examine Early Inhabitants of the Americas</p> <ul style="list-style-type: none"> Analyze American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley Interpret American Indian cultures of North America at the time of European contact Evaluate First European contacts with Native Americans Investigate Spain's empire in North America Explore French colonization of Canada Examine English settlement of New England, the Mid-Atlantic region, and the South Transition Understanding from servitude to slavery in the Chesapeake region <p>Understand Religious diversity in the American colonies</p> | <p>Read and react to excerpts from De Las Casas Destruction of the Indies and Christopher Columbus's Letter to Luis de Santangel, Sir Thomas More's Utopia, as well as maps of early colonial cities</p> | <p><i>The American Pageant</i> . 13 ed. Chapters 1-6 Document reader: <i>The American Spirit</i>.</p> |
| Quarter 1 (September) | <p>Unit Two:</p> <ul style="list-style-type: none"> Colonial North America Putting Down Roots: Opportunity and Oppression in Colonial Society Experience Empire: Eighteenth –Century America | <p>Era 2, Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean. (A-B)</p> <p>Era 2, Standard 2: How political, religious and social institutions emerged in the English colonies. (A-C)</p> <p>Era 2, Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas. (A-C)</p> | <p>Chapter quizzes</p> <p>Class discussions and take first short essay exam</p> | <p>Analyze Population growth and immigration</p> <ul style="list-style-type: none"> Understand where the settlers came from Examine Colonial Society Interpret Transatlantic trade and the growth of seaports Interpret life in eighteenth-century back country Know Early Settlers daily life routines Analyze Growth of plantation economics and slave societies Examine the growth of tobacco as a staple crop Evaluate the effects of the Enlightenment and the Great Awakening Investigate the leaders of the movement and the effect on American Society Examine Colonial governments and imperial policy | <p>Read and Analyze the first meeting minutes of the Virginia Assembly, the British Navigation Act of 1660, an excerpt from Gerald Grob and George Billias defining Mercantilism</p> | <p><i>The American Pageant</i> . 13 ed. Chapters 7-8 Document reader: <i>The American Spirit</i>.</p> |
| Quarter 1/Quarter 2(September-October) | <p>Unit Three:</p> <ul style="list-style-type: none"> The American Revolutionary Era From Elite Protest to Popular Revolt, 1763-1783 The Republican Experiment Democracy in Distress: The Violence of Party Politics 1788-1800 Republican Ascendancy: The Jeffersonian Vision | <p>Era 3, Standard 1: The Causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.(A-C)</p> <p>Era 3, Standard 2: The impact of the American Revolution on politics, economy, and society. (A-C)</p> <p>Era 3, Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.(A-D)</p> | <p>- Complete first independent DBQ based upon the formation of the USA</p> <ul style="list-style-type: none"> Question including Thomas Paine Writings, Political Cartoons, population diversity charts, information on smuggling and more. | <p>Analyze the French and Indian War</p> <ul style="list-style-type: none"> Examine the debt in the Americas and in Great Britain Analyze the new idea of independent protection Investigate The Imperial Crisis and resistance to Britain Understand the implications and results of the War for Independence Examine the first State constitutions and the Articles of Confederation Analyze the framers of the Federal Constitution as well as their final product Evaluate the Early Republic Understand the effects George Washington, and Alexander Hamilton, and their shaping of the national government Examine the Emergence of political parties: Federalists and Republicans | <p>Profile the average American fighter</p> <ul style="list-style-type: none"> Read and react to excerpts from Minutemen and Their World by Robert A. Gross Read and react to pieces of legislation outlining military funding, inability to tax, and more Read and prepare response to personal diary accounts of the framers | <p><i>The American Pageant</i>. 13 ed. Chapters 9-10 Document reader: <i>The American Spirit</i> .</p> |

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| <p>Quarter 2(October)</p> | <p>Unit 4: <ul style="list-style-type: none"> Transformation of the Economy, Society, Religion, and Politics in Antebellum America Republican Ascendancy: the Jeffersonian Vision <ul style="list-style-type: none"> Nation Building and Nationalism The Triumph of White Men's Democracy <ul style="list-style-type: none"> Slaves and Masters The Pursuit of Perfection </p> | | <ul style="list-style-type: none"> - Complete an team essay and DBQ exam regarding Jackson era -Observations during discussions <ul style="list-style-type: none"> -Unit Test -Chapter Quizzes | <p>Analyze the transportation revolution and creation of a national market economy</p> <ul style="list-style-type: none"> -Examine the Beginnings of industrialization and changes in social and class structures -Investigate Immigration and nativist reaction -Explore the lives of Planters, yeoman farmers, and slaves in the cotton South -Discuss emergence of the second party system -Examine the implications of Federal Authority and its opponents: judicial federalism, the Bank War, tariff controversy, and rights debates -Interpret Jacksonian democracy: its successes and limitations .Analyze Evangelical Protestant revivalism -Explain Socialism reforms -Introduce the Transcendental and utopian communities -Probe the American Renaissance: literary and artistic | <p>Read and react to excerpts from the Market Revolution by Charles Sellers</p> <ul style="list-style-type: none"> -Write an article for William Lloyd Garrison's Liberator - Mapping Exercises - Complete Character of the era activity <p>written and oral presentations involving influential members of Congress and Cabinet member</p> | <p><i>The American Pageant.</i> 13 ed. Chapters 11-12 Document reader: <i>The American Spirit.</i></p> |
| <p>Quarter 2 (October- November)</p> | <p>Unit 5: <ul style="list-style-type: none"> Age of Expansionism </p> | <p>Era 4, Standard 1: United States territorial expansion between 1801-1861, an how it affected relations with external powers Native Americans.(A-C) Era 4, Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement chagned the lives of Americans and led toward regional tensions. (A-E) Era 4, Standard 3: The extension, restriction, and reorganization of political democracy after 1800.(A-B) Era 4, Standard 4: The sources and character of cultural, religious, and social reform movements. (A-C)</p> | <p>Class discussions -Chapter quiz</p> | <p>Examine the forced removal of American Indians to the trans-Mississippi West</p> <ul style="list-style-type: none"> -Analyze the Indian Removal Act Interpret Western migration and cultural interactions -Investigate the Mormon Trek west -Analyze Territorial acquisitions -Evaluate Early U.S. imperialism: the Mexican War -Scrutinize the land gaining after war as well -Explore Internal Expansion: Railroad, Industry, Immigration | <p>Read and reflect on journal entries from Trail of Tears</p> <p>Complete Character of the era activity written and oral presentations involving influential members of Congress and Cabinet member</p> | <p><i>The American Pageant .</i> 13 ed. Chapter 13 Document reader: <i>The American Spirit .</i></p> |
| <p>Quarter 2 (November)</p> | <p>Unit 6: <ul style="list-style-type: none"> The Crisis of the Union Secession and the Civil War The Agony of Reconstruction </p> | <p>Era 5, Standard 1: The causes of the Civil War (1A:The student understands how the North and South differed and politics and ideologies led to the Civil War) Era 5, Standard 2: The course and character of the Civil War and its effects on the American People (2A: The student understands how the resources of the union and Confederacy affected the course of the war. 2B: The student understands the social experience of the war on the battlefield and homefront.) Era 5, Standard 3: How various reconstruction plans succeeded or failed.(3A: the student understands the political controversy over Reconstruction. 3B: the student understands the Reconstruction programs to transform social relations in the South. 3C: the student</p> | <p>Chapter Quizzes -Class Discussion</p> | <p>Analyze Pro- Antislavery arguments and conflicts</p> <ul style="list-style-type: none"> -Examine the Compromise of 1850 and popular sovereignty -Investigate the Kansas-Nebraska Act and the emergence of the Republican Party -Examine the provisions and the aftermath -Introduce Abraham Lincoln, the election of 1860, and secession -Evaluate Two societies at war: mobilization, resources, and internal dissent -Outline the Military strategies and foreign diplomacy of the Union and the Confederacy -Analyze Emancipation and the role of African Americans in the war -Examine the Constitutional Amendments and the aftermath -Interpret Social, political, and economic effects of war in the North, South, and West -Discuss Presidential and Radical Reconstruction | <p>Make an Outline various antislavery factions</p> <ul style="list-style-type: none"> -Read and react to letters from members of the Underground railroad—write a letter in a role of a participant - Read soldiers personal accounts -View snippets of Ken Burns <i>The Civil War</i> -Write a play from the North and South's perspective of the war. <p>- Complete Character of the era activity written and oral presentations involving influential members of Congress and Cabinet member</p> | <p><i>The American Pageant.</i> 13 ed. Chapters 14-22 Document reader: <i>The American Spirit.</i></p> |

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| <p>Quarter 2/Quarter 3 (November-December)</p> | <p><u>Unit 7:</u> The West: Exploiting an Empire</p> | <p><u>Era 6, Standard 2:</u> Massive Immigration after 1870 and how new social patterns, conflicts and ideas of national unity developed amid growing cultural diversity. (2A: The student understands the sources and experiences of the new immigrants. 2B: The student understands "scientific racism", race relations and the struggle for equal rights. 2C: the students understands how new cultural movements at different social levels affected American life.) <u>Era 6, Standard 4:</u> Federal Indian policy and United States foreign policy after the Civil War. (4A: The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles. 4B: The student understands the roots and development of American expansionism and the causes and outcomes of</p> | <p>Class Discussion -Chapter Quiz -Character of the era paper and presentation</p> | <p><u>Interpret the Expansion and development of western railroads</u> -Examine the life of a Chinese or Irish rail worker -Discuss Competitors for the West: miners, ranchers, homesteaders, and American Indians -Summarize Government policy toward American Indians -Investigate the Indian Wars Utilize the Avalon Project to fully understand the Treaties of Fort Laramie and the Dawes Act -Use Google Earth to examine the battle field in the Battle of the Little Big Horn -Examine Gender, race, and ethnicity in the far West -Investigate Environmental impacts of western settlement -Examine the affects of strip mining, over use of</p> | <p>Write journal entries for the railroad track layers -Read and react to excerpts of the Johnson County War in Wyoming -Research and present stories of travelers west both by wagon, stagecoach, and train</p> | <p><i>The American Pageant</i> . 13 ed. Chapter 24-26 Document reader: <i>The American Spirit</i> .</p> |
| <p>Quarter 3 (January)</p> | <p><u>Unit 8:</u> Industrial America and Urban Society in the Late Nineteenth Century</p> | <p><u>Era 6, Standard 3:</u> The rise of the American labor movement and how political issues reflected social and economic changes. (3A: the student understands how the "second industrial revolution" changed the nature and conditions of work. 3B: The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts. 3C: The student understands how Americans grappled with social, economic, and political issues.)</p> | <p>Class Discussion -Chapter Quiz -Complete Essay exam</p> | <p>Analyze Corporate consolidation of industry -Examine the formation of Trusts, monopolies and oligopolies in comparison to today's world -Interpret the Effects of technological development on the worker and workplace -Summarize the growth of Labor and labor unions -Outline Union formation and the era of Great Strikes -Examine National politics and influence of corporate power -Investigate Migration and immigration: the changing face of the nation -Analyze Proponents and opponents of the new order, e.g., Social Darwinism and Social Gospel -Assess Urbanization and the lure of the city -Compare the changes in US cities involving transportation, living arrangements, and economic opportunity during this period</p> | <p>Write and perform Great Strike Era Play -Draw a political cartoon of the era</p> | <p><i>The American Pageant</i> . 13 ed. Chapter 27 -28 Document reader: <i>The American Spirit</i>.</p> |
| <p>Quarter 3 (December- January)</p> | <p><u>Unit 9:</u> Political chaos, Imperialist Heights, Progressives combine • Political Realignments • Toward Empire • The Progressive Era • From Roosevelt to Wilson in the Age of Progressivism</p> | <p><u>Era 7, Standard 1:</u> How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. (1A: The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels. 1B: The student understands Progressivism at the national level. 1C: The student understands the limitations of Progressivism and the alternatives offered by various groups.) <u>Era 7, Standard 2:</u> The Changing role of the US in world affairs through WWI. (2A: The student understands how the American role in the world changed in the early 20th century. 2B: The student understands the causes of World War I and why the United States intervened. 2C: The student understands the impact at home and abroad of</p> | <p>Chapter Quizzes -Class Discussion DBQ Exam: examining the transition of the US onto the world scale while leaving many Americans behind.</p> | <p>Examine the Political turmoil of the 1890's -Analyze Agrarian discontent and political issues of the late nineteenth century -Investigate the Origins of Progressive reform: municipal, state, and reform -Outline Roosevelt, Taft, and Wilson as Progressive presidents -Examine Women's roles: family, workplace, education, politics, and reform -Analyze the works of Margaret Sanger -Explore Black America: urban migration and civil rights initiatives -Investigate American imperialism: political and economic expansion -Delve into the results of the Spanish American war through newspaper accounts, and our expansion</p> | <p>View and write a summary of the speeches of William Jennings Bryan and Senatorial debates of the Billion-Dollar Congress - Read and write a review of Frank Baum's Wizard of Oz - Read and react to excerpts of Upton Sinclair's Jungle and Ida Tarbell's The History of Standard Oil -Character of the Era paper and presentation</p> | <p><i>The American Pageant</i> . 13 ed. Chapter 29-30 Document reader: <i>The American Spirit</i>.</p> |

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| <p>Quarter 3 (January)</p> | <p>Unit 10:</p> <ul style="list-style-type: none"> A War to End all wars Transition to Modern America | <p>Era 7, Standard 3: How the United States changed from the end of WWI to the eve of the Great Depression. (3A: The student understands social tensions and their consequences in the postwar era. 3B: The student understands how a modern capitalist economy emerged in the 1920s. 3C: The student understands how new cultural movements reflected and changed American society. 3D: The student understands politics and international affairs in the 1920s.)</p> <p>Era 8, Standard 1: The causes of the Great Depression and how it affected American Society. (1A: The student understands the causes of the crash of 1929 and the Great Depression. 1B: The student understands how American life changed during the 1930s.)</p> <p>Era 8, Standard 3: The causes and course of World War II, the</p> | <p>Chapter Quizzes</p> <p>-Class Discussion</p> | <p>Examine war in Europe and American neutrality</p> <ul style="list-style-type: none"> -Analyze the shift in strategy in early war and after the US entrance -Summarize the First World War at home and abroad -Examine the Treaty of Versailles -Explore changes in Society and economy in the postwar years -Investigate The business of America and the consumer economy -Analyze Republican politics: Harding, Coolidge, Hoover Examine the resurgence of Laissez Faire business in comparison to the late 1800's -Probe The culture of Modernism: science, the arts, and entertainment -Analyze Responses to Modernism: religious fundamentalism, nativism, and Prohibition -Consider the ongoing struggle for equality: African American and women | <ul style="list-style-type: none"> -Students will create their own Propaganda posters -In groups, Students will write their own treaty hoping for lasting peace -Complete History Day Research Project -Conduct a Mock Trial based upon the Scopes Case - Read and react to works of Harlem Renaissance writers and Marcus Garvey | <p><i>The American Pageant</i> . 13 ed. Chapter 31 Document reader: <i>The American Spirit</i>.</p> |
| <p>Quarter 3 (January-February)</p> | <p>Unit 11:</p> <p>The Great Depression and the New Deal</p> | <p>Era 8, Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. (2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt. 2B: The student understands the impact of the New Deal on workers and the labor movement. 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.)</p> | <p>Chapter Quiz</p> <p>-Essay Exam</p> | <p>Examine the Causes of the Great Depression</p> <ul style="list-style-type: none"> • The Hoover Administration's response • Franklin Delano Roosevelt and the New Deal • Labor and union recognition • The New Deal coalition and its critics from the Right and the Left • Surviving hard times: American society during the Great Depression | <ul style="list-style-type: none"> -Read and react to sections of David M. Kennedy's Freedom from Fear - Rewrite the Wagner Act for our world - Complete a Character of the Era written and oral presentation -Interview a survivor | <p><i>The American Pageant</i> . 13 ed. Chapter 32-34 Document reader: <i>The American Spirit</i>.</p> |
| <p>Quarter 3 (February-March)</p> | <p>Unit 12:</p> <p>The Second World War</p> | <p>Era 8, Standard 3 (continued): 3C: The student understands the effects of World War II at home.</p> <p>Era 9, Standard 1: The economic boom and social transformation of postwar United States. (1A: The student understands the extent and impact of economic changes in the postwar period. 1B: The student understands how the social changes of the postwar period affected various Americans. 1C: The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.)</p> <p>Era 9, Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. (2A: The student understands the international origins and domestic consequences of the Cold War. 2B: The student</p> | <p>Class Discussion</p> <p>-Chapter Quiz</p> <p>-Complete 80 question multiple choice from 1492- WWII</p> | <p>Interpret the rise of fascism and militarism in Japan, Italy, and Germany</p> <ul style="list-style-type: none"> -Analyze the Prelude to war: policy of neutrality -Examine the Neutrality acts and war like actions through periodicals of the time and transcripts of the acts -Investigate The attack on Pearl Harbor and United States declaration of war -Understand the difficulties of Fighting a multi-front war -Explore WWII Diplomacy, war aims, and wartime conferences Understand the growth of The United States as a global power in the Atomic Age -Research the Wartime mobilization of the economy -Compare and Contrast war actions here to present day -Examine Urban migration and demographic changes -Interpret Women, work, and family in the postwar | <p>Students plan and present their rendition of the Teheran War Conference</p> | <p><i>The American Pageant</i> . 13 ed. Chapter 35-36 Document reader: <i>The American Spirit</i>.</p> |

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| <p>Quarter 3/Quarter 4 (March)</p> | <p>Unit 13:</p> <ul style="list-style-type: none"> • The United States and the Early Cold War • The Onset of Cold War • Affluence and Anxiety | | <ul style="list-style-type: none"> - Complete an essay and multiple choice exam -Chapter Quizzes -Class Discussion | <p>Analyze the Origins of the Cold War</p> <ul style="list-style-type: none"> -Examine the works of Karl Marx, George F. Kennan, Paul Nitze -Probe Truman and containment -Investigate The Cold War in Asia: China, Korea, Vietnam, Japan -Examine the Soviet Peripheral Empire Fact or Myth -Analyze Diplomatic strategies and policies of the Eisenhower and Kennedy administrations -Understand the Rise of the Industrial Complexes and efficient order of command -Evaluate The Red Scare and McCarthyism -Analyze the Impact of the Cold War on American society -Examine 1950's-1980's magazines and literature -Summarize the changes of attitudes, society, and people Explore the Emergence of the modern civil rights movement | <p>Read and react to the Truman Doctrine</p> <ul style="list-style-type: none"> - Read and analyze the transcripts of the Army-McCarthy Trials. -Complete a 2 page summary -Character of the era paper and presentation -Read a Nonfiction book pertaining to US history from 1960-today and complete a 2 page review -View and Analyze Presidential campaign ads from 1952-to present day | <p><i>The American Pageant.</i> 13 ed. Chapter 37-38 Document reader: <i>The American Spirit.</i></p> |
| <p>Quarter 4 (March- April)</p> | <p>Unit 14:</p> <ul style="list-style-type: none"> • The Turbulent 1960's • Crisis in Confidence | <p>Era 9, Standard 4: The struggle for racial and gender equality and for the extension of civil liberties. (4A: The student understands the "Second Reconstruction" and its advancement of civil rights. 4B: The student understands the women's movement for civil rights and equal opportunities. 4C: The student understands the Warren Court's role in addressing civil liberties and equal rights.)</p> | <ul style="list-style-type: none"> - Complete 1960's DBQ -Chapter Quizzes -Class Discussion | <p>Examine the new frontier to the Great Society</p> <ul style="list-style-type: none"> -Analyze the first televised debates—How did TV change everything -Investigate Expanding movements for civil rights -Analyze the formation of SNCC, CORE, Black Panthers, Black Nation of Islam -Probe Cold War confrontations: Asia, Latin America, and Europe -Analyze the Beginning of Détente -Examine The antiwar movement and counterculture Interpret The election of 1968 and the "Silent Majority" -Evaluate Nixon's challenges: Vietnam, China, Watergate -Examine the dissection of public figures private lives -Research Changes in the American economy: the energy crisis, deindustrialization, and the service economy Understand The New Right and | <p>Read and react to sections of The Autobiography of Malcolm X, lyrics of '60's musicians (Janis Joplin, Bob Dylan, etc...)</p> <ul style="list-style-type: none"> - Complete mini research project: Where are Hippie's Today? - Utilize the web to write a paper examining the private information we have on famous people -View Excerpts of The '60's | <p><i>The American Pageant.</i> 13 ed. Chapter 39 Document reader: <i>The American Spirit.</i></p> |
| <p>Quarter 4 (April-May)</p> | <p>Unit 15:</p> <ul style="list-style-type: none"> • The United States in the Post-Cold War World • The Republican Resurgence 1980-1992 • America in Flux | <p>Era 10, Standard 1: Recent developments in foreign policy and domestic politics. (1A: The student understands domestic politics from Nixon to Carter. 1B: The student understands domestic politics in contemporary society. 1C: The student understands major foreign policy initiatives.)</p> <p>Era 10, Standard 2: Economic, social, and cultural developments in contemporary United States. (2A: The student understands economic patterns since 1968. 2B: The student understands the new immigration and demographic shifts. 2C: The student understands changing religious diversity and its impact on American institutions and values. 2D: The student understands contemporary American culture.)</p> | <ul style="list-style-type: none"> Class Discussion -Chapter Quizzes -Complete practice and actual AP Exam | <p>Analyze the resurgence and decline of the Republican party through newspaper accounts, ad campaigns, world actions, economy, and more</p> <ul style="list-style-type: none"> -Examine Globalization and the American economy -Understand expansion of markets, outsourcing, and a McDonalidized Ideal -Identify Unilateralism vs. multilateralism in foreign policy -Investigate Domestic and foreign terrorism -Relay the events of September 11, 2001 Examine newscasts, journal on memories of the events -Probe Environmental issues in a global content | <p>Prep for AP Exam by reviewing Each time period</p> | <p><i>The American Pageant.</i> 13 ed. Chapter 40-42 Document reader: <i>The American Spirit.</i></p> |
| <p>All standards taken from:</p> | <p>http://www.nchs.ucla.edu/Standards/us-history-content-standards</p> | | | | | |