Timeline	Themes/Enduring	Standards Addressed	Assessments	Standards Based Skills and	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
	Understandings/Essential Questions for the Unit	throughout the course	Historical Causation.	Concepts Targeted throughout the course			
	Key Concept 7.1: Growth expanded opportunity, while economic instability led	Primary/Secondary Analysis	Patterns of Continuity and Change over Time, Periodization,	Historical Causation, Patterns of Continuity and Change		Locate and interpret minor or subtly stated details in somewhat challenging passages	Out of Many: A History of the American People, 6th ed. 2011, by Faragher et. al., Prentice Hall
Quarter 3 Unit 7: World War I and the	to new efforts to reform U.S. society and its economic system.	Document analysis	Comparison, Contextualization, Historical Argumentation,	over Time, Periodization,	- Students will analyze a graph showing trends in the Great Migration of African-Americans and	Locate important details in more challenging passages	Rudyard Kipling, "White Man's Burden" (1899)
1920's	Key Concept 7.2: Innovations in communications and technology contributed to the growth of more culture, while	Expository, persuasive and DBQ essay practice	Appropriate Use of Relevant Historical Evidence, Interpretation,	Comparison, Contextualization,	compare the data with the article Jim Crow and the Great Migration - Students will look at a collection of World War One	Draw subtle logical conclusions in somewhat challenging passages     Draw logical conclusions in more challenging	William Howard Taft, Dollar Diplomacy, (1912)
(2 weeks)	to the growth of mass culture, while significant changes occurred in internal and international migration patterns.	essay practice  Reading guizzes	Synthesis	Historical Argumentation, Appropriate Use of Relevant Historical Evidence.	- Students will look at a collection of World War One propaganda posters and attempt to evaluate them for source, audience etc.	braw logical conclusions in more challenging passages     Paraphrase virtually any statement as it is used	Woodrow Wilson, The New Freedom (excerpts) (1913)
	Key Concept 7.3: Participation in a series of global conflicts propelled the United States	Unit test incl. new format AP US	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.	Interpretation, Synthesis	- Students will analyze a political cartoon called New Diplomacy (1905) in an attempt to discern US policy as well	in somewhat challenging passages  Paraphrase some statements as they are used in	Wilfred Owen, Dulce et Decorum Est (1917)
	into a position of international power while renewing domestic debates over the nation's	questions	Determine the central ideas or information of	Cite specific textual evidence to	as the audience, purpose etc.  - Students will analyze a map of US involvement overseas in	more challenging passages  Infer a central idea or theme in somewhat	F.J. Grimke, Address to African-American Soldiers (1919)
	proper role in the world.	Class discussion	a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	support analysis of primary and secondary sources, connecting	the late 19th Century/early 20th (pg. 707 in the text) and read Kipling's White Man's Burden. They will attempt to	challenging passages or their paragraphs  Identify a clear central idea or theme in more	Letters from the Great Migration, (1917)
		Class debates	Evaluate various explanations for actions or	insights gained from specific details to an understanding of the	use the poem to find causes and/or effects reflected on the map.	challenging passages or their paragraphs  • Summarize key supporting ideas and details in	Woodrow Wilson, Fourteen Points (1919)
		Quarterly projects	events and determine which explanation best accords with tentual evidence, acknowledging where the text leaves matters uncertain.	text as a whole.	- Students will read Dulce et and "Why should we march?" (both above) and compare the	more challenging passages  Order sequences of events in somewhat	The Immigration law of 1924
		Content summary and comparison charts	where the tox reaves matters uncertain.		authors' attitudes on war.	challenging passages	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
Quarter 3 Unit 8:	Key Concept 7.1: Growth expanded opportunity, while economic instability led			Determine the central ideas or information of a primary or	- Students will analyze graphs showing trends in immigration to the US from 1860-1930 (pg. 819 in the text)	Understand implied or subtly stated comparative relationships in somewhat	Franklin Roosevelt, Fireside Chats (excerpts) (1930's)
The Great Depression and World War II (3 weeks)	to new efforts to reform U.S. society and its economic system.			secondary source; provide an accurate summary that makes clear the relationships among the	- Students will analyze a graph showing trends in the Great Migration of African-Americans and	challenging passages  • Identify clear comparative relationships in more	Huey Long, Our Share of Wealth (excerpt) (1935)
(3 weeks)	Key Concept 7.2: Innovations in communications and technology contributed to the growth of mass culture, while			key details and ideas.	compare the data with the article Jim Crow and the Great Migration - Students will look at a collection of World War One	challenging passages  • Understand implied or subtly stated cause- effect relationships in somewhat challenging	John Maynard Keynes, The General Theory (excerpts) (1936)
	significant changes occurred in internal and international migration patterns.			Evaluate various explanations for actions or events and determine	propaganda posters and attempt to evaluate them for source, audience etc.	passages  • Identify clear cause-effect relationships in more	The Social Security Act (1935)
	Key Concept 7.3: Participation in a series of global conflicts propelled the United States			which explanation best accords with textual evidence.	- Students will analyze a political cartoon called New Diplomacy (1905) in an attempt to discern US policy as well	challenging passages     Analyze how the choice of a specific word or	Albert Einstein, Letter to President Roosevelt (1939)
	into a position of international power while renewing domestic debates over the nation's			acknowledging where the text leaves matters uncertain.	as the audience, purpose etc.  - Students will analyze a map of US involvement overseas in	Analyze now the choice of a specific word or phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle	FDR, The Four Freedoms (1941)
	proper role in the world				the late 19th Century/early 20th (pg. 707 in the text) and read Kipling's White Man's Burden. They will attempt to	Analyze how the choice of a specific word or phrase shapes meaning or tone in more	Executive Order 9066 re: Japanese Internment, (1942)
					use the poem to find causes and/or effects reflected on the map.	challenging passages • Interpret virtually any word or phrase as it is	A. Philip Randolph, "Why should we march?" (1942)
					- Students will read Dulce et and "Why should we march?" (both above) and compare the		Anthony J. Badger, The Hundred Days and Beyond: What did the New Deal Accomplish?
					authors' attitudes on war.	meanings	
		R 12 6 Selant and analyze various dryuments					
	Key Concept 8.1: The United States responded to an uncertain and unstable	8.12.6 Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States		Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging	. Students will watch clips of popular TV shows (The Dick Van Dyke Show, I Love Lucy etc.) from	Understand implied or subtly stated comparative relationships in somewhat	George F. Kennan , the X Article (excerpts) (1947)
	postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international	8.12.7 Identify major works of art and literature produced in the United States and		where the text leaves matters uncertain.	the 1950's and 60's and compare them to the shows of today to see how social and media norms have changed.	challenging passages • Identify clear comparative relationships in more challenging passages	The Marshall Plan (excerpts) (1947)
	consequences.  Key Concept 8.2: New movements for civil	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 test, including analyzing how an author uses and refines the meaning of	Students will watch clips of key moments in the evolution of politics on TV, such as the Kennedy/Nixon debate of	Understand implied or subtly stated cause- effect relationships in somewhat challenging	Reagan's testimony before HUAC, (1947)
	rights and liberal efforts to expand the role of government generated a range of political	8.12.8 Recall, select, and explain the significance of important people, their work, and their ideas in the areas of political and		a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	1960, and Nixon's "Checker's speech"  - Students will compare excerpts from The Feminine	passages • Identify clear cause-effect relationships in more	Joseph McCarthy, Wheeling West Virginia Speech, (1950)
Quarter 3	and cultural responses. Key Concept 8.3: Postwar economic and	intellectual leadership, inventions, discoveries, and the arts, within each major era of Wisconsin, United States, and world history		Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text	Mystique and "Young Mother" (both, above) to examine views about women's rights in the era.	challenging passages  • Analyze how the choice of a specific word or	Ladies Home Journal, "Young Mother", (1956)
Unit 9 1945-1980 pt. 1	demographic changes had far-reaching consequences for American society, politics,	B.12.9 Select significant changes caused by		contribute to the whole.	- Students will examine a graph of the size of the Executive Branch of government to examine	phrase shapes meaning or tone in somewhat challenging passages when the effect is subtle	NSC memo 68 re: containment, (1950)
(2 weeks)	and culture.	technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the		Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	the evolving role of the Federal government in peoples' lives relating to rights and	Analyze how the choice of a specific word or phrase shapes meaning or tone in more	Pete Seeger, Little Boxes, (1962)
		world  B.12.10 Select instances of scientific,		Integrate and evaluate multiple sources of	entitlement programs.	challenging passages • Interpret virtually any word or phrase as it is	Betty Friedan, The Feminine Mystique (excerpts) (1963)
		intellectual, and religious change in various regions of the world at different times in history and discuss the impact those changes		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		used in somewhat challenging passages, including determining technical, connotative,	John F. Kennedy, Inaugural Address, (1961)
		had on beliefs and values		pronen.		and figurative meanings	Elaine Tyler May, Cold War, Warm Hearth
							Malcolm Byrne, Iran and the United States in the Cold
							War
	Key Concept 8.1: The United States	B.12.11 Compane examples and analyze why		Evaluate an author's premises, claims, and	Students will look at political cartoons (like the one on no	Interpret most words and phrases as they are	Brown v. Board of Education decision (excerpts) (1954)
	responded to an uncertain and unstable postwar world by asserting and working to	governments of various countries have sometimes sought peaceful resolution to		evidence by comoborating or challenging them with other information.	1026 of the text) to try and explain the role the Cold War played in motivating the US government to address Civil	Interpret most words and privases as they are used in more challenging passages, including determining technical, connotative, and	The Southern Manifesto (excerpts) (1956)
	maintain a position of global leadership, with far-reaching domestic and international	conflicts and sometimes gone to war B.12.12 Analyze the history, culture, tribal		Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting	Rights - Students will watch clips of Hail, Hail Rock n Roll (Chuck	figurative meanings  • Analyze how one or more sentences in	Malcolm X, Autobiography (excerpts) (1965)
	consequences.  Key Concept 8.2: New movements for civil	sovereignty, and current status of the American Indian tribes and bands in Wisconsin		understanding of an idea or event, noting discrepancies among sources.	Berry biopic) to evaluate what caused changes to occur in popular American music and what effects were among the	somewhat challenging passages relate to the whole passage when the function is subtle	LBJ. The Tonkin Gulf Resolution Message. (1964)
	rights and liberal efforts to expand the role of government generated a range of political	8.12.13 Analyze examples of ongoing change within and across cultures, such as the decolorment of acroint rivilizations: the rise of			results, particularly with race playing a role in causes and effects.	Analyze how one or more sentences in more challenging passages relate to the whole	LBJ, The War on Poverty (excerpts) (1964)
	and cultural responses. Key Concept 8.3: Postwar economic and	development of ancient civilizations; the rise of nation-states; and social, economic, and political revolutions			- Students will compare "The Southern Manifesto" and the Supreme Court Brown decision	passage • Infer the function of paragraphs in somewhat	Stokely Carmichael, Black Power (excerpts) (1967)
Quarter 4:	demographic changes had far-reaching consequences for American society, politics,	B.12.15 Identify a historical or contemporary event in which a person was forced to take an			- Students will debate if and when the Civil Rights movement ended as a form of periodization.	challenging passages • Identify a clear function of paragraphs in more	NOW Statement of Purpose (1966)
Unit 10 1945-1980 pt. 2	and culture.	ethical position, such as a decision to go to war, the impeachment of a president, or a presidential pardon, and explain the issues			·	challenging passages  • Analyze the overall structure of more	Cesar Chavez, He Showed Us the Way (excerpts) (1978)
(2 weeks)		involved 8.12.16 Describe the purpose and effects of				challenging passages • Infer a purpose in somewhat challenging	Richard Nixon, Peace With Honor speech (1973)
		treaties, alliances, and international organizations that characterize today's interconnected world				passages and how that purpose shapes content and style	Clarence Taylor, Civil Rights Leadership and the 1964
						Identify a clear purpose of more challenging passages and how that purpose shapes content	Civil Rights Act
						and style  • Understand point of view in more challenging	Brian Ward, "People Get Ready": Music and the Civil Rights Movement of the 1950s and 1960s
						passages	
Quarter 4:		8.12.17 Identify historical and current			Students will compare the election of 1876 with the		Jimmy Carter, Crisis of Confidence speech (1979)
Quarter 4: Unit 11 1980-now		E.12.17 Identify historical and current instances when national interests and global interests have seemed to be opposed and analyze the issues involved			Students will compare the election of 1876 with the election of 2000 for the Constitutional issues involved.		Jimmy Carter, Crisis of Confidence speech (1979)  Roe v. Wade decision (excerpts) (1973)
(2 weeks)		B.12.18 Explain the history of slavery, racial			- Students will debate the causes of 9/11 and the ensuing war on terror as one of the many outcomes.		Ronald Reagan, First Inguaural address, (1981)
		and ethnic discrimination, and efforts to eliminate discrimination in the United States and elsewhere in the world			- Students will compare the views of Zakaria and Huntington (above) regarding the post-Cold		Paul Roberts, The Supply Side Revolution (excerpt)
					War political climate, and the interpretation of these historians.		(1984)
					- Students will analyze President Obama's speech (above) regarding race in America for		Ronald Reagan, Address to the National Assoc. of Evangelicals (1983)
					evidence of purpose, audience etc.		Gil Troy, The Age of Reagan
	Students will review all themes, historical				Students will create presentations based on extrapolating		College Board provided mock-exam
	thinking skills and learning targets from throughout the year				themes and patterns of the past into the future.		College Board provided outline of the Curriculum
							Framework
Quarter 4: Unit 12							
AP Exam Review							
(2 weeks)							

