Timeline	Themes/Enduring Understandings/Essential Questions for	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout	Strategies/Practices Used to Teach Skills and	ACT Skills: Reading and Science	Resources/Texts Used
Quarter 1	the Unit Key Concept 1.1: Before the arrival of	B.12.1 Explain different points of view on the	Primary/Secondary	the course Historical Causation,	Concepts Comparing Native	Locate and interpret	Out of Many: A History of
Unit 1:	Europeans, native	same historical event, using data gathered from various sources, such as letters, journals,	Analysis	Patterns of Continuity and	American communities,	minor or subtly stated	the American People, 6th
1491-1607 (2 weeks)	populations in North America developed a wide variety of social.	diaries, newspapers, government documents, and speeches	Document analysis	Change over Time, Periodization,	contrasting colonial strategies, investigating	details in somewhat challenging passages	ed. 2011, by Faragher et. al., Prentice Hall
(2 weeks)	political, and economic structures based in	B.12.2 Analyze primary and secondary	Document analysis	Comparison,	context , cause and effect	Locate important details	all, riendee nam
	part on interactions with the environment and each other.	sources related to a historical question to evaluate their relevance, make comparisons,	Expository, persuasive and DBQ	Contextualization, Historical Argumentation,	of the humble potato	in more challenging passages	Columbus - Hero or Villain?Felipe Fernandez-
	Key Concept 1.2: European overseas	integrate new information with prior knowledge, and come to a reasoned	essay practice	Appropriate Use of Relevant	reading, Guns, Germs and Steel video excerpt,	<ul> <li>Draw subtle logical</li> </ul>	Armesto,   History Today
	expansion resulted in the	conclusion	Reading quizzes	Historical Evidence,	primary sources: differing	conclusions in somewhat	Volume: 42 Issue: 5 1992
	Columbian Exchange, a series of interactions and adaptations	B.12.3 Recall, select, and analyze significant historical periods and the relationships	Unit test incl. new format AP US	Interpretation, Synthesis	accounts of Natives by Spanish missionaries, Crash	<ul> <li>challenging passages</li> <li>Draw logical conclusions</li> </ul>	Excerpts from How the
	among societies across the Atlantic.Key	among them	questions		Course video	in more challenging	Potato Changed the
	Concept 1.3: Contacts among American Indians, Africans, and	B.12.4 Assess the validity of different interpretations of significant historical events	Class discussion	Cite specific textual evidence to support analysis of primary and		<ul> <li>Paraphrase virtually any</li> </ul>	World's History by William H. Mcneill
	Europeans challenged the worldviews of	interpretations or significant historical events		secondary sources, connecting		statement as it is used in	
	each group.	B.12.5 Gather various types of historical	Class debates	insights gained from specific details to an understanding of		somewhat challenging passages	The French in the New World Library of Congress
		evidence, including visual and quantitative data, to analyze issues of freedom and	Quarterly projects	the text as a whole.		<ul> <li>Paraphrase some</li> </ul>	and the National Library of
		equality, liberty and order, region and nation, individual and community, law and	Content summary and	Determine the central ideas or		statements as they are used in more challenging	France
		conscience, diversity and civic duty; form a reasoned conclusion in the light of other	comparison charts	information of a primary or		passages	
		possible conclusions; and develop a coherent argument in the light of other possible		secondary source; provide an accurate summary that makes		<ul> <li>Infer a central idea or theme in somewhat</li> </ul>	
		arguments		clear the relationships among the		challenging passages or	
		B.12.6 Select and analyze various documents that have influenced the legal, political, and		key details and ideas.		<ul> <li>their paragraphs</li> <li>Identify a clear central</li> </ul>	
		constitutional heritage of the United States		Evaluate various explanations for		idea or theme in more	
				actions or events and determine which explanation best accords		challenging passages or their paragraphs	
				with textual evidence,		<ul> <li>Summarize key</li> </ul>	
				acknowledging where the text leaves matters uncertain.		supporting ideas and details in more challenging	
				icaves matters uncertain.		passages	
						<ul> <li>Order sequences of events in somewhat</li> </ul>	
						events in somewhat challenging passages	
	Key Concept 2.1: Differences in imperial	B.12.6 Select and analyze various documents that have influenced the legal, political, and		Evaluate various explanations for actions or events and determine which explanation best	Point of View analysis,	Understand implied or	ASlave Resistance
	goals, cultures, and the North American environments that different	constitutional heritage of the United States		accords with textual evidence, acknowledging where the text leaves matters uncertain.	reading of indentured servant contract and	subtly stated comparative relationships in somewhat	James H. Sweet University of Wisconsin–Madison
	empires confronted led	B.12.7 Identify major works of art and literature produced in the United States and		where the text reares matters uncertain.	primary account of slave's	challenging passages	· · · · · · · · · · · · · · · · · · ·
	Europeans to develop diverse patterns of colonization.	elsewhere in the world and explain how they reflect the era in which they were created		Determine the meaning of words and phrases as they are used in a text, including analyzing	life, contrasting views of Locke and Hobbes,	<ul> <li>Identify clear comparative relationships</li> </ul>	A Firsthand Account of a Slave's Voyage to the
	Key Concept 2.2: European colonization	B.12.8 Recall, select, and explain the		how an author uses and refines the meaning of a key term over the course of a text (e.g.,	listening to famed sermons	in more challenging	Americas, Olaudah
	efforts in North America stimulated intercultural contact and	significance of important people, their work, and their ideas in the areas of political and		how Madison defines faction in Federalist No. 10).	of the Great Awakening, slave uprising reading	passages • Understand implied or	Equiano (excerpted)
Overter 1	intensified conflict between	intellectual leadership, inventions, discoveries, and the arts, within each major		Analyze in detail how a complex primary		subtly stated cause-effect	Second Treatise on
Quarter 1 Unit 2:	the various groups of colonizers and native peoples.	era of Wisconsin, United States, and world history		source is structured, including how key sentences, paragraphs, and larger portions of		relationships in somewhat challenging passages	Government, by John Locke (excerpts)
1607-1754	Key Concept 2.3: The increasing political,	B.12.9 Select significant changes caused by		the text contribute to the whole.		<ul> <li>Identify clear cause-</li> </ul>	
(2 weeks)	economic, and cultural exchanges within the "Atlantic World" had a	technology, industrialization, urbanization,		Evaluate authors' differing points of view on		effect relationships in more challenging	Leviathan , Thomas Hobbes, (excerpts)
	profound impact on	and population growth, and analyze the effects of these changes in the United States and the world		the same historical event or issue by assessing the authors' claims, reasoning, and evidence.		passages	100000, (0.000, 000, 000, 000, 000, 000,
	the development of colonial societies in North America.	B.12.10 Select instances of scientific,		Integrate and evaluate multiple sources of information presented in diverse formats and		<ul> <li>Analyze how the choice of a specific word or</li> </ul>	
		intellectual, and religious change in various regions of the world at different times in		media (e.g., visually, quantitatively, as well as in words) in order to address a question or		phrase shapes meaning or	
		history and discuss the impact those changes had on beliefs and values		solve a problem.		tone in somewhat challenging passages	
		had on deners and values				when the effect is subtle	
						Analyze how the choice	
						<ul> <li>Analyze how the choice of a specific word or</li> </ul>	
	Key Concept 3.1: Britain's victory over France in the imperial	8.12.11 Compare examples and analyze why governments of various countries have		Evaluate an author's premises, claims, and evidence by corroborating or challenging	Compare Albany Plan to	Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging     Interpret most words	Albany Plan of Union, from
	Key Concept 3.1: Britain's victory over France in the imperial struggle for North America led to new				Compare Albany Plan to Constitution, Developing cause and	Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging	Albany Plan of Union, from Leonard Larrabee, ed., Papers of Benjamin
	France in the imperial struggle for North America led to new conflicts among the British	governments of various countries have sometimes sought peaceful resolution to		evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent	Constitution, Developing cause and effect of British Acts and	Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging Interpret most words and phrases as they are used in more challenging passages, including	Leonard Larrabee, ed.,
	France in the imperial struggle for North America led to new	governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war		evidence by corroborating or challenging them with other information.	Constitution, Developing cause and	Analyze how the choice of a specific word or phrase shapes meaning or tone in more challenging Interpret most words and phrases as they are used in more challenging	Leonard Larrabee, ed., Papers of Benjamin
	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,	governments of various countries have sometimes sought peaceful resolution to conflicts and sometimes gone to war 8.12.12 Analyze the history, culture, tribal sovereignty, and current status of the American Indian ribes and bands in Wisconsin		evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting	Constitution, Developing cause and effect of British Acts and American responses, watch School House Rock videos and Crash Course	Analyze how the choice of a specific word or phrase shopes meaning or tone in more challenging interpret most words and phrases as they are used in more challenging passages, including determining technical, connotative, and figurative meanings	Leonard Larrabee, ed., Papers of Benjamin Franklin Common Sense , Thomas Paine, 1776 (excerpts)
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Quarter 2: Unit 4 1800-1848 (2 weeks)	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 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. Key Concept 4.3: U.S. interest in increasing foreign trade, expanding its national bodres, and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.	Primary/Secondary Analysis Document analysis Expository, persuasive and DBQ essay practice Reading quizzes Unit test incl. new format AP US questions Class discussion Class debates Quarterly projects Content summary and comparison charts	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	Review of the requirements of Expository essays for CB. Investigation of Supreme Court cases in this era related to the growth of Federal power. Review of material by playing "Taboo" – guessing vocabulary terms without using key terms to describe them.	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 Oraw 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	Out of Many: A History of the American People, 6th ed. 2011, by Faragher et. al., Prentice Hall Marbury v. Madison (1803 summary of case
Quarter 2: Unit 5 1844-1877 (2 weeks)	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. 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. Key Concept 5.3: The Union victory in the Civil War and the contested Reconstruction of the South settled the issues of slavery and seession, but left unresolved many questions about the power of the federal government and citizenship rights.		Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the	Read sample student essays from CB to practice applying the rubric for short essays. Art analysis: "American Progress" by John Gast, 1872 Analyze election results from the 1848 election, examining causation.	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	Crash Course videos The Making of Milwaukee video series by John Gurd Ken Burns' documentary, the Civil War (episode: A House Divided) Dred Scott case summary (1857)
Quarter 2: Unit 6 1865-1898 (2 weeks)	Key Concept 6.1: Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. Key Concept 6.2: The imprations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. Key Concept 6.3: The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.			- Students will write DBQ's on the role of immigration in this era and the rights of workers vs. big businesses. - Students will analyze a Thomas Nast cartoon on Chinese immigration (1871) - Harper's Weekly) - Students will contrast the views of Twain and Beveridge regarding US actions in the Philippines. - Students will compare the role of the media in society at the turn of the Century, ala Muckrakers and Sinclair's The Jungle, with the media's role today.	<ul> <li>Determine whether presented information, or new information, supports or contradicts a simple hypothesis or conclusion, and why</li> </ul>	Ken Burns' documentary, The Civil War Lincoln's Gettysburg Address, 1863