

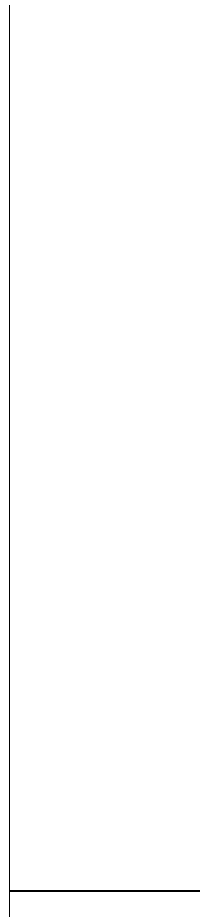
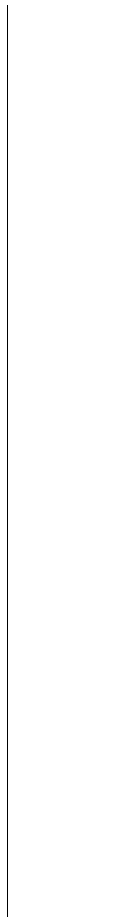
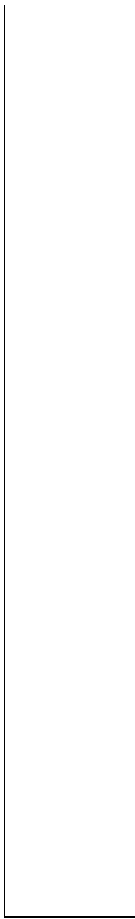
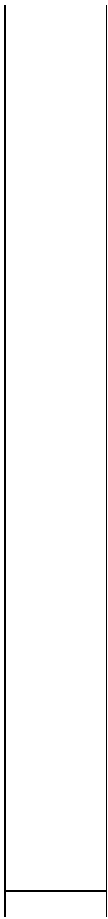
Timeline	Themes/Understanding/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
<p>Quarter 1 Unit 1 Review US part 1 (3 weeks)</p>	<p>All Key Concepts from AP US part 1 periods 1 & 2 (1541-1763)</p>	<p>R.1.2 Interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.3 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.4 Identify historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>History/Secondary Analysis Document analysis Expository, persuasive and DEC essay practice Reading quizzes Unit test (see more formal AP US questions) Class discussion Class debates Quarterly projects</p>	<p>Standard 1: Analyze and interpret primary and secondary sources to understand the perspectives of those who created them. Standard 2: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them. Standard 3: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Comparing British American colonists, developing cause and effect of British Acts and American Revolution, discuss views of colonists and kind reflecting the requirements of essays for CB.</p>	<p>1. Analyze and interpret major or highly cited texts in somewhat challenging passages. 2. Analyze and interpret texts in more challenging passages. 3. Draw logical conclusions using information from more challenging passages. 4. Determine which simple hypotheses, predictions, or conclusions in, or in context, is most consistent with text or most data generalizations, models, and/or pieces of information in text. 5. Determine whether presented information, new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>Unit of <i>Many A History of the American People</i>, 6th ed. 2011, by Fargher et al., Prentice Hall</p>
<p>Quarter 1 Unit 2 Review AP US part 2 (3 weeks)</p>	<p>Review of info from AP US part 2 & 3 (1764-1844)</p>	<p>R.1.1 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.2 Interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.3 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.4 Identify historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Reading and analysis of historical and literary texts Document analysis Expository, persuasive and DEC essay practice Reading quizzes Unit test (see more formal AP US questions) Class discussion Class debates Quarterly projects</p>	<p>Standard 1: Analyze and interpret primary and secondary sources to understand the perspectives of those who created them. Standard 2: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them. Standard 3: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Review of the requirements of essays for CB, understand the role of efficacy in the inclusion of African American into the larger American culture of the South, analyze the causes of the American Civil War.</p>	<p>1. Analyze and interpret major or highly cited texts in somewhat challenging passages. 2. Analyze and interpret texts in more challenging passages. 3. Draw logical conclusions using information from more challenging passages. 4. Determine which simple hypotheses, predictions, or conclusions in, or in context, is most consistent with text or most data generalizations, models, and/or pieces of information in text. 5. Determine whether presented information, new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>Unit of <i>Many A History of the American People</i>, 6th ed. 2011, by Fargher et al., Prentice Hall</p>
<p>Quarter 1 Unit 3 Review AP US part 3 (3 weeks)</p>	<p>All Key Concepts from AP US part 1 period 3 & 6 (1844-1888)</p>	<p>R.1.1 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.2 Interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.3 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.4 Identify historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Reading and analysis of historical and literary texts Document analysis Expository, persuasive and DEC essay practice Reading quizzes Unit test (see more formal AP US questions) Class discussion Class debates Quarterly projects</p>	<p>Standard 1: Analyze and interpret primary and secondary sources to understand the perspectives of those who created them. Standard 2: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them. Standard 3: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Students will watch the Making of Milwaukee video chapters regarding the city's growth in the 19th and early 20th Century and compare it to that of other cities in the era, looking for common contextual issues such as industrialization and immigration. Students will discuss the change in the number of African Americans in Congress as shown on a graph in the text (pg. 202) and how it reflects the larger process of post-Reconstruction. Students will attempt to define the intent of the Reconstruction era through the views of Booker T. Washington and W.E.B. Du Bois as presented to the rights of African Americans.</p>	<p>1. Analyze and interpret major or highly cited texts in somewhat challenging passages. 2. Analyze and interpret texts in more challenging passages. 3. Draw logical conclusions using information from more challenging passages. 4. Determine which simple hypotheses, predictions, or conclusions in, or in context, is most consistent with text or most data generalizations, models, and/or pieces of information in text. 5. Determine whether presented information, new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>Herbert Spencer – Social Darwinism (excerpt) (1857) William A. Forster, <i>The Choice of Home and Abroad</i> (1865) George Engel, <i>Address by a Confederate Haymarket Anarchist</i> (1862) Adwin Walker, <i>The Growth of Cities in the Nineteenth Century</i> (1860) Mark Twain, <i>The Gilded Age</i> (excerpt) (1873) Edward Bellamy, <i>Looking Backward</i> (excerpt) (1888) The Minuteman (1892) Interstate Commerce Act (1887) Booker T. Washington, <i>Atlanta Exposition Address</i> (1895) W.E.B. Du Bois, <i>Of Mr. Booker T. Washington and Others</i> (excerpt) (1901) T. Jackson Lears, <i>The Fabled Age</i> Edward West, <i>American Indians and the Transcontinental Railroad</i></p>
<p>Quarter 2 Unit 4 The Progressive Era (3 weeks)</p>	<p>Key Concept 3: The technological advances, large-scale production methods, and the coming of the machine inaugurated the era of industrial capitalism in the United States. Key Concept 7: The migration that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. Key Concept 8: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and public debates over economics and social justice.</p>	<p>R.1.1 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.2 Interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.3 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.4 Identify historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Reading and analysis of historical and literary texts Document analysis Expository, persuasive and DEC essay practice Reading quizzes Unit test (see more formal AP US questions) Class discussion Class debates Quarterly projects</p>	<p>Standard 1: Analyze and interpret primary and secondary sources to understand the perspectives of those who created them. Standard 2: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them. Standard 3: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Students will watch the 1902 cartoon that depicts the rights of workers vs. Big Business. Students will analyze a Thomas Nast cartoon on Chinese immigration (1871 – Harper's Weekly). Students will contrast the views of Twain and Beveridge regarding U.S. actions in the Philippines. Students will compare the role of the media in society in the late 19th century. Students will analyze a Thomas Nast cartoon on Chinese immigration (1871 – Harper's Weekly). Students will analyze a political cartoon about the 1890s Depression (1902) in an attempt to discuss US policy as used in the audience's political era. Students will analyze a map of US involvement overseas in the late 19th century (pg. 209, fig. 707 in the text) and analyze a political cartoon about the 1890s Depression (1902) in an attempt to discuss US policy as used in the audience's political era.</p>	<p>1. Analyze and interpret major or highly cited texts in somewhat challenging passages. 2. Analyze and interpret texts in more challenging passages. 3. Draw logical conclusions using information from more challenging passages. 4. Determine which simple hypotheses, predictions, or conclusions in, or in context, is most consistent with text or most data generalizations, models, and/or pieces of information in text. 5. Determine whether presented information, new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>Robert Owen, <i>The March of the Flag</i> (1836) William McKinley, <i>Speech on the Philippines</i> (1900) Mark Twain, <i>Indians in the Philippines</i> (1904) John Adams, <i>Twenty Years at Fort Mifflin</i> (excerpt) (1910) Lester Kinsler, <i>The High Seas</i> (1906) Henry Ford, <i>The Promised Land</i> (1912) National Woman's Suffrage Association, <i>Madison's Day Letter</i> (1912)</p>
<p>Quarter 2 Unit 5 The Great Depression and World War II (3 weeks)</p>	<p>Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Key Concept 7.2: Innovations in communication and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p>	<p>R.1.1 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.2 Interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.3 Analyze historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p> <p>R.1.4 Identify historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Reading and analysis of historical and literary texts Document analysis Expository, persuasive and DEC essay practice Reading quizzes Unit test (see more formal AP US questions) Class discussion Class debates Quarterly projects</p>	<p>Standard 1: Analyze and interpret primary and secondary sources to understand the perspectives of those who created them. Standard 2: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them. Standard 3: Analyze and interpret historical and literary texts in light of their historical and cultural contexts, and analyze primary and secondary sources to understand the perspectives of those who created them.</p>	<p>Students will analyze graphs showing trends in immigration to the US from 1860-1910 (pg. 818 in the text). Students will analyze a graph showing trends in the Great Migration of African Americans and compare the data with the article on Crow and the Great Migration. Students will look at a collection of World War One propaganda posters and attempt to evaluate them for impact, audience, etc. Students will analyze a political cartoon about the 1890s Depression (1902) in an attempt to discuss US policy as used in the audience's political era. Students will analyze a map of US involvement overseas in the late 19th century (pg. 209, fig. 707 in the text) and analyze a political cartoon about the 1890s Depression (1902) in an attempt to discuss US policy as used in the audience's political era.</p>	<p>1. Analyze and interpret major or highly cited texts in somewhat challenging passages. 2. Analyze and interpret texts in more challenging passages. 3. Draw logical conclusions using information from more challenging passages. 4. Determine which simple hypotheses, predictions, or conclusions in, or in context, is most consistent with text or most data generalizations, models, and/or pieces of information in text. 5. Determine whether presented information, new information, supports or contradicts a simple hypothesis or conclusion, and why.</p>	<p>Rudyard Kipling, <i>White Man's Burden</i> (1899) William Howard Taft, <i>Dollar Diplomacy</i> (1912) Woodrow Wilson, <i>The New Freedom</i> (excerpt) (1912) Wilfred Owen, <i>Dulce et Decorum Est</i> (1917) F. J. Grineke, <i>Address to African-American Soldiers</i> (1918) Letters from the Great Migration, (1917) Woodrow Wilson, <i>Fourteen Points</i> (1918) The Immigration law of 1924 Civil Liberties and Speech and Liberty (1937) Jerrold D. Krome, <i>World War One</i> Jonathan Scott Holloway, <i>In Crow and the Great Migration</i> Philip LePage, <i>Immigrant Fiction: Exploring American Identity</i> Franklin Roosevelt, <i>Franklin D. Roosevelt</i> (1937) Harry Long, <i>Our Share of Wealth</i> (excerpt) (1937) John Maynard Keynes, <i>The General Theory</i> (excerpt) (1936) The Social Security Act (1935) Abraham Dinkins, <i>Letter to President Roosevelt</i> (1939) FCR, <i>The Four Freedoms</i> (1941) Executive Order 9066 re: Japanese Internment, (1942) A. Philip Randolph, <i>Why should we march?</i> (1942) Alan M. Winkler, <i>The World War Two Internment</i> Anthony J. Badger, <i>The Hundred Days and Beyond: What did the New Deal Accomplish?</i></p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
<p>Quarter 3 Unit 7: The Cold War (3 weeks)</p>	<p>Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.</p> <p>Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</p> <p>Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.</p>	<p>8.1.1 Explain different points of view on the late historical work, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and other historical evidence.</p> <p>8.1.2 Analyze primary and secondary sources related to a historical question to understand the relationship between competing new information with prior knowledge, and come to a reasoned conclusion.</p> <p>8.1.3 Research, select, and analyze significant historical periods and the relationships between them.</p> <p>8.1.4 Analyze the validity of different interpretations of significant historical events.</p> <p>8.1.5 Gather various types of historical evidence, including oral and quantitative data, to analyze issues of freedom and equality, liberty and order, progress and reform, individual and community, law and conscience, American identity, and the role of the individual in the light of other possible conclusions, and develop a reasoned argument in the light of other possible arguments.</p> <p>8.1.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p>	<p>Primary/Secondary Analysis</p> <p>Document analysis</p> <p>Expository, persuasive and DBQ essay practice</p> <p>Reading quizzes</p> <p>Unit test incl. new format AP US essay practice</p> <p>Class discussion</p> <p>Class debates</p> <p>Quizzes</p> <p>Content summary and comparison charts</p>	<p>Historical Context: Patterns of Continuity and Change over Time, Periodization, Continuities, Historical Argumentation, Interpretation of Relevant Historical Evidence, Interpretation, Interpretation, Interpretation.</p> <p>Use specific textual evidence to support analysis of primary and secondary sources, connecting explicit information and its inferences to an understanding of the text as a whole.</p> <p>Determine the central ideas or information of a primary and secondary source; provide an objective summary that makes clear the relationships among the two texts and ideas.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging when the texts present contrasting views.</p>	<p>Students will watch clips of popular TV shows (The Dick Van Dyke Show, I Love Lucy etc.) from the 1950's and 60's and compare them to the shows of today to see how social and media norms have changed.</p> <p>Students will watch clips of key moments in the evolution of politics on TV, such as the Kennedy/Johnson debate of 1960, and Nixon's "Checkers" speech.</p> <p>Students will compare excerpts from The Feminine Mystique and "Young Mother" (both above) to examine views about women's rights in the era.</p> <p>Students will examine a graph of the size of the Executive Branch of government to examine the evolving role of the Federal government in peoples' lives relating to rights and entitlement programs.</p> <p>Students will analyze various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging when the texts present contrasting views.</p>	<p>Locate and interpret minor or subtly stated details in somewhat challenging passages</p> <p>Locate important details in more challenging passages</p> <p>Draw subtle logical conclusions in somewhat challenging passages</p> <p>Interpret minor or subtly stated details in somewhat challenging passages</p> <p>Interpret a clear cause-effect relationship in more challenging passages</p> <p>Interpret a clear central idea or theme in somewhat challenging passages or their paragraphs</p> <p>Identify a clear central idea or theme in more challenging passages or their paragraphs</p> <p>Summarize key supporting ideas and details in more challenging passages</p> <p>Order sequences of events in somewhat challenging passages</p>	<p>Out of Many: A History of the American People, 6th ed. 2011, by Faragher et. al., Prentice Hall</p> <p>George F. Kennan, "The X Article" (excerpts) (1947)</p> <p>The Marshall Plan (excerpts) (1947)</p> <p>Joseph McCarthy, "Wheeling West Virginia Speech," (1950)</p> <p>Ladies Home Journal, "Young Mother," (1956)</p> <p>NSC memo 68 re: containment, (1950)</p> <p>Pete Seeger, "Little Boxes," (1962)</p> <p>Betty Friedan, The Feminine Mystique (excerpts) (1963)</p> <p>John F. Kennedy, Inaugural Address, (1961)</p> <p>Elaine Tyler May, Cold War, Warm Hearth</p> <p>Malcolm Byrne, Iran and the United States in the Cold War</p>
<p>Quarter 3 Unit 8: Civil Rights and the Vietnam War (3 weeks)</p>	<p>Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.</p> <p>Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</p> <p>Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.</p>	<p>8.1.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p> <p>8.1.7 Analyze major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the ideas of the time and the values of the society that produced them.</p> <p>8.1.8 Research, select, and explain the work and their ideas on the areas of political and cultural responses.</p> <p>8.1.9 Analyze significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world.</p> <p>8.1.10 Select historical or scientific, intellectual, and religious change in various regions of the world and different times in history and discuss the impact those changes had on society and culture.</p>	<p>Primary/Secondary Analysis</p> <p>Document analysis</p> <p>Expository, persuasive and DBQ essay practice</p> <p>Reading quizzes</p> <p>Unit test incl. new format AP US essay practice</p> <p>Class discussion</p> <p>Class debates</p> <p>Quizzes</p> <p>Content summary and comparison charts</p>	<p>Historical Context: Patterns of Continuity and Change over Time, Periodization, Continuities, Historical Argumentation, Interpretation of Relevant Historical Evidence, Interpretation, Interpretation, Interpretation.</p> <p>Use specific textual evidence to support analysis of primary and secondary sources, connecting explicit information and its inferences to an understanding of the text as a whole.</p> <p>Determine the central ideas or information of a primary and secondary source; provide an objective summary that makes clear the relationships among the two texts and ideas.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging when the texts present contrasting views.</p>	<p>Students will look at political cartoons (like the one on pg. 320) of the text to try and explain the role the Cold War played in motivating the US government to address Civil Rights.</p> <p>Students will watch clips of Hall, Hall Rock n Roll (Chuck Berry biopic) to evaluate what caused changes to occur in African American music and what effects were among the results, particularly with race playing a role in causes and effects.</p> <p>Students will compare "The Southern Manifesto" and the Supreme Court Brown decision</p> <p>Students will debate if and when the Civil Rights movement ended as a form of periodization.</p>	<p>Understand implicit or subtly stated comparative relationships in somewhat challenging passages</p> <p>Interpret a clear comparative relationships in more challenging passages</p> <p>Understand implicit or subtly stated cause-effect relationships in somewhat challenging passages</p> <p>Analyze how the choice of a specific word or phrase affects meaning or tone in more challenging passages</p> <p>Interpret a clear cause-effect relationship in more challenging passages</p> <p>Interpret a clear central idea or theme in somewhat challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p>	<p>Brown v. Board of Education decision (excerpts) (1954)</p> <p>The Southern Manifesto (excerpts) (1956)</p> <p>Malcolm X, Autobiography (excerpts) (1965)</p> <p>MLK, The March on Washington Message, (1964)</p> <p>MLK, The War on Poverty (excerpts) (1964)</p> <p>Stokely Carmichael, Black Power (excerpts) (1967)</p> <p>NOW Statement of Purpose (1966)</p> <p>Cesar Chavez, We Showed Us the Way (excerpts) (1978)</p> <p>Richard Nixon, Peace With Honor speech (1973)</p> <p>Clarence Taylor, Civil Rights Leadership and the 1964 Civil Rights Act</p> <p>Brian Ward, "People Get Ready"; Music and the Civil Rights Movement of the 1950s and 1960s</p>
<p>Quarter 3 Unit 9: The 1970's to 1990's (3 weeks)</p>	<p>Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.</p> <p>Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.</p> <p>Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p>	<p>8.1.11 Compare examples and analyze why movements of protest, revolution have succeeded or failed; generalizations to conflicts and movements gone to war</p> <p>8.1.12 Analyze the history, culture, value, and current status of the American Indian tribes and lands in the present.</p> <p>8.1.13 Analyze examples of ongoing change with an area of culture, such as the development of mass culture, the rise of nation-states, war, social, economic, and political revolutions.</p> <p>8.1.14 Identify historical or scientific or artistic works that have been forced to take an ethical position, such as a position in or for the environment of a president, in a presidential garden, and modern life issues.</p> <p>8.1.15 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world.</p>	<p>Primary/Secondary Analysis</p> <p>Document analysis</p> <p>Expository, persuasive and DBQ essay practice</p> <p>Reading quizzes</p> <p>Unit test incl. new format AP US essay practice</p> <p>Class discussion</p> <p>Class debates</p> <p>Quizzes</p> <p>Content summary and comparison charts</p>	<p>Historical Context: Patterns of Continuity and Change over Time, Periodization, Continuities, Historical Argumentation, Interpretation of Relevant Historical Evidence, Interpretation, Interpretation, Interpretation.</p> <p>Use specific textual evidence to support analysis of primary and secondary sources, connecting explicit information and its inferences to an understanding of the text as a whole.</p> <p>Determine the central ideas or information of a primary and secondary source; provide an objective summary that makes clear the relationships among the two texts and ideas.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging when the texts present contrasting views.</p>	<p>Students will evaluate a map of New York City neighborhoods by the number of foreign born citizens (pg. 1151) of the text to discuss changes to American identity.</p> <p>Students will discuss changes and continuities in the socio-economic status of people in the whole passage when the function is subtle</p> <p>Students will analyze Gallup polls on Americans' attitudes towards the ERA amendment and abortion rights in context of the larger changes occurring nationwide regarding women's rights as a whole.</p> <p>Students will debate the possible periodizations for the Conservative movement in America.</p>	<p>Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings</p> <p>Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p> <p>Interpret a clear central idea or theme in more challenging passages</p>	<p>Jimmy Carter, Crisis of Confidence speech (1979)</p> <p>Roe v. Wade decision (excerpts) (1973)</p> <p>Ronald Reagan, First Inaugural address, (1981)</p> <p>Paul Roberts, The Supply Side Revolution (excerpts) (1984)</p> <p>Ronald Reagan, Address to the National Assoc. of Evangelicals (1983)</p> <p>Gil Troy, The Age of Reagan</p>
<p>Quarter 4 Unit 10: The US since 1988 (3 weeks)</p>	<p>Key Concept 9.1: A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.</p> <p>Key Concept 9.2: Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.</p> <p>Key Concept 9.3: The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p>	<p>8.1.17 Identify historical and current events when national interests and global concerns have seemed to be opposed and explain the issues involved.</p> <p>8.1.18 Explain the history of slavery, racial discrimination, and efforts to promote discrimination in the United States and elsewhere in the world.</p>	<p>Primary/Secondary Analysis</p> <p>Document analysis</p> <p>Expository, persuasive and DBQ essay practice</p> <p>Reading quizzes</p> <p>Unit test incl. new format AP US essay practice</p> <p>Class discussion</p> <p>Class debates</p> <p>Quizzes</p> <p>Content summary and comparison charts</p>	<p>Historical Context: Patterns of Continuity and Change over Time, Periodization, Continuities, Historical Argumentation, Interpretation of Relevant Historical Evidence, Interpretation, Interpretation, Interpretation.</p> <p>Use specific textual evidence to support analysis of primary and secondary sources, connecting explicit information and its inferences to an understanding of the text as a whole.</p> <p>Determine the central ideas or information of a primary and secondary source; provide an objective summary that makes clear the relationships among the two texts and ideas.</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging when the texts present contrasting views.</p>	<p>Students will compare the election of 1876 with the election of 2000 for the Constitutional</p> <p>Students will debate the causes of 9/11 and the ensuing war on terror as one of the many outcomes.</p> <p>Students will compare the views of Zakaria and Huntington (above) regarding the post-Cold War political climate, and the interpretation of these historians.</p> <p>Students will analyze President Obama's speech (above) regarding race in America for evidence of purpose, audience etc.</p>	<p>Challenge how one or more sentences in more challenging passages offer reasons for or support a claim</p> <p>Interpret a clear central claim in somewhat challenging passages</p> <p>Identify a clear central claim in more challenging passages</p> <p>Draw subtle logical conclusions using information from two informational texts</p> <p>Students will compare data from two or more simple data presentations (e.g., categorical data from a table using a scale from another table)</p> <p>Compare or combine data from a complex data presentation</p> <p>Determine how the values of variables change as the value of another variable changes in a complex data presentation</p> <p>Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data</p> <p>Analyze presented information when given new, single information</p>	<p>George H. W. Bush, Address to the Nation re: the Gulf War (1991)</p> <p>George W. Bush, Address to the Nation re: September 11, 2001 (2001)</p> <p>Barack Obama, Speech regarding race, Philadelphia (2008)</p> <p>Mark Anthony Neal, Pop Music and the Spatialization of Race in the 1990s</p> <p>Kevin Rozario, Disasters and the Politics of Memory</p> <p>James Gormly, Hanging by a Chad—or Not: The 2000 Presidential Election</p> <p>Fareed Zakaria, The Post-American World (excerpts)</p> <p>Samuel Huntington, The Clash of Civilizations (excerpts)</p>
<p>Quarter 4: Unit 11 Review for the AP Exam (3 weeks)</p>	<p>All Key Concepts from both semesters</p>				<p>Review of the entire AP US curriculum</p>	<p>Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text</p> <p>Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why</p>	<p>Review of chosen sources deemed most critical to understanding the content for the AP Exam</p>
<p>Quarter 4: Unit 12 America's Future (2 weeks)</p>	<p>Concepts connected to Themes in America's Future</p>				<p>Students will create presentations based on extrapolating themes and patterns of the past into the future.</p>		<p>Sources chosen by students to exemplify their predictions of the future.</p>

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

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

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
Quarter 3 Unit 7: World War I and the 1920's (2 weeks)	Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.	Primary/Secondary Analysis Document analysis Expository, persuasive and DBQ essay practice Reading quizzes Unit test incl. new format AP US questions Class discussion Class debates Quarterly projects Content summary and comparison charts	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Evaluate various explanations for actions or events and determine which explanation best accounts with textual evidence, acknowledging where the text leaves matters uncertain.	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	- Students will analyze graphs showing trends in immigration to the US from 1860-1930 (pg. 819 in the text) - Students will analyze a graph showing trends in the Great Migration of African-Americans and compare the data with the article Jim Crow and the Great Migration - Students will look at a collection of World War One propaganda posters and attempt to evaluate them for source, audience etc. - Students will analyze a political cartoon called New Diplomacy (1905) in an attempt to discern US policy as well as the audience, purpose etc. - Students will analyze a map of US involvement overseas in the late 19th Century/early 20th (pg. 707 in the text) and read Kipling's "White Man's Burden". They will attempt to use the poem to find causes and/or effects reflected on the map. - Students will read Dulce et al and "Why should we march?" (both above) and compare the authors' attitudes on war.	• Locate and interpret minor or subtly stated details in somewhat challenging passages • Locate important details in more challenging passages • Draw subtle logical conclusions in somewhat challenging passages • Draw logical conclusions in more challenging passages • Paraphrase virtually any statement as it is used in somewhat challenging passages • Paraphrase some statements as they are used in more challenging passages • Infer a central idea or theme in somewhat challenging passages or their paragraphs • Identify a clear central idea or theme in more challenging passages or their paragraphs • Summarize key supporting ideas and details in more challenging passages • Order sequences of events in somewhat challenging passages	Out of Many: A History of the American People, 6th ed. 2011, by Faragher et al., Prentice Hall Rudyard Kipling, "White Man's Burden" (1899) William Howard Taft, Dollar Diplomacy, (1912) Woodrow Wilson, The New Freedom (excerpts) (1913) Wilfred Owen, Dulce et Decorum Est (1917) F.J. Grimke, Address to African-American Soldiers (1919) Letters from the Great Migration, (1917) Woodrow Wilson, Fourteen Points (1919) The Immigration law of 1924 Court statements of Sacco and Vanzetti, (1927) Jennifer D. Keene, World War One Jonathan Scott Holloway, Jim Crow and the Great Migration Phillip Lopate, Immigrant Fiction: Exploring American Franklin Roosevelt, Fireside Chats (excerpts) (1930's) Huey Long, Our Share of Wealth (excerpt) (1935) John Maynard Keynes, The General Theory (collection) (1936) The Social Security Act (1935) Albert Einstein, Letter to President Roosevelt (1939) FDR, The Four Freedoms (1941) Executive Order 9066 re: Japanese Internment, (1942) A. Philip Randolph, "Why should we march?" (1942) Anthony J. Badger, The Hundred Days and Beyond: What did the New Deal Accomplish?
Quarter 3 Unit 8: The Great Depression and World War II (3 weeks)	Key Concept 7.1: Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Key Concept 7.3: Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world						
Quarter 3 Unit 9 1945-1980 pt. 1 (2 weeks)	Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	8.1.2.8 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States. 8.1.2.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created 8.1.2.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, invention, discovery, and the arts, within each major era of Wisconsin, United States, and world history 8.1.2.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world. 8.1.2.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values	Evaluate various explanations for actions or events and determine which explanation best accounts with textual evidence, acknowledging where the text leaves matters uncertain. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10) Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to assess a question or solve a problem.	Students will watch clips of popular TV shows (The Dick Van Dyke Show, Love Lucy) etc.) from the 1950's and 60's and compare them to the shows of today to see how social and media norms have changed. Students will analyze a clip of key moments in the evolution of politics on TV, such as the Kennedy/Nixon debate of 1960, and Nixon's "Checker's speech" Students will compare excerpts from The Feminine Mystique and "Young Mother" (both, above) to examine views about women's rights in the era. Students will examine a graph of the size of the Executive Branch of government to examine the evolving role of the Federal government in peoples' lives relating to rights and entitlement programs.	• Understand implied or subtly stated comparative relationships in somewhat challenging passages • Identify clear comparative relationships in more challenging passages • Understand implied or subtly stated cause-effect relationships in somewhat challenging passages • Identify clear cause-effect relationships in more challenging passages • Understand implied or subtly stated cause-effect relationships in somewhat challenging passages • Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages when the effect is subtle • Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages • Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings	George F. Kennan , the X Article (excerpts) (1947) The Marshall Plan (excerpts) (1947) Reagan's testimony before HUAC, (1947) Joseph McCarthy, Wheeling West Virginia Speech, (1950) Ladies Home Journal, "Young Mother", (1956) NSC memo 68 re: containment, (1950) Pete Seeger, Little Boxes, (1962) Betty Friedan, The Feminine Mystique (excerpts) (1963) John F. Kennedy, Inaugural Address, (1961) Elaine Tyler May, Cold War, Warm Hearth Malcolm Byrne, Iran and the United States in the Cold War	
Quarter 4: Unit 10 1945-1980 pt. 2 (2 weeks)	Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Key Concept 8.3: Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	8.1.2.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war 8.1.2.12 Analyze the history, culture, social sovereignty, and current status of the American Indian tribes and bands in Wisconsin 8.1.2.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations, the rise of nation-states, and social, economic, and political revolutions 8.1.2.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved 8.1.2.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or issue, noting discrepancies among sources.	Students will look at political cartoons (like the one on pg. 1528 of the text) to try and explain the role the Cold War played in motivating the US government to address Civil Rights Students will watch clips of Hall, Hail Rock n Roll (Chuck Berry biopic) to evaluate what caused changes to occur in popular American music and what effects were among the results, particularly with race playing a role in causes and effects. Students will compare "The Southern Manifesto" and the Supreme Court Brown decision Students will debate if and when the Civil Rights movement ended as a form of periodization.	• Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings • Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle • Analyze how one or more sentences in more challenging passages relate to the whole passage • Infer the function of paragraphs in somewhat challenging passages • Identify a clear function of paragraphs in more challenging passages • Analyze the overall structure of more challenging passages • Infer a purpose in somewhat challenging passages and how that purpose shapes content and style • Identify a clear purpose of more challenging passages and how that purpose shapes content and style • Understand point of view in more challenging passages	Brown v. Board of Education decision (excerpts) (1954) The Southern Manifesto (excerpts) (1956) Malcolm X, Autobiography (excerpts) (1965) LBJ, The Tonkin Gulf Resolution Message, (1964) LBJ, The War on Poverty (excerpts) (1964) Stokely Carmichael, Black Power (excerpts) (1967) NOW Statement of Purpose (1966) Cesar Chavez, He Showed Us the Way (excerpts) (1978) Richard Nixon, Peace With Honor speech (1973) Clarence Taylor, Civil Rights Leadership and the 1964 Civil Rights Act Brian Ward, "People Get Ready": Music and the Civil Rights Movement of the 1950s and 1960s	
Quarter 4: Unit 11 1980-now (2 weeks)		8.1.2.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved 8.1.2.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to overcome discrimination in the United States and elsewhere in the world			Students will compare the election of 1876 with the election of 2000 for the Constitutional issues involved. Students will debate the causes of 9/11 and the ensuing war on terror as one of the many outcomes. Students will compare the views of Zakaria and Huntington (above) regarding the post-Cold War political climate, and the interpretation of these historians. Students will analyze President Obama's speech (above) regarding race in America for evidence of purpose, audience etc.		Jimmy Carter, Crisis of Confidence speech (1979) Roe v. Wade decision (excerpts) (1973) Ronald Reagan, First Inaugural address, (1981) Paul Roberts, The Supply Side Revolution (excerpt) (1984) Ronald Reagan, Address to the National Assoc. of Evangelicals (1983) Gl Troy, The Age of Reagan
Quarter 4: Unit 12 AP Exam Review (2 weeks)	Students will review all themes, historical thinking skills and learning targets from throughout the year				Students will create presentations based on extrapolating themes and patterns of the past into the future.		College Board provided mock-exam College Board provided outline of the Curriculum Framework



Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments/Strategies	Standards Based Skills and Concepts Targeted throughout the course	ACT Skills covered throughout the course	Resources/Texts Used
<p>Quarter 1</p> <p>Unit 0</p> <p>The Neolithic Revolution and Ancient Empires</p> <p>(2 weeks)</p>	<p>Review of Summer assignment</p> <p>Intro to AP Historical Thinking Skills</p> <p>Intro to CREPES</p> <p>Intro to SAQs (Short Answer Questions)</p> <p>Throughout the Paleolithic era, humans developed sophisticated technologies and adapted to different geographical environments as they migrated from Africa to Eurasia, Australasia, and the Americas.</p> <p>Beginning about 10,000 years ago, some human communities adopted sedentism and agriculture, while others pursued hunter-forager or pastoralist lifestyles—different pathways that had significant social and demographic ramifications.</p> <p>The appearance of the first urban societies 5,000 years ago laid the foundations for the development of complex civilizations; these civilizations shared several significant social, political, and economic characteristics.</p>	<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches.</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them</p> <p>B.12.4 Assess the validity of different interpretations of significant historical events</p> <p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty, form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<ul style="list-style-type: none"> Locate and interpret minor or subtly stated details in somewhat challenging passages Locate important details in more challenging passages Draw subtle logical conclusions in somewhat challenging passages Draw logical conclusions in more challenging passages Paraphrase virtually any statement as it is used in somewhat challenging passages Paraphrase some statements as they are used in more challenging passages Infer a central idea or theme in somewhat challenging passages or their paragraphs Identify a clear central idea or theme in more challenging passages or their paragraphs Summarize key supporting ideas and details in more challenging passages Order sequences of events in somewhat challenging passages Understand implied or subtly stated comparative relationships in somewhat challenging passages Identify clear comparative relationships in more challenging passages Understand implied or subtly stated cause-effect relationships in somewhat challenging passages 	<p><i>The World's History</i> by Howard Spodek, 5th Edition, (Pearson, 2015)</p> <p>Epic of Gilgamesh excerpt: students will examine photos of ceremonial Olmec heads, and Shang funeral urns from the Spodek text discussing how artifacts can/can't be used as evidence.</p>
<p>Unit 1</p> <p>Early belief systems</p> <p>(2 weeks)</p>	<p>Intro to Thesis writing</p> <p>As states and empires increased in size and contacts between regions intensified, human communities transformed their religious and ideological beliefs and practices.</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p> <p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p> <p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p> <p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<ul style="list-style-type: none"> Identify clear cause-effect relationships in more challenging passages Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging passages Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings Interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is subtle 	<p>See Crash Course videos on YouTube re: <i>Hinduism, stories of Hindu gods etc.</i> Crash Course videos on YouTube covering several stages of Christian development, Islam, Buddhism in the era of Asoka etc.</p> <p><i>The Geography of Thought</i> by Nisbett, Niall Smart's <i>The Religions of Mankind</i>, Great Religions reading on Confucianism and Daoism</p>
<p>Unit 2</p> <p>Classical Empires</p> <p>(2 weeks)</p>	<p>As the early states and empires grew in number, size, and population, they frequently competed for resources and came into conflict with one another.</p> <p>With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.</p>	<p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolutions to conflicts and sometimes gone to war</p> <p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p> <p>B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<ul style="list-style-type: none"> Analyze how one or more sentences in more challenging passages relate to the whole passage Infer the function of paragraphs in somewhat challenging passages Identify a clear function of paragraphs in more challenging passages Infer a purpose in somewhat challenging passages and how that purpose shapes content and style Identify a clear purpose of more challenging passages and how that purpose shapes content and style Understand point of view in more challenging passages Analyze how one or more sentences in more challenging passages offer reasons for or support a claim Infer a central claim in somewhat challenging passages Identify a clear central claim in more challenging passages 	<p>Read Conrad and Demost's model of Empires for ways to compare and contrast empires across time and regions.</p> <p>Demography rdg.</p>
<p>Unit 3</p> <p>Regional powers and trade routes</p> <p>(2 weeks)</p>	<p>A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.</p> <p>State formation and development demonstrated continuity, innovation, and diversity in various regions.</p> <p>Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.</p>	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<ul style="list-style-type: none"> Draw logical conclusions using information from two informational texts ACT Science Standards Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) Compare or combine data from a complex data presentation Determine how the values of variables change as the value of another variable changes in a complex data presentation Determine and/or use a simple (e.g., linear) mathematical relationship that exists between data Analyze presented information when given new, simple information 	<p>Readings on Vikings, stirrups, porcelain and Timbuktu</p>
<p>Quarter 2</p> <p>Unit 4</p> <p>The World before Exploration</p> <p>(2 weeks)</p>	<p>A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological diffusion within and between various societies.</p> <p>State formation and development demonstrated continuity, innovation, and diversity in various regions.</p> <p>Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.</p>	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<ul style="list-style-type: none"> Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data presentations, models, and/or pieces of information in text Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why 	<p>Readings on sugar, gender c. 1450, Japan/Korea influences from China and Souternization by Lynda Shaffer</p>
<p>Unit 5</p> <p>The Age of Exploration</p> <p>(2 weeks)</p>	<p>The interconnection of the Eastern and Western Hemispheres, made possible by transoceanic voyaging, transformed trade and religion and had a significant economic, cultural, social, and demographic impact on the world.</p> <p>Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.</p>	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation</p>	<p>Readings on voyages of Zheng He, vodoun and Wm. McNeill's <i>The Potato in World History</i> as well as primary account of slavery and indentured servitude contract</p>	

Unit 6 Non-Western Empires (2 weeks)	Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems. Empires expanded around the world, presenting new challenges in the incorporation of diverse populations and in the effective administration of new coerced labor systems.		Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Readings on Tokugawa Japan, coffee and African Empires	
Quarter 3 Unit 7 Political Revolutions (2 weeks)	The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.	B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches. B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.3 Recall, select, and analyze significant historical periods and the relationships among them B.12.4 Assess the validity of different interpretations of significant historical events		Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Excerpts from Crane Brinton's Anatomy of Revolution, Bolivar's Letter from Jamaica, the Declaration of Independence and the French Declaration of the Rights of Man and Citizens	
Unit 8 The Industrial Revo. (3 weeks)	The process of industrialization changed the way in which goods were produced and consumed, with far-reaching effects on the global economy, social relations, and culture.	B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments. B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created	Map/timeline quizzes	Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Parisian family readings, White Australia policy, Italian immigrants in Argentina and post-IR art examples	
Unit 9 Nationalism and Imperialism (3 weeks)	As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships. As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.	B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world		Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Kipling's White Man's Burden, excerpt from Leopold's Ghost, Lockard SE Asia reading, excerpt from Paul Kennedy's Rise and Fall of Great Empires, Russo-Japanese War reading and images For another example of European justification for imperialism, see the ABC's for Baby Patriots from 1898: http://diglib.usm.edu/cdm/ref/collection/dgbooks/id/2738	
Unit 10 20th/21st Cent. Pt. 1 (3 weeks)	Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts. The role of the state in the domestic economy varied, and new institutions of global association emerged and continued to develop throughout the century.	B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war B.12.12 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions B.12.13 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved B.12.14 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	Reading quizzes	Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Readings on genocide, Vietnam, Algeria and the Pacific Rim	
Unit 11 20th/21st Centuries, pt. 2 (3 weeks)	Rapid advances in science and technology altered the understanding of the universe and the natural world and led to advances in communication, transportation, industry, agriculture, and medicine. Peoples and states around the world challenged the existing political and social order in varying ways, leading to unprecedented worldwide conflicts.	B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world		Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation		Readings on modern gender rights, globalization, excerpt from Barber's Jihad vs. McWorld, the Middle East conflict and genetically modified foods	
Unit 12 AP Exam review	Review of the year's material leading up to the AP Exam			Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation			

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	ACT skills covered throughout the course	Resources/Texts Used
First Semester						
Quarter 1						
Unit 1: Introduction to Geography, Five themes of Geography, and Can a map have a bias?	What is Geography? What are the five themes in geography? Can a map have bias?	Explain the importance of geography as a field of study. Explain major geographical concepts underlying the geographic perspective. Use and interpret maps.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
Chapter 1: Basic Concepts (2 weeks)	How do geographers describe where things are? Why is each point on earth unique? Why are different places similar? Why are some human action not sustainable?	Use spatial thinking to analyze the human organization of space. Use and interpret geographic models. Use concepts such as space, place, and region to examine geographic issues.	Class discussions			
Unit 2: Chapter 2: Population and Health Chapter 3: Migration (3 weeks)	Where is the world's population distributed? Why is global population increasing? Why does population growth vary among regions? Why do some regions face health threats? Where are migrants distributed? Where do people migrate within a country? Why do people migrate? Why do migrants face obstacles?	Analyze the distribution of human populations at different scales. Use population density to explain the relationship between people and environment. Explain the implication of population distributions and densities. Analyze population composition. Explain contemporary and historical trends in population growth and decline. Interpret and apply theories of population growth and decline. Explain how push and pull factors contribute to migration. Apply the concepts of forced and voluntary migration to historical and contemporary examples.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
Unit 3: Chapter 4: Folk and Popular Culture (3 weeks)	Where are folk and popular leisure activities distributed? Where are folk and popular material culture distributed? Why is access to folk and popular culture unequal? Why do folk and popular culture face sustainability challenges?	Explain the concepts of culture and identify cultural traits. Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present. Explain cultural patterns and landscapes as they vary by place and region. Explain the diffusion of culture and cultural traits through time and space. Compare and contrast popular and folk culture and the geographic patterns associated with each.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
Quarter 2						
Unit 4: Chapter 5: Language (3 weeks)	Where are languages distributed? Why is English related to other languages? Why do individual languages vary among places? Why do people preserve local languages?	Explain the diffusion of culture and cultural traits through time and space.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
Unit 5: Chapter 6: Religions (3 weeks)	Where are religions distributed? Why do religions have different distributions? Why do religions organize space in distinctive patterns? Why do territorial conflicts arise among religious groups?	Compare and contrast ethnic and universalizing religions and their geographic patterns.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
Unit 6: Chapter 7: Ethnicities (2 weeks)	Where are ethnicities distributed? Why do ethnicities have distinctive distributions? Why do conflicts arise among ethnicities? Why do ethnicities engage in ethnic cleansing and genocide?	Explain the concepts of culture and identify cultural traits. Explain how globalization is influencing cultural interactions and change. Explain cultural patterns and landscapes as they vary by place and region. Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014
WINTER BREAK (Students read chapter 8 over break)						
Second Semester						
Quarter 3						
Unit 7: Chapter 8: Political Geography (2 weeks)	Where are states distributed? Why are nation-states difficult to create? Why do boundaries cause problems? Why do states cooperate and compete with each other?	Explain the structure of the contemporary political map. Evaluate the geopolitical forces that influence the contemporary political map. Explain the concepts of political power and territoriality. Evaluate the nature and function of international and internal boundaries.	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis		The Cultural Landscape, 2014

Unit 8: Chapter 9: Development (3-4 weeks)	<p>Why does development vary among countries?</p> <p>Why does development vary by gender?</p> <p>Why are energy resources important for development?</p> <p>Why do countries face obstacles to development?</p>	<p>Apply the concepts of centrifugal and centripetal forces at the national scale.</p> <p>Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.</p>	<p>Writing assignments including summary paragraphs and persuasive essays</p> <p>Maps/Charts</p> <p>Quizzes</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	The Cultural Landscape, 2014
Unit 9: Chapter 10: Food and Agriculture (3 weeks)	<p>Where did agriculture originate?</p> <p>Why do people consume different foods?</p> <p>Where is agriculture distributed?</p> <p>Why do farmers face economic difficulties?</p>	<p>Identify major centers of domestication of plants and animals and patterns of diffusion in the first agricultural revolution.</p> <p>Explain the connection between physical and geography and agricultural practices.</p> <p>Explain the advances and impact of the second agricultural revolution.</p> <p>Analyze the economic forces that influence agricultural practices.</p> <p>Explain the spatial organization of large-scale commercial agriculture and agribusiness.</p>	<p>Writing assignments including summary paragraphs and persuasive essays</p> <p>Maps/Charts</p> <p>Quizzes</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	The Cultural Landscape, 2014
Quarter 4: Unit 10: Chapter 11: Industry and Manufacturing (3 weeks)	<p>Where is industry distributed?</p> <p>Why are situation and site factor important?</p> <p>Where does industry cause pollution?</p> <p>Why are situation and site factors changing?</p>	<p>Explain issues related to the changing nature of contemporary agriculture.</p> <p>Explain issues related to the location of food-production facilities.</p> <p>Explain the changing role of women in food production.</p> <p>Explain the role of the Industrial Revolution in the growth and diffusion of industrialization.</p>	<p>Writing assignments including summary paragraphs and persuasive essays</p> <p>Maps/Charts</p> <p>Quizzes</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	The Cultural Landscape, 2014
Unit 11: Chapter 12: Services and Settlements (3 weeks)	<p>Where are services distributed?</p> <p>Where are consumer services distributed?</p> <p>Where are business services distributed?</p> <p>Why do services cluster in settlements?</p>	<p>Analyze sustainability issues related to industrialization and development.</p> <p>Analyze the causes and consequences of international trade and growing interdependence in the world economy.</p>	<p>Writing assignments including summary paragraphs and persuasive essays</p> <p>Maps/Charts</p> <p>Quizzes</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	The Cultural Landscape, 2014
Unit 12: Chapter 13: Urban Patterns (2 weeks)	<p>Why do services cluster downtown?</p> <p>Where are people distributed within urban areas?</p> <p>Why are urban areas expanding?</p> <p>Why do cities face challenges?</p>	<p>Explain the factors that initiate and drive urbanization and suburbanization.</p> <p>Apply models to explain the hierarchy and interaction patterns of urban settlements.</p> <p>Explain the models of internal city structure and urban development.</p> <p>Evaluate problems and solutions associated with growth and decline within urban areas.</p> <p>Evaluate problems associated with urban sustainability.</p>	<p>Writing assignments including summary paragraphs and persuasive essays</p> <p>Maps/Charts</p> <p>Quizzes</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	The Cultural Landscape, 2014

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	ACT skills covered throughout the course	Resources/Texts Used
First Semester	What is Geography?	A.12.1 Use various types of atlases and appropriate vocabulary to describe the physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world	<ul style="list-style-type: none"> Locate simple details at the sentence and paragraph level in somewhat challenging passages Draw simple logical conclusions in somewhat challenging passages Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is simple Interpret basic figurative language as it is used in a passage Analyze how one or more sentences in somewhat challenging passages relate to the whole passage when the function is simple Recognize a clear intent of an author or narrator in somewhat challenging passages 	Geography Alive! Regions and People (2006)
Introduction Material	What are the basic tools and language used in geography?					
Unit 1: Introduction to Geography, Five Themes of Geography, and Can a map have bias? Chapter 1: The Tools of Geography Chapter 2: Seeing the World like a Geographer (3 weeks)	How can this help us in our daily life? **Understanding how to read a map	A.12.2 Analyze information generated from a computer about a place, including statistical sources, aerial and satellite images, and three-dimensional models A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features				
Introduction Material	What is Migration?	A.12.4 Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world	<ul style="list-style-type: none"> Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim when the relationship is simple Make straightforward comparisons between two passages Select two or more pieces of data from a simple data presentation Find basic information in text that describes a complex data presentation 	Geography Alive! Regions and People (2006)
Unit 2: Population and Health Migration **Separate PPT (2 weeks)	Why do people migrate? Why is there a difference in health among the world?	A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world				
United States	What are the five great lakes and the purpose they serve?	A.12.7 Collect relevant data to analyze the distribution of products among global markets and the movement of people among regions of the world	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world	<ul style="list-style-type: none"> Determine how the values of variables change as the value of another variable changes in a simple data presentation Identify implications in a model Determine which models present certain basic information 	Geography Alive! Regions and People (2006)
Unit 3: Canada and the United States Urban Sprawl In N.A. Chapter 4-8 (3 weeks)	What is Urban Sprawl? How does it relate to the U.S.? What is a National Park? Why do they exist? What are the consumption Pattern in the U.S.? (What human footprint - youtube) Impact of people for the U.S.?	A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood A.12.11 Describe scientific and technological development in various regions of the world and analyze the ways in which development affects environment and culture A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world				
Latin America	What is the difference between Folk and Popular Culture?	A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world		Geography Alive! Regions and People (2006)
Unit 4: Folk and Popular Culture, Indigenous Cultures, and Severe Weather **Separate PPT Chapters 9 - 11 (3 weeks)	What is Spatial Inequality in Mexico City? What are indigenous cultures? What type of extreme weather does the world see?	A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world				
Europe and Russia	What is the EU?	A.12.12 Assess the advantages and disadvantages of selected land use policies in the local community, Wisconsin, the United States, and the world	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world		Geography Alive! Regions and People (2006)
Unit 5: Land Use in the Amazon and Life in the Central Andes Chapter 12 and 13 (2 weeks)	How does land in the Amazon get used? What is life like in the Central Andes?	A.12.8 Identify the world's major ecosystems and analyze how different economic, social, political, religious, and cultural systems have adapted to them A.12.9 Identify and analyze cultural factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as an urban center, an industrial park, a public project, or a planned neighborhood	Writing assignments including summary paragraphs and persuasive essays Maps/Charts Quizzes Class discussions	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in population and landstructure, Periodization, Comparison between different regions of the world		Geography Alive! Regions and People (2006)
Unit 6: Supranational Cooperation in the EU, Population Dilemmas in Europe, and Transboundary Pollution Chapters 14-16 (3 weeks)	What is Supranational Cooperation? What are the population dilemmas in Europe? What are invisible boudes in Europe?	A.12.13 Give examples and analyze conflict and cooperation in the establishment of cultural regions and political boundaries				
WINTER BREAK						
Unit 8: Understanding the basics of plate tectonics and Russia's plate tectonic movement and New Nation State from the Old Soviet Empire Chapters 17 and 18 (2 weeks)		A.12.6 Collect and analyze geographic information to examine the effects that a geographic or environmental change in one part of the world, such as volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification, may have on other parts of the world				Geography Alive! Regions and People (2006)

Unit 9: The Nile River, Life in the Sahara and the Sahel, and Micro-entrepreneurs

Chapter

(3 weeks)

Southwest and Central Asia
Unit 11: Oil in Southwest Asia

(2 weeks)

Unit 12: Istanbul

(1 Week)

Monsoon Asia
Unit 13: Waiting for the Rains (South Asia)

(1 week)

Unit 14: Mount Everest

(1 week)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Geography Alive! Regions and People (2006)

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	ACT skills covered throughout the course	Resources/Texts Used
<p>Quarter 1</p> <p>Unit 1</p> <p>Pre-Columbian to 1763</p> <p>(2 weeks)</p>	<p>When/how/why were the Americas peopled?</p> <p>Contrast the experience of Native peoples' contacts with Europeans</p> <p>How did various colonies differ politically, socially, economically and how were they similar?</p> <p>How did the French-Indian War create a feeling of Nationalism among the colonists?</p>	<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them</p> <p>B.12.4 Assess the validity of different interpretations of significant historical events</p> <p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p>	<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<ul style="list-style-type: none"> Order simple sequences of events in somewhat challenging literary narratives Identify clear comparative relationships in somewhat challenging passages Identify clear cause-effect relationships in somewhat challenging passages Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings Analyze how one or more sentences in somewhat challenging passages relate to the whole passage 	<p><i>The Americans</i> (2003)</p>
<p>Unit 2</p> <p>The Revolutionary Period</p> <p>(3 weeks)</p>	<p>What were the short and long term causes of the American Revolution?</p> <p>What were the strengths and weaknesses of the Articles of Confederation?</p> <p>How did the Constitution meet (or not) the ideals of the Founding Fathers?</p> <p>What was the significance of the election of 1800?</p>	<p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p> <p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p> <p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p> <p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p>	<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<ul style="list-style-type: none"> Infer the function of straightforward paragraphs in somewhat challenging literary narratives Identify a clear function of paragraphs in somewhat challenging passages Analyze the overall structure of somewhat challenging passages Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style Understand point of view in somewhat challenging passages Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim Identify a clear central claim in somewhat challenging passages 	<p><i>Various scenes from the HBO series John Adams are available on YouTube such as his defense of British soldiers after the Boston Massacre and a cabinet meeting with Washington, incl. tensions btw. Jefferson and Hamilton</i></p>
<p>Unit 3</p> <p>America moves West</p> <p>(2 weeks)</p>	<p>What were the causes and effects of America's westward expansion?</p> <p>Was the Era of Good Feelings really "good"?</p> <p>What aspects of Jackson's campaign and administration mark his tenure as a turning point in American history?</p> <p>In what ways was the annexation of Texas really about the issue of slavery?</p>	<p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p> <p>B.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes and bands in Wisconsin</p> <p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p> <p>B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p> <p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p><i>ACT Science Standards</i></p> <ul style="list-style-type: none"> Select data from a complex data presentation (e.g., a phase diagram) Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Perform a simple interpolation or simple extrapolation using data in a table or graph 	<p>Numerous primary sources exist detailing the experiences of immigrants, slaves, Southern slave owners, Tejanos in the American Southwest and builders of the Erie Canal, early railroads etc.</p>

<p>Quarter 2</p> <p>Unit 4</p> <p>Prelude to War</p> <p>(2 weeks)</p>	<p>What role did <i>Uncle Tom's Cabin</i> play in the national debate?</p> <p>How did the US Supreme Court influence the likelihood of the Civil War?</p> <p>What was meant by the term "Manifest Destiny" and what role did it play in American expansion?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Uncle Tom's Cabin</i> excerpt</p> <p><i>American Progress "Spirit of the Frontier"</i> (painting from 1872) by John Gast analysis</p>
<p>Unit 5</p> <p>The Civil War</p> <p>(3 weeks)</p>	<p>Was the Civil War about the Constitutional rights of states as opposed to the Federal government, or was it just about slavery?</p> <p>What were Lincoln's views on the issues of slavery and racial equality?</p> <p>What were the main pro's and con's of the North and South in the war?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Emancipation Proclamation, Gettysburg Address and Lincoln's 2nd Inaugural Address</i></p> <p><i>Clips from Ken Burns' Civil War - the entire series is on Netflix</i></p>
<p>Unit 6</p> <p>Reconstruction thru the Guided Age (1865-1900)</p> <p>(3 weeks)</p>	<p>How did Presidential Reconstruction and Radical Reconstruction differ?</p> <p>What were Black Codes and how did they differ from the expectations of Reconstruction?</p> <p>What role did the Supreme Court play in defining the legal rights of Americans after the passage of the 13-15th Amendments?</p> <p>How were the rights of workers and owners</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Mississippi Black Code, the cartoons of Thomas Nast, the Chinese Exclusion Act, Andrew Carnegie's Gospel of Wealth vs. Social Darwinism, The Making of Milwaukee (DVD) on the immigrant experience</i></p>
<p>Quarter 3</p> <p>Unit 7</p> <p>World War One and the 20's</p> <p>(2 weeks)</p>	<p>What were the short and long term motives for American foreign policy in this era?</p> <p>In what ways did the Treaty of Versailles reflect Wilson's ideals, and in what ways did it not? Were his ideals universal or only for some?</p> <p>What were the short and long term causes of the passage of the 19th Amendment?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>poem Dulce et Decorum Est by Wilfred Owen re: WW 1, Letters of American suffragettes, could even go back to the 1848 Seneca Falls Convention,</i></p>
<p>Unit 8</p> <p>The Depression & World War Two</p> <p>(3 weeks)</p>	<p>What were the true causes of the Great Depression?</p> <p>What long and short term causes led to the rise of fascism?</p> <p>Where are fascism and communism on the political spectrum and how are they similar and different?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>graphs showing economic data before and during the Depression, primary sources re: experiences during the Depression Excerpts of Mein Kampf, analyze US propaganda posters and efforts incl. cartoons, excerpts from Marx and Lenin re: communism</i></p>
<p>Unit 9</p> <p>The Cold War (1945-1989)</p> <p>(3 weeks)</p>	<p>What were proxy wars and why did the US/USSR use them?</p> <p>How did the Cold War lead to other rivalries like the space race?</p> <p>What led to the collapse of communism in the USSR/Eastern Europe?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Excerpts from (Milwaukeean) George Kennan's "long telegram", debate the US use of nuclear weapons on Japan, analyze the role of SDI (aka Star Wars) in the collapse of the USSR</i></p>
<p>Quarter 4</p> <p>Unit 10</p> <p>Civil Rights and changes to America's Social fabric</p> <p>(3 weeks)</p>	<p>What was the role of the US Supreme Court in the Civil Rights movement?</p> <p>How was the view of the civil rights movement by the US government shaped by the Cold War?</p> <p>How did the experiences of African-Americans' movement compare to that of other minorities e.g. Latinos, Native Americans etc.?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Read court decisions like Brown v. Board of Education (1954), the Civil Rights act of 1964, the political cartoons of Herb Block, debate if the Great Society made America "greater" or not</i></p>
<p>Unit 11</p> <p>"Recent" America, 1980-2000</p> <p>(3 weeks)</p>	<p>What foreign policy threats has the US had to deal with in the post bipolar world?</p> <p>What were the short and long term causes to the creation of the War on Terror?</p> <p>What is the American Dream, and what developments have made it more or less attainable since 1980?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p><i>Read articles by Thomas L. Friedman on globalization and terrorism, watch news clips on YouTube of the Iranian Hostage crisis or other key events, analyze economic data re: the US economy e.g. taxes, median income, trade deficit etc.</i></p>

<p>Unit 12</p> <p>"Modern" America, 2000-present</p> <p>(2 weeks)</p>	<p>Is economic globalization good or bad for the United States and can it be changed?</p> <p>What short and long term forces led to the sharp divisions between political parties today?</p> <p>Is racism over? What evidence suggests it is and what evidence suggests it isn't?</p>		<p>Writing assignments including persuasive essays</p> <p>Maps</p> <p>Quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>		<p>Read articles by Thomas L. Friedman on globalization and terrorism, watch excerpts of 2016 debates for President, debate the claims of racism's end incl. formation of Black Lives Matter movement and the election of an African-American President</p>

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments/Strategies	Standards Based Skills and Concepts Targeted throughout the course	ACT Skills covered throughout the course	Resources/Texts Used
Quarter 1 Unit 1 The Neolithic Revolution (2 weeks)	Teacher chooses 2 of the 4 regions to focus on and 2 of the 4 solutions to common problems: Regions 2 of 4: Nile Indus Yangtze (Huang He) Tigris/Euphrates Solutions: 2 of 4: calendars writing money legal codes (e.g. Hamurabbi's code) • Why was the Neolithic Revolution "revolutionary"? • How were these areas alike? • The pro's of water/rivers as a living area. • Common goals/problems of Early Civ.'s • Some solutions to those problems above (e.g. irrigation) • Terms: Domestication, alluvial silt	B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion B.12.3 Recall, select, and analyze significant historical periods and the relationships among them B.12.4 Assess the validity of different interpretations of significant historical events B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty; form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	<ul style="list-style-type: none"> Order simple sequences of events in somewhat challenging literary narratives Identify clear comparative relationships in somewhat challenging passages Identify clear cause-effect relationships in somewhat challenging passages Analyze how the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages Interpret most words and phrases as they are used in somewhat challenging passages, including determining technical, connotative, and figurative meanings Analyze how one or more sentences in somewhat challenging passages relate to the whole passage 	<i>World History</i> , Spielvogel, 2005 Glencoe
Unit 2 Early belief systems (2 weeks)	Teacher chooses 2 of the 4 religions to focus on: Judaism Animism/Ancestral Hinduism Polytheism • How early religions "bridged" this world and the "eternal" • How were early religions and early governments connected? • Terms: theocracy, mono/poly-theistic	B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts; within each major era of Wisconsin, United States, and world history B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	<ul style="list-style-type: none"> Infer the function of straightforward paragraphs in somewhat challenging literary narratives Identify a clear function of paragraphs in somewhat challenging passages Analyze the overall structure of somewhat challenging passages Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style Understand point of view in somewhat challenging passages 	See <i>Crash Course videos on YouTube re: Hinduism, stories of Hindu gods etc.</i>
Unit 3 Classical Empires (4 weeks)	Teachers choose at least one from each A, B, and C: A: Han Mauryan/Gupta B: Greek Roman C: Persian Alexander's • What was the role of Cultural Diffusion? • What leads to an Empire's: Rise, "Pax", Fall etc. • What is the role of trade?	B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impact of a president, or a presidential pardon, and explain the issues involved B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	<ul style="list-style-type: none"> Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim Identify a clear central claim in somewhat challenging passages <i>ACT Science Standards:</i> <ul style="list-style-type: none"> Select data from a complex data presentation (e.g., a phase diagram) Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram Perform a simple interpolation or simple extrapolation using data in a table or graph 	<i>Read Conrad and Demarst's model of Empires for ways to compare and contrast empires across time and regions.</i>
Quarter 2 Unit 4 "Middle" Belief Systems (2.5 weeks)	Teachers choose 3 of 4: Buddhism Christianity Confucianism/Daoism Islam • How do religions bring "stability" to, or "disrupt" social institutions? • How do religions spread?	B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world	Writing assignments including persuasive essays, theses and document based questions. Map/timeline quizzes Reading quizzes Comparison and contrast charts Class discussions, debates and simulations Unit tests	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	Crash Course videos on YouTube covering several stages of Christian development, Islam, Buddhism in the era of Asoka etc.	

<p>Unit 5</p> <p>Regional/Post-Classical Empires (3.5 weeks)</p>	<p>Teacher chooses 4 of 6:</p> <p>Africa (Ghana/Mali/Songhai) Tang/Song China Meso-American (Mayan/Olmec/Toltec etc.) Islamic (up thru Abbasid Caliphate) Byzantine Southeast Asian (e.g. Khmer, Champa, Malay etc.)</p> <ul style="list-style-type: none"> What was the role of Cultural Diffusion? What leads to an Empire's Rise, "Pax", Fall etc. What is the role of trade? 		<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>Internet History Sourcebook: https://sourcebooks.fordham.edu/</p> <p>Compare primary sources with secondary or with other primary sources</p>
<p>Unit 6</p> <p>Trade before the Age of Exploration (3 weeks)</p>	<p>Teacher chooses 3 of 6:</p> <p>Marco Polo/the Mongols Trans-Saharan Indian Ocean/East African Within the Americas (e.g. Aztec/Incan) Vikings/Russia Medieval Europe/Mediterranean</p> <ul style="list-style-type: none"> What was the role of cultural Diffusion in trade in spreading ideas and religion, germs etc.? 		<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	
<p>Semester Two</p>					
<p>Quarter 3</p> <p>Unit 7</p> <p>Renaissance and Exploration (4 weeks)</p>	<ul style="list-style-type: none"> origins of the Renaissance Changes to European culture Formation of cities Styles of colonization Impact of economic/ cultural factors <ul style="list-style-type: none"> What role did trade play in the origins of the Renaissance? How important was trade as motive for exploration, compared to other motives? How was the Ren. a diffusion of Greek & medieval cultures? Regional vs. global interaction - how did they change/stay the same? What were the effects on religious stability and instability? 	<p>B.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches</p> <p>B.12.2 Analyze primary and secondary sources related to a historical question to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion</p> <p>B.12.3 Recall, select, and analyze significant historical periods and the relationships among them</p> <p>B.12.4 Assess the validity of different interpretations of significant historical events</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>Investigate the Renaissance through art: https://www.khanacademy.org/humanities/art-history/renaissance-reformation</p>
<p>Unit 8</p> <p>Nations facing Exploration (2 weeks)</p>	<p>Teacher chooses 2 of 5:</p> <ul style="list-style-type: none"> India (e.g. Mughal empire) West Africa (Kongo, Ashanti, etc.) Ming/ Qing China Meso-American (Aztec/Incan) Japan (pre-Tokugawa Feudalism) <ul style="list-style-type: none"> How did cultural diffusion occur between Euro.'s and non-Euro.'s What, if any, traits of Empires existed in these civilizations? Terms: Columbian Exchange 	<p>B.12.5 Gather various types of historical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and nation, individual and community, law and conscience, diversity and civic duty, form a reasoned conclusion in the light of other possible conclusions; and develop a coherent argument in the light of other possible arguments</p> <p>B.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States</p> <p>B.12.7 Identify major works of art and literature produced in the United States and elsewhere in the world and explain how they reflect the era in which they were created</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>See Asia for Educators website for info on East Asia: http://afe.easia.columbia.edu/</p>
<p>Unit 9</p> <p>Revolutions (3 weeks)</p>	<ul style="list-style-type: none"> Scientific (and Enlightenment) French <p>Teacher chooses 1 of 2:</p> <p>Hatian, or South American (e.g. Simon d'Bolivar's)</p> <ul style="list-style-type: none"> Industrial <ul style="list-style-type: none"> What were key similarities (leaders, motives, process & results) between revolutions? What was the role of social class in the revolutions, and how were each impacted? What is the political Spectrum & how does it represent views on change? 	<p>B.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history</p> <p>B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>See online summaries of Crane Brinton's Anatomy of Revolution (1957) theory or other theories of revolution</p>
<p>Unit 10</p> <p>Nationalism and Imperialism (3 weeks)</p>	<ul style="list-style-type: none"> Japan <p>Teacher chooses 1 of 3:</p> <ul style="list-style-type: none"> China (Qing dynasty and beyond to 1925) Africa (Berlin Conference, French West Africa, Boer War etc.) India/Southeast Asia (British colonization) <ul style="list-style-type: none"> "White Man's Burden" Nationalism in Europe & colonies Impact of the Industrial Revo. on imperialism <ul style="list-style-type: none"> Industrialism: pro's, con's terms: protectorate, colonialism, sphere of influence 	<p>B.12.10 Select instances of scientific, intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes had on beliefs and values</p> <p>B.12.11 Compare examples and analyze why governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war</p> <p>B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions</p> <p>B.12.15 Identify a historical or contemporary event in which a person was forced to take an ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues involved</p> <p>B.12.16 Describe the purpose and effects of treaties, alliances, and international organizations that characterize today's interconnected world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>For another example of European justification for imperialism, see the ABC's for Baby Patriots from 1898: http://digilib.usm.edu/cdm/ref/collection/dgbooks/id/2738</p>

<p>Unit 11</p> <p>20th/21st Centuries, pt. 1</p> <p>(3 weeks)</p>	<ul style="list-style-type: none"> • WWI outside of Europe (e.g. Arabia, Africa) • WWII & Cold War <p><u>Teacher chooses 1 of 2:</u></p> <ul style="list-style-type: none"> • Independence in India • Independence in China <ul style="list-style-type: none"> • rise/fall of Communism <ul style="list-style-type: none"> • Bi-polar world: regional vs. global • Revolution patterns (see above) (Contrast Gandhi, Mao) • Communism vs. capitalism • USSR/Nazi's as Empires 	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>Clips from recent movies, eg.: The Last Emperor Saving Private Ryan The Killing Fields Schindler's List Lawrence of Arabia Gandhi etc.</p>
<p>Unit 12</p> <p>20th/21st Century pt. 2</p> <p>(2 weeks)</p>	<ul style="list-style-type: none"> • Middle East – Israel and Oil • Globalization • European Union • Development in Africa or Latin America • global demographic changes <ul style="list-style-type: none"> • Religion: stability/instability • Global v. regional trade pro's/con's • genocide • global cultural diffusion pro's/con's • term: globalization 	<p>B.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved</p> <p>B.12.18 Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world</p>	<p>Writing assignments including persuasive essays, theses and document based questions.</p> <p>Map/timeline quizzes</p> <p>Reading quizzes</p> <p>Comparison and contrast charts</p> <p>Class discussions, debates and simulations</p> <p>Unit tests</p>	<p>Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis</p>	<p>For Globalization, Mid East and Technology issues, see the website of NY Times Foreign Affairs columnist Thomas L. Friedman at: http://www.thomasfriedman.com/</p> <p>Contrast Friedman with more conservative voices e.g. Niall Ferguson: http://www.niallferguson.com/</p>