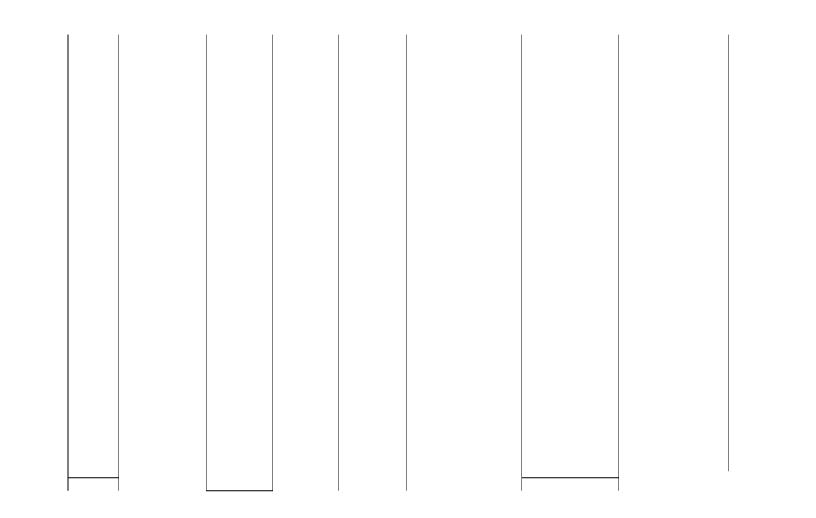
Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed throughout the course	Assessments	Standards Based Skills and Concepts Targeted throughout the course	Strategies/Practices Used to Teach Skills and Concepts	ACT Skills: Reading and Science	Resources/Texts Used
Querter 1 John 1 Boreene AF UK gen 1 Jone et al.	All Exp Concepts Isour AF of per L parales 14.3 (1445-1374) 14.3 (1445-1374)	Ex 11 Section 24 per de la mer 24 per Section 24 per la mer	Interruptionships Adapts Discontent environities Comparing outcomes and DAQ many particular and and quarters and quarters and and quarters and and quarters and quarters quarters and quarters and quart		Company Development Andreas composition Merris Company Development Andreas Company Merris Company Development Andreas Service (C.S. Merris de Persperiments of except for C.S. Service of Persperiments of except for C.S.	Hanks and exception for the exception of the excepti	Chard Many, A Many of the American Prophy. (In ed. 2012, In Francesco, A., Honeso and H. (1999) Chard Many, A Many of the American Prophy. (In ed. 2012, American Prophysical Sciences and Prophysical
Suedar 1 Jan 2: Jan 2:		<ul> <li>And Andrewski, San Stein, S. S. San Stein, San Stein, S. San Stein, S. San Stein, San Stein, San Stei</li></ul>		Information of the second seco		mer de denergie personale de la construcción de la construcción de la construcción de la construcción de la construcción de la constru- de la construcción de la construcción de la 4. Analysis de las de la construcción de la construcción de la construcción de la cons	
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Quarter 2 Lint 5: World War 1 and the Starts Starts (3 weeks)	Eng Ganger 21: South Repetide approprint, sub All and Carl Internet and All and All and All and All and All and Carl and Al				propagato parton propagato parton construction of the stripped parton pa	<ul> <li>Electronic Acids Angulo Registrical, more and a signal Registrical Acids Acids Acids more and a signal acids acids acids acids acids more acids acids acids acids acids acids acids acids acids acids more acids acids acids acids acids acids acids acids acids more acids acids acids acids acids acids acids acids acids more acids acids acids acids acids acids acids acids acids more acids acids acids acids acids acids acids acids acids acids more acids ac</li></ul>	Anaper Eggs, Webs Mark Alasef (1997) Within Never Talk, Oxfor Deriver, (1912) Within Never Talk, Oxfor Deriver, (1912) Within Chen, Mark Alase (1998) Within Chen, Chen, Mark Alase, Mark (1997) Laters Sancher, Alasen & Mark Alasens, (1917) Within Within Chen, Statistica Mark (1917) Within Within Chen, Statistica Mark (1917) Within Within Chen, Statistica Mark (1917) Within Chen, Statistica Mark (1917) Within Statistica Mark (1917) Within Chen, Statistica Mark (1917) Within Che
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Juenter 3 Juint 7: The Cold War 3 weeks)	Ency Concept 1.1 The United States regrended to an uncertain and unctable pactor in any other pactor of the any state of the pactor in any the pactor of the any state of the pactor in any state of the pactor of the pactor of the pactor of the pactor of the pactor of the international consequences. In the pactor of the pactor of the pactor of government generated a range of pactor and based regression. The pactor of more pactor of the merican activity pation, and outputs.	At 11 Long marging sing Ling and provide sing sing L	PhinanyReaday Analysia Document analysis Lapository, primasive and DBQ may practice Reading quests Class discussion Class discussion Class discussion Carlottiniy projects Carlottiniy projects	Haining and the second	Students will look at political cartoos (like the one on pe	Locate and telepropriation or a workly stand details in memorating tablenging pages: locate locate and the second teleproperation locate and telepropriation more challenging practice locate and telepropriations in somewhat challenging pages response instanting and pages response instanting	Dag of Marga, X History of Tek American Propie, Bih Ad. 2011, by Faragher et. al., Martice Hall George F. Reman, the XAPCIG (excerpt) (1947) The Marchail Plan (accept) (1947) Baugh Testimovy Brown (1947) Baugh Testimovy Brown (1950) McC mano 68 ne: containment, (1950) McC mano 68 ne: containment, (1950) McC mano 68 ne: containment, (1950) Ref Serger, UTB Barne, (1962) Bathy Friedan, The Feminine Mysique (accepts) (1953) Moh F. Kenneky, Insagaral Address, (1961) Daine Tyler May, Cold War, Warm Hearth Malcolm Byrne, Iran and the United States in the Cold War Brewn v. Board of Education decision (necepta) (1959)
Guarter 3 Unit 8: Confegits and the Confegits and War (3 weeks)	responder to an uncertain and unstable postnar world by source in an unstable matching aportion of global international international consequences. Rey Concept 3.2. New movements for cold register and librari deto searad the matching political and cultural response. Political and cultural response. Political and cultural response. Statistical cultural response. And cultural response. And cultural response. And cultural response.	An over the second seco		men en der har hann an der han	SIDE of the text () is by and explain the role the Cold War legged in motivating the U Spervimment a solution Cold War Reptine Control () and the Cold War () and the Cold War Reptine Cold War () and Cold War () and Cold War popular American music and what effects were among the popular American music and what effects were among the explanation of the Cold War () and the Cold War Popular Cold War () and the Cold War () and the Singerma Count From decision - Students will declarate 7 and when the Civil Rights movement moded as a form of periodistation.	Indicatorial pris somewhat childroppi gessger a chardly dear comparison relationships in more chardlopping parages the chardly chardly and the comparison of the chardly estimated in the chardly of the chardly parages a deathy (chardling parages) a deathy (chardling parages), including deathy a deathy a deathy (chardling parages), including deathy a deathy a deathy (chardling parages), including deathy a deathy (chardling parages), including deathy a deathy (chardling parages), including deathy a deathy a deathy (chardling parages), including deathy a deathy a	The Southern Multipleto (excerpts) (1556) Malcolm X, Autobiography (excerpts) (1563) 181, The Torison Gulf Recolution Message, (1564) 181, The War on Powerty (excerpts) (1564) 184, The Ward Rower (excerpts) (1567) NOW Statement of Purpase (1566) Cesur Chaves, Her Shawed (is the Way (excerpts) (1577) Rohma Nauco, Prace With Homo speech (1578) Rohma Nauco, Prace Wit
Quarter 3 Unit 9: The 1970's to 1990's (3 weeks)	Key Concept 9.1.4 newly accordiant conservative movement achieved several policitical and policy basis during the basis defined and policy and according to the basis decourse in the following decades, decourse in the following decades, decourse in the following decades, decourse in the following decades, decourses in the following decades, decourses, and decades in the call were for a several set of the call were for a several set of the call were forward the nucleis of address int foreign policy and role in the world.	1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1		Industries aufford particle, dates, and many and outputstances and outputstances and many and and outputstances.	-Students will evaluate a map of New York City meghotonools by the number of foreign is on citizen (ge, 13) of the step 14 outs charges to America identify, and the step 14 outs charges to America identify, economic status of people in the distribution of the distribution of the step 14 outs and these transfer to the distribution of the step 14 outs and these transfer to the step 14 outs and the step 14 outs and the America and the step 14 outs and these transfer to the step 14 outs and the towards the AA amendment and charges counting and the step 14 outs and the counting the America and the counting the step 14 outs and the Counter will distant the populable periodications for the Counterward the step 14 outs and the step 14 outs of the step 14 outs and the step 14 outs of the step 14 outs and the step 14 outs of the step 14 outs and the step 14 outs of the step 14 outs and the step 14 outs of the step 14 outs and the step 14 outs of the step 14 outs	<ul> <li>Interport most words and phrases as they are used in more challinging passage, including determining including and phases on the sensing including challenging passages relates to the whole passage when the phrases in selection of the sensing including challenging passages relates to the whole passage when the phrases in selection of the sensing including challenging passages relates to the whole passage challenging passages;</li> <li>Adjust the event instructure of more challenging passages are flow the transmitted induced passages and how the transmitted induced passages are allowed in the parameter of the phrase challenging passages;</li> <li>Adjust the transmitted induced passages are flow that parameter they on once challenging passages;</li> </ul>	Ammy Carter, Criss of Confedence speech (1979) Ner v. Woole decision (excerpts) (1973) Anarak Reagna, First Insuguel addect, (1981) Paul Raberts, The Supply Side Revolution (excerpt) (1980) Anadal Reagna, Alexan to the National Assoc. of Evengeticals (1983) GI Tray, The Age of Reagon
Quarter 4 Uai 10: The US since 1988 (3 weeks)	Any Concept 9.1: A newly accordant any Concept 9.1: A newly accordant and continue to strong in disease public and continue to strong induce public and continue to strong induce to 21d Rey Concept 9.2: Nonling into the 21d charges. Any Concept 9.2: The end of the Cold Very and new challenges to U.S. Isolatorbag and new challenges to U.S. Isolatorbag public y and role in the world.	Li 2 Andre Montali el al constituit de la constituit d			Suddential (compare the election of 137% with the election that are involved. "Buddent will delate the cause of 9111 and the ensuing ear on terror as one of the many sudcents." "Suddent will compare the seal of 2414 and 44 with right of the seal of the seal of the search of the search of the the problem of the search of the search of the search of the Nacionan. "Suddent will analyse President Cleans' speech (above) registing case in America for modeling of purpose, audience etc."	Adalyse how one or more sentences in more channels, paraget offer reasons for or support a mini- er offer a central claim in somewhat challenging parages - literative active control claim in more challenging - parages - literative active control claim in more challenging - control paraget controls and in form two or more simple drap presentations (e.g., categoria data from table - Compare or combine data from two or more simple drap presentations), e.g., categoria data from table presentation - Determine and work as format more complex data presentation - Determine and work and based on a complex data presentation - Determine and work and based on a complex data presentation - Determine and work and based on a complex data presentation - Determine and work a channel on a complex data presentation - Determine and work and based based based - chalpare presented information when given max, angle information	George H. W. Buch, Address to the Nation rs: the Guil War (1991) George W. Buch, Address to the Nation rs: September 11, 2001 (2001) Back Channa, Speech regarding race, Philadelphia (2008) Mark Anthony Neal, Pap Music and the Spatialization of Race in the 1990; Kenih Raznic, Disaters and the Policitics of Memory James Gommy, Hanging by a Chad—or Net: The 2000 Precidential Election Fareed Zakara, The Total-American World (succept) Samuel Huntington, The Clash of Civilizations (succept)
Quarter 4: Unit 11 Review for the AP Exam (3 weeks)	All Key Concepts from both semesters				Review of the entire AP US curriculum	Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with two or more data precentations, models, and/or pieces of information intext • Determine whether presented information, or new information, supports or constanticats simple hypothesis or contraducts a simple hypothesis or contraducts.	Review of chosen sources deemed most critical to understanding the content for the AP Source
Quarter 4: Unit 12 America's Future (2 weeks)	Concepts connected to themes in America's future				Students will create procentations based on extrapolating themes and potenties of the post into the future.		Sources chosen by students to exemptify their predictions of the future.

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

	Key Concept 4.1: The United States		Primary/Secondary	Historical Causation,	Review of the	Analyze how one or	Out of Many: A History o
	developed the world's first modern mass democracy and celebrated a new national		Analysis	Patterns of Continuity and Change over Time,	requirements of Expository essays for CB.	more sentences in more challenging passages offer	the American People, 6th ed. 2011, by Faragher et.
	culture, while Americans sought to define		Document analysis	Periodization,		reasons for or support a	al., Prentice Hall
Quarter 2: Unit 4	the nation's democratic ideals and to reform its institutions to match them		Expository porcupative and DOO	Comparison, Contextualization,	Investigation of Supreme	claim • Infer a central claim in	Marbury v. Madison (18
Quarter 2: Unit 4 1800-1848	reform its institutions to match them		Expository, persuasive and DBQ essay practice	Historical Argumentation,	Court cases in this era related to the growth of	<ul> <li>Infer a central claim in somewhat challenging</li> </ul>	summary of case
	Key Concept 4.2: Developments in			Appropriate Use of Relevant	Federal power.	passages	
(2 weeks)	technology, agriculture, and commerce		Reading quizzes	Historical Evidence, Interpretation,	Review of material by	Identify a clear central	
	precipitated profound changes in U.S. settlement patterns, regional identities,		Unit test incl. new format AP US	Synthesis	Review of material by playing "Taboo" – guessing	claim in more challenging passages	
	gender and family relations, political power,		questions		vocabulary terms without	<ul> <li>Draw logical conclusions</li> </ul>	
	and distribution of consumer goods.		Class discussion	Cite specific textual evidence to support analysis of primary and	using key terms to describe them.	using information from two informational texts	
	Key Concept 4.3: U.S. interest in increasing			secondary sources, connecting	ulem.	Compare or combine	
	foreign trade, expanding its national		Class debates	insights gained from specific		data from two or more	
	borders, and isolating itself from European conflicts shaped the nation's foreign policy		Quarterly projects	details to an understanding of the text as a whole.		simple data presentations (e.g., categorize data from	
	and spurred government and private		Quarterly projects	the text as a whole.		a table using a scale from	
	initiatives.		Content summary and			another table)	
			comparison charts			Compare or combine     data from a complex data	
						presentation	
	Key Concept 5.1: The United States became more connected with the world as it			Determine the central ideas or information of a primary or	Read sample student essays from CB to practice	Determine how the values of variables change	Crash Course videos
	pursued an expansionist foreign policy in			secondary source; provide an	applying the rubric for	as the value of another	The Making of Milwauke
	the Western Hemisphere and emerged as			accurate summary that makes	short essays.	variable changes in a	video series by John Gu
	the destination for many migrants from other countries.			clear the relationships among the key details and ideas.	Art analysis: "American	complex data presentation	
	ouer countries.			ney details and ideas.	Progress" by John Gast,	Determine and/or use a	Ken Burns' documentar
Quarter 2: Unit 5	Key Concept 5.2: Intensified by expansion			Evaluate various explanations for	1872	simple (e.g., linear)	the Civil War (episode: A
1844-1877	and deepening regional divisions, debates over slavery and other economic, cultural,			actions or events and determine which explanation best accords	Analyze election results	mathematical relationship that exists between data	House Divided)
(2 weeks)	and political issues led the nation into civil			with textual evidence,	from the 1848 election,	<ul> <li>Analyze presented</li> </ul>	Dred Scott case summa
	war.			acknowledging where the	examining causation.	information when given	(1857)
	Key Concept 5.3: The Union victory in the					new, simple information• Determine which simple	
	Civil War and the contested Reconstruction					hypothesis, prediction, or	
	of the South settled the issues of slavery					conclusion is, or is not,	
	and secession, but left unresolved many questions about the power of the federal					consistent with two or more data presentations,	
	government and citizenship rights.					models, and/or pieces of	
						information in text	
	Key Concept 6.1: Technological advances,				- Students will write DBQ's		Ken Burns' documentar
Quarter 2: Unit 6	large-scale production methods, and the opening of new markets encouraged the				on the role of immigration in this era and the rights of	presented information, or new information, supports	The Civil War
Quarter 2. Onit 0	rise of industrial capitalism in the United				workers vs. big	or contradicts a simple	Lincoln's Gettysburg
1865-1898	States. Key Concept 6.2: The migrations that				businesses.	hypothesis or conclusion,	Address, 1863
(2 weeks)	accompanied industrialization transformed both urban and rural areas of the United				- Students will analyze a Thomas Nast cartoon on	and why	
(2 weeks)	States and caused dramatic social and				Chinese immigration (1871		
	cultural change.				– Harper's Weekly)		
	Key Concept 6.3: The Gilded Age produced				- Students will contrast the		
	new cultural and intellectual movements, public reform efforts, and political debates				views of Twain and Beveridge regarding US		
	over economic and social policies.				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.		
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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 Causatine	Concepts Targeted throughout the course			
Quarter 3 Unit 7: World War land the 1320's (2 weeks)	rey Concept 7.1: Growth exampled 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 charges occurred in internal and international migration patterns. Key Concept 7.2: a strictipation in a series of global collicits properlied the lutted States of pattern and the series of global collicits properlied the lutted States proper role in the world.	Primary/Recondary Analysis Document analysis Expository, persuasive and DBQ essay practice Reading quizzes Unit test incl. new format AP US quations Class discussion Class debates Quarterly projects Content summary and comparison charts	Material Catalanties, Paternal of Catalanties, Catalanties, Catalanties, Catalanties, Material Catalanties, Material Catalanties, Separation, Catalanties, Catala	Instoreia Causation. Patterno I Continuity au Change over Time, Patterno I Contoniuty au Change Parioditazion, Companiosa Live Contextualization, Historical Argumentation, Agorporiste Live Centexan Historical Evidence, Historical Evidence, Historical Evidence, Historical Evidence, Historical Evidence, Historical Evidence, Synthesis Cite apedia textual evidence to support agained from specific detasts to an understanding of the text as a whole.	- Students will analyze graphs thowing trends in immigration to the US from 18:60-1993 (pg. 819 in the text) - Students will analyze a graph thowing trends in the Great Migration 47:14-an-Americans and Compare the data with the article im Crow and the Great Migration	Locke and interpret minor or walkly stated lackets in snowelve Adulleging passages Locke important details in more challenging passages 10 raw subtle logical conclusions in somewhat dhallenging passages 10 raw subtle logical conclusions in somewhat dhallenging passages Parak pipes withailby any statement as it is used in somewhat challenging passages Parak pipes withailby any statement as it is used in one-what challenging passages Parak pipes some statements as they are used in more challenging passages I wifer a certaral lake or theme in somewhat challenging passages or their paragraphs more challenging passages or their paragraphs more challenging passages or their paragraphs challenging passages or divers sources of events in somewhat challenging passages	Out of Many: A History of the American People, 6th ed. 2011, by Farsgher et. al., Prentice Hall Multian Howard Tafh, Dollar Diplomacy, (1912) Woodrow Wilson, The New Freedom (excepts) (1913) Wilfeed Owen, Duice 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 Vancetti, (1927) Jennifer D. Kenee, World Wur One Sonstam Scott Hollowy, Jim Crow and the Great Migration
Quarter 3 Unit 8: The Greek Depression and World War II (3 weeks)	Key Concept 7.1. Growth expanded opportunity, while economic instability left to new efforts to reform U.S. society and its economic system. Key Concept 7.2: innovations in communications and lechnology contributed to the growth of mass culture, while independent of the second system of the second feature of the second system of the second point on the second system of the second point on the second system of the second point of the second system of the			key details and ideas. Evaluate various explanations for actions or events and determine which regularistic hest accords which resultar ideated, actionaledging where the text leaves matters uncertain.	Migration - Students will look at a collection of World War One propaganda posters and attempt to evaluate them for source, sudinees etc. - Students will analyze a political caritoon called New Dipolmary (1900) in an attempt to disense To Sporty as well as the audience, purpose etc. US involvement oversak in the late 39th Centrolycel V2D (log 720) thet herel and read Gipling's White Mark Burden. They will attempt to use the poent for discusses adu/or directs reflected on the maps. - Students will read Duice et and "Why should we march?" (both above) and compare the authors' attitudes on war.	<ul> <li>Understand implied or subtly stated comparative relationships in somewhat challenging passages</li> <li>Hendry Cele comparative relationships in more challenging passages</li> <li>Understand implied or subtly stated cause- driest relationships in somewhat challenging challenging passages</li> <li>Carlany chart cause-differ creditionships in more challenging passages</li> <li>Analyze host the choice of a specific word or phrase shapes meaning or tone in more challenging passages</li> <li>Analyze host the choice of a specific word or phrase shapes meaning or tone in more challenging passages</li> <li>Analyze host the choice of a specific word or phrase shapes.meaning or tone in more challenging passages.</li> <li>Interpret virtually any word or phrase as it is used in somewhat challenging passages, including determining technical, connotative, and figurative meanings</li> </ul>	Phillip Lopate, Immigrant Fiction: Exploring American Franklin Roosevelt, Freiside Chais (excerpta) (19305) Herey Long, Our Share of Wealth (excerpt) (19355) John Maynard Keynes, The General Theory (excerpts) (1936) The Social Security Act (1935) Albert Einstein, Letter to President Roosevelt (1939) FDR, The Four Freedoms (1941) Esecutive 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 9 1345-1390 pt. 1 (2 weeks)	Key Concept 3.1: The United States responded to an uncertain and unstable posture world by asserting and working to maintain a political of global leadership, with far-reaching domestic and international consequences. Key Concept 3.2: New movements for civil registra and leader difforts to expand the trickel and cultural response. Key Concept 3.3: Postave economic and demographic changes had far-reaching consequences for American society, politics, and culture.	R125 State and analyse environ locarity of the analysis of the analysis of the analysis of analysis of the analysis of		Indexta vision explorations for soliton or soliton and entermouth explorations for soliton or solutions of the entermouth explorations for solitons of the larges matteries uncertainty of the entermouth on meaning of evolve solitons and the entermouth on meaning of evolve solitons and the soliton and the larges matteries and and any the soliton of a soliton, it has a soliton and device factors of a soliton, it has a soliton devices factors and a soliton of the soliton and devices factors and a soliton of the solitons and devices factors and a soliton of the solitons and devices factors and a soliton of the solitons and and and and and and and and factors and and any solitons and and and solitons and and any solitons and and solitons and and any solitons and and solitons and and any solitons and and solitons and any solitons and and solitons and solitons and and any solitons and and solitons and solitons and any solitons and and solitons and solitons and the solitons as solitons and and solitons and solitons and the solitons as solitons and and solitons.	Students will watch cips of popular TV shows (The Dick Van Oriķe Skow, Livov Lauy etc.) Cimo the 1350's and G0's and compare them to the shows of today to see how social and media norms have changed. "Subuents will watch cips of lay moments in the evolution of politics on TV, such as the formedy/Noon debate of 1860, and will of "Subsets" oppertor: Not State and "Subsets" oppertor: Subsets will examine a graph of the size of the Executive Branch of government to examine entitlement programs.	<ul> <li>Inderstand implied or subty stated comparative relationship is non-what challenging passages</li> <li>Identify clear comparative relationships in more challenging passages</li> <li>Inderstand implied or subty stated cause- diffect relationships in somewhat challenging passages</li> <li>Inderstand implied or subty stated cause- diffect relationships in norme challenging passages.</li> <li>Andryae how the chalter of a subcific word or phrase shapes menning or tone in norme challenging passages when the effect is subtet + Andryae how the chalter of a subcefic word or phrase shapes, menning or tone in norme challenging passages</li> <li>Interpret virtually ony word or phrase as it is used in somewhat challenging texpassages.</li> <li>Interpret virtually ony word or phrase as it is used in somewhat challenging texpassages.</li> </ul>	George F. Kennan , the X Article (excepts) (1947) The Marshall Plan (excepts) (1947) Reagan's testimony before HUAC (1947) logsh McCarthy, Wheeling West Virginia Speech, (1950) Ladies Home Journal, "Young Mother", (1956) MCC memo 68 rec: containment, (1950) Pete Seeger, Utile Boxes, (1962) Betty Friedan, The Feminine Mystique (excepts) (1963) John F. Kennedy, Inaugural Address, (1961) Elaine Tyler May, Cold War, Warm Hearth Malcoim Byrne, Iran and the United States in the Cold Wer
	Key Concept 8.1: The United States responded to an uncertain and unstable pottwar wold by senting and working to maintain a position of global leadership, with the reaching domestic and international consequences. Key Concept 8.2: New movements for civil rights and liberal efforts to expand the role of governmet generated a range of political and outpart responses. Key Concept 8.2: Datawar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	L111 Carryon examples and analysis of the parameteristic of actions, scattering have regulated and actions and action of the second secon		Enductor on authority parmiting, claim, and analoca by reamboaring or childranging them and a claim of a claim. In surgerad analocation from a classes, and a claim of a claim of a claim, a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim of a claim of a claim of a claim and a claim of a claim and a claim of a claim and a claim of a claim and a claim of a claim and a claim of a c	Students will look at political cartoons (like the one on pg. 1026 of the text) to try and explain the role the Cold War played in motivating the US government to address Culi Rights - Students will watch clips of Hail, Hail Rock n Roll (Chuck Berry biopic) to evaluate what caused changes to occur in popular American music and what effects were among the results, particularly with rice playing a role in causes and effects. - Students will compare "The Southern Manifesto" and the Supreme Court forom decision - Students will compare diffect and when the Civil Rights movement ended as a form of periodization.	<ul> <li>Interpret most words and phrases as they are used in more challenging possages, including determining technica; constative, and figurative meanings.</li> <li>Andige have one or more sentences in somewhat challenging possages: rolets to the whole challenging possage: rolets to the whole challenging possage: a left the function is subter the challenging possage:</li> <li>Andige have one or more sentences in more challenging possage:</li> <li>Andige have one of prographs in somewhat challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in more challenging possage:</li> <li>Andige have one of prographs in difference of more challenging possages on how that purpose shapes content and shyle</li> <li>Understand point cly view in more challenging possages</li> </ul>	Brown v. Board of Education decision (excerpts) (1954) The Suthern Manifesto (excerpts) (1956) Malcolm X, Autobiography (excerpts) (1965) (BJ, The Tankin Guif Resolution Message, (1964) (BJ, The War on Poverty (excerpts) (1967) (BJ, The War on Poverty (excerpts) (1967) NOW Statement of Purpose (1966) Craser Chavez, He Showed Us the Wary (excerpts) (1977) Richard Nicon, Peace With Honor speech (1973) Charner Toylor, Cvil Rights Leadership and the 1964 Gui Rights Act Brian Ward, "People Get Ready". Music and the Cvil Rights Movement of the 1950s and 1960s
Quarter 4: Unit 11 1980-now (2 weeks)		31.3.3 Short below the source of a source and the source of the segment of the segment and interacts have sendered to be segment and an adapted the lasers where a source of the segment and source of the second second second second and source discretizations in the stretch States and discretization in the source of the second second second second second second second second second second second second second second second second second second second s			Students will compare the election of 1876 with the election of 2000 for the Constitutional itsues involved. - Students will debate the causes of 9/11 and the ensuing wir or terror as one of the many outcomes. - Students will compare the views of Zabaria and Huntington (above) regarding the post-Cold War political climate, and the interpretation of these historians. - Students will analyze President Obarna's speech (above) regarding race in America for endence of purpose, audience etc.		Anny Carter, Cruis af Canfidence speech (1973) 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 Asoc. of Europelicios (1933) Gil 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 thenes and patterns of the past into the future.		College Board provided mod-esam 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
Quarter 1 Unit 0 The Neolithic Revolution and Ancient Empires (2 weeks)		Introgradue the Course     Introgram spaces, and spaces     Introgram spaces, and spaces     Introgram spaces, and spaces     Introgram	<ul> <li>windig assignments including persussive essays, theses and document based questions.</li> <li>Map/timeline quizzes</li> <li>Comparison and contrast charts simulations</li> <li>Class discussions, debates and simulations</li> <li>Unit tests</li> </ul>		Locate and interpret minor or subdy stated details in somewhat challenging passages     Locate and interpret minor or challenging passages     Locate and the subdy and the sub- series of the subdy and the subdy and the comment challenging passages     Locate space concessions in more challenging passages     Locate subdy and the subdy and the subdy and the subdy and the subdy and the subdiversion of the subdiversion of of the subdiversion of th	The World's History by Howard Spodek, Shi Edition, (Pearson, 2015) Epic of Gilgamesh excerpt; students will examine photos of ceremonial Olmec heads, and Shang funcari urns from the Spodek text discussing how artifacts can/can't be used as evidence.
	As the early states and empires grew in number, size, and population, they frequently competed for resources and came into confict with one another.	Natory 2012 9 Select significant charger ca technology, industrialization, urban di population provin, di analyze effects of these charges in the Unite and the world 12.22.3 Delett Instances of cosmitte instancial and the select 12.22.3 Delett Instances of cosmitte instancial and the world at different in theory and discuss in the instant those hard on beliefs and values 12.21.21 (compre examples and and poverments of various countries to 12.21 compre exactly results in conflicts and sometimes gone to wa	and by the the the the the the the the	Historical Causation, Patterns of Continuity and Change over Time, Comparison,	Interpret most works and phrase and the phrase of the	Religions reading on Confucianism and Daoism Read Contrad and Demarst's model of Empires for ways to compare and contrast empires across time and regions.
Unit 2 Classical Empires (2 weeks)	With the organization of large-scale empires, transregional trade intensified, leading to the creation of extensive networks of commercial and cultural exchange.	12.21 Analyse exemples of angular within and zeros: obtained, such as t development of ancient cultations palitaal resultances and the such as a second and the such as a decision work in which a person was forced resert in which a person was forced reserts in which as person was forced to war, the impeachment of a pre- restimation particular and explain the model and interces, and international interconnected works	ene estario quizzes estario de la comparison and contrast charts emparan tento es ester estario frece ad frece ad	Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	<ul> <li>Identify a clear function of paragraphs in more challenging passages:         <ul> <li>Analyze the overall structure of more challenging passages and how that purpose shapes content and styles <li>Infer a purpose in somewhat challenging passages and how that purpose shapes content and style value shapes content style value sha</li></li></ul></li></ul>	Demography rdg.
Unit 3 Regional powers and trade routes (2 weeks)	A deepening and widening of networks of human interaction within and across regions contributed to cultural, technological, and biological dirtuision within and between wirrous societies. State formation and development demonstrated continuity, innovation, and diversity in various regions. Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.	8.12.2.7 (dentify https://dentify.actional.interests.actional.inter	d global d and y, racial ts to	Historical Causation, Patterns of Continuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Draw logical conclusions using information from two informational texts     Cisience standards     Cisience are accounted and from two or more standards data from two or more standards data proventiones scale from another table) Compare or containes data prov compare scales tables charge as the values of variables charges as the values of another variable charges as the values of another variable charges as the values of another variable charges as the value of another variable charges are constrained and conclusions with another scale reserved information when given new, simple information	Readings on Vikings, stirrups, porcelain and Timbuktu
Quarter 2 Unit 4 The World before Expoloration (2 weeks)	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. State formation and development demonstrated continuity, innovation, and diversity in various regions. Changes in trade networks resulted from and stimulated increasing productive capacity, with important implications for social and gender structures and environmental processes.		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 Vee of Relevant Historical Evidence, Interpretation	Determine which simple hypothesis, prediction, or conduction is, or in or con- constants with have or more each presentation, noted, and/or presented information in text - Determine whether presented information, or new information, supports or constantic as simple hypothesis or conclusion, and why	Readings on sugar, gender c. 1450, Japan/Korea influences from China and Souternizatioon by Lynda Shaffer
Unit 5 The Age of Exploration (2 weeks)	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. 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, Appropriat Lev of Relevant Historical Evidence, Interpretation		Readings on voyages of Zheng He, vodoun and Wrn. McNeill's The Potata in World History as well as primary account of slavery and indentured servitude contract

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.13.1 Explain different points of view on the same historical event using that gathered from various sources, such as letters, journeets, and speciment documents, and speciment B.2.3 Analyze primary and secondary sources: related to a historical question to no. migration was information with prior introduction, and come to a reasoned conclusion B.13.3 Analyze, subset, and snakes applicant historical particula with the electronhype among them. B.13.4 Assess the validity of different interpretations of uportfaunt historical events interpretations of uportfaunt historical events		Historical Causation, Patterns of Contunuity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Excerpts from Crane Brinton's Anatomy of Revultion, Boliavia'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.	8.125 Galaxies space of Notoncal evolves, including status and quantitative data, its place transit solution and a status of the status of the status of the data of the status of the status of the arguments the light of other possible arguments in the light of other possible arguments in the light of other possible arguments in the light of other possible arguments of the the status of the status of constitutional herings of the United Status and instatus endocred in the United Status and instatus endo	Map/timeline quizzes	Historical Causation, Patterns of Contunity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Parisian family readings, White Australia policy. Italian immigrants in Agrentina and post- IR art examples	
Unit 9 Nationalism and Imperialism (3 weeks)	As states industrialized, they also expanded existing oversease sempires and exablished 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.	applications of important people, here work, and their less in the rare of political and intelectual laderhity, investions, and of their, and functions that and and the intelectual laderhity, investions, and world history 12.25 shiet application groups caused on and history technology, insurial latation, planetantion, and population groups, and analyze the effects of these changes in the United States and the world		Historical Causation, Patterns of Contunity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Alevant Historical Evidence, Interpretation	Kipling's White Man's Burden, excerpt from Leopid'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 imperailasm, see the ABC's for Baby Partiot Fore 1938: http://digilib.usm.edu/cdm/ref/c allection/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.2.12 Sector instances of scorellin, intellectual, and registers change in works of regions of the work at different times in hand to being and walkers. The score of the score of the score of the score of the score and the score of the score of the score of the score of the score of the score of the score of the score of the score of the score of the score of the of ratios and score of the s	Reading quizzes	Historical Causation, Patterns of Contunity and Change over Time, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation	Readings on genecide, 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.	8.12.27 benefity historical and convent instructions when nutrational interests and global interactions when nutrational interests and global interaction have seemed to be opposed and analyze the toxics intervention. State 8.12.13 Enclaims the history of a largery rated and ethnic discrimination in the Lintled States and discubrer 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 X. McWorld, the Middle East confict 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		

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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 throughou the course	Resources/Texts Used
First Semester	What is Geography?	Explain the importance of geography as a field of study.		Historical Causation,		The Cultural Landscape, 2014
Quarter 1 Unit 1:	What are the five themes in	Explain major geographical concepts underlying the	paragraphs and persuasive essays	Patterns of Continuity and Change over Time,		
Introduction to Geography, Five	geography?	geographic perspective.		Periodization,		
themes of Geography, and Can a map have a bias?	Can a map have bias?	Use and interpret maps.	Maps/Charts	Comparison, Contextualization,		
Chapter 1: Basic Concepts	How do geographers describe where	Use spatial thinking to analyze the human	Quizzes	Historical Argumentation, Appropriate Use of Relevant		
(2 weeks)	theings are?	organization of space.	Class discussions	Historical Evidence, Interpretation,		
	Why is each point on earth unique?	Use and interpret geographic models.		Synthesis		
	Why are different places similar?	Use concepts such as space, place, and region to e xamine geographic issues.				
	Why are some human action not sustainable?					
Unit 2: Chapter 2: Population and Health	Where is the world's population	Analyze the distribution of human populations at different scales.	Writing assignments including summary paragraphs and	Historical Causation, Patterns of Continuity and		The Cultural Landscape, 2014
Chapter 3: Migration	Why is global population increasing?	Use population density to explain the relatioshp	persuasive essays	Change over Time, Periodization,		
(3 weeks)	Why doespopuation growth vary	between people and enviornment.	Maps/Charts	Comparison, Contextualization,		
	among regions?	Explain the implication of population distributions and	Quizzes	Historical Argumentation, Appropriate Use of Relevant		
	Why do some regions face health threats?	densitites.	Class discussions	Historical Evidence, Interpretation,		
	Where are migrants distributed?	Anlyze population composition.		Synthesis		
	Where do people migrate within a country?	Explain contemporary and historical trends in population growth and decline.				
	Why do people migrate?	Interpret an apply theories of population growth and decline.				
	Why do migrants face obstables?	Explain how push and pull facotrs contribute to migration.				
		Apply the concepts of forced and coluntary migration to historical and contemporary ecamples.				
Unit 3:	Where are folk and populat leisure	Explain the concepts of culture and identify cultural	Writing assignments including summary	Historical Causation,		The Cultural Landscape, 2014
Chapter 4: Folk and Popular Culture	activities distributed?	traits.	paragraphs and persuasive essays	Patterns of Continuity and Change over Time,		
	Where are folk and poulat material culture distibuted?	Explain how geographers assess the spatial and place dimensions of cultural groups in the past and present.	Maps/Charts	Periodization, Comparison,		
(3 weeks)	Why is access to folk and popular culture unequal?	Explain cultural patterns and landscapes as they vary by place and region.	Quizzes	Contextualization, Historical Argumentation, Appropriate Use of Relevant		
	Why do folk and popular culture face sustainability challenges?	Explain the diffusion of culture and cultural traits through time and space.	Class discussions	Historical Evidence, Interpretation, Synthesis		
		Compare and contrast populat and folk culture and the geographic pattersn associated with each.		-,		
Quarter 2	Where are languages distributed?	Explain the diffusion of culture and cultural traits	Writing assignments including summary	Historical Causation,		The Cultural Landscape, 2014
Unit 4: Chapter 5: Language	Why is English related to other	through time and space.	paragraphs and persuasive essays	Patterns of Continuity and Change over Time,		The Cultural Landscape, 2014
	languages?			Periodization,		
(3 weeks)	Why do individual langes vary among		Maps/Charts	Comparison, Contextualization,		
	places?		Quizzes	Historical Argumentation, Appropriate Use of Relevant		
	Why do people preserce local languages?		Class discussions	Historical Evidence, Interpretation,		
	101-500503.			Synthesis		
Unit 5:	Where are religions distributed?	Compate and contrast ethnic and universalizing	Writing assignments including summary	Historical Causation,		The Cultural Landscape, 2014
Chapter 6: Religions	Why do religions have different	religions and their geographic patterns.	paragraphs and persuasive essays	Patterns of Continuity and Change over Time,		
(3 weeks)	distibutions?			Periodization,		
	Why do religion organize spave in		Maps/Charts	Comparison, Contextualization,		
	distinvtice patterns?		Quizzes	Historical Argumentation, Appropriate Use of Relevant		
	Why do territorial conflicts arise among religious groups?		Class discussions	Historical Evidence, Interpretation,		
				Synthesis		
Unit 6: Chapter 7: Ethnicities	Where are ethnicities distibuted?	Explain the concepts of culture and identify cultural traits.	Writing assignments including summary paragraphs and	Historical Causation, Patterns of Continuity and		The Cultural Landscape, 2014
(2 weeks)	Why do ethnicities have distivtive distibutions?	Explain how globalization is influencing cultural	persuasive essays	Change over Time, Periodization,		
(= WCCN3)		interactions and change.	Maps/Charts	Comparison,		
	Why do conflicts arise among ethnicities?	Explain cultural patterns and landscapes as they vary by	Quizzes	Contextualization, Historical Argumentation,		
	Why do ethnicities engage in ethnic	place and region.	Class discussions	Appropriate Use of Relevant Historical Evidence,		
	cleansing and genocide?	Explain how culture is expressed in landscapes and how land and resource use represents cultural identity.		Interpretation, Synthesis		
WINTER BREAK (Students read						
chapter 8 over break) Second Semester	Where are states distibuted?	Evaluin the structure of the contomocrany political	Writing assignments including cum	Historical Causation,		The Cultural Landscape, 2014
Quarter 3		Explain the structure of the contemporary political map.	paragraphs and	Patterns of Continuity and		e cultural tanuscape, 2014
Unit 7: Chapter 8: Political Geography	Why are nation-states difficult to create?	Evaluate the geopolitical forces that influences the contemporary political map.	persuasive essays	Change over Time, Periodization,		
(2 weeks)	Why do coundaries cause problems?	Explain the concepts of political power and	Maps/Charts	Comparison, Contextualization,		
(2 WEEKS)		territoriality.	Quizzes	Historical Argumentation,		
	Why do states cooperate and compete with each other?	Evaluate the nature and function of international and	Class discussions	Appropriate Use of Relevant Historical Evidence,		
		internal boundaries.		Interpretation, Synthesis		
		and the second				

Unit 8: Chapter 9: Development	Why does development vary among countries?	Apply the concepts of centrifugal and centripetal forces at the national scale.	Writing assignments including summary paragraphs and	Historical Causation, Patterns of Continuity and	The Cultural Landscape, 2014
enapter 5. bevelopment	countries.		persuasive essays	Change over Time,	
	Why does development vary by	Explain the role of the Industrial Revolution in the		Periodization,	
(3-4 weeks)	gender?	growth and diffusion of industrialization.	Maps/Charts	Comparison,	
				Contextualization,	
	Why are energy resources important for development?		Quizzes	Historical Argumentation, Appropriate Use of Relevant	
	tor development?		Class discussions	Historical Evidence,	
	Why do countires face ovstavles to			Interpretation,	
	development?			Synthesis	
Unit 9:	Millions did and subscraption to 2	Identify major centers of domestication of plants and	Writing assignments including summary	Historical Causation,	The Cultural Landscape, 2014
Chapter 10: Food and Agriculture	Where did agriculter originate?	animals and patterns of diffusion in the first agricultural		Patterns of Continuity and	The Cultural Landscape, 2014
chapter 20. rood and Agreatare	Why do people consume different	revolution.	persuasive essays	Change over Time,	
(3 weeks)	foods?			Periodization,	
		Explain the connection between physical and geography	Maps/Charts	Comparison,	
	Where is agriculture distibuted?	and agricultural practices.		Contextualization,	
	Why do farmers face economic	Explain the advances and impact of the second	Quizzes	Historical Argumentation, Appropriate Use of Relevant	
	difficultires?	agricultual revolution.	Class discussions	Historical Evidence,	
				Interpretation,	
		Analyze the economic forces that influence agricultural		Synthesis	
		proactices.			
		Explain the spatial organization of large-scale			
		commercial agriculture and agribusiness.			
Quarter 4:	Where is Industry distributed?	Explain issues related to the changing nature of	Writing assignments including summary	Historical Causation,	The Cultural Landscape, 2014
Unit 10:	where is muusify distributed?	contemporart agriculture.	paragraphs and	Patterns of Continuity and	The cultural candicape, 2014
Chapter 11: Industry and	Why are situation and site factor		persuasive essays	Change over Time,	
Manufacturing	important?	Explain issues related to the location of food-		Periodization,	
(2) 1)		production facilities.	Maps/Charts	Comparison,	
(3 weeks)	Where does industry cause pollution?	Explain the changing role of wome in food production.	Quizzes	Contextualization, Historical Argumentation,	
	Why are situation and site factors	Explain the changing role of wome in rood production.	Quizzes	Appropriate Use of Relevant	
	changning?	Explain the role of the Industiral Revolution in the	Class discussions	Historical Evidence,	
		growth and diffusion of industrialization.		Interpretation,	
				Synthesis	
Unit 11:	Where are services distributed?	Analyze sustainability issues related to industrialization	Writing assignments including summary	Historical Causation,	The Cultural Landscape, 2014
Chapter 12: Services and		and development.	paragraphs and	Patterns of Continuity and	
Settlements	Where are consumer services		persuasive essays	Change over Time,	
(3 weeks)	distibuted?	Analyze the causes and consequences of international	Maps/Charts	Periodization, Comparison,	
(3 weeks)	Where are business services	trade and growing interdependence in the world economy.	maps/charts	Contextualization,	
	distributed?		Quizzes	Historical Argumentation,	
				Appropriate Use of Relevant	
	Why do services cluster in		Class discussions	Historical Evidence,	
	settlements?			Interpretation, Synthesis	
				Synthesis	
Unit 12:	Why do services cluster downtown?	Explain the facots that initiate and drive urbanization	Writing assignments including summary	Historical Causation,	The Cultural Landscape, 2014
Chapter 13: Urban Patterns	winy do services cluster downtown?	and suburbanization.	paragraphs and	Patterns of Continuity and	me cultural tanuscape, 2014
	Where are people distributd within		persuasive essays	Change over Time,	
(2 weeks)	urban areas?	Apply models to explain the hierarchy and interaction		Periodization,	
		patterns of urban settlements.	Maps/Charts	Comparison,	
	Why are urban areas expanding?	Explain the models of inernal city structure and urban	Quizzes	Contextualization, Historical Argumentation,	
	Why do cities face challenges?	development.		Appropriate Use of Relevant	
			Class discussions	Historical Evidence,	
		Evaluate problems and solutions associated with		Interpretation,	
		growth and decline within urban areas.		Synthesis	
		Evaluate probelsm assocaited with urban sustainability.			

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	Questions for the Unit What is Gegraphy?	A.12.1 Use various types of atlases	Writing assignments including	Using and analyzing maps and data, Location		Geography Alive! Regions and People (2006)
	What are the basic tools and language used in	and appropriate vocabulary to describe the physical attributes of a	summary paragraphs and persuasive essays	identification of area being studied, Patterns of Continuity and Change over Time in	sentence and paragraph level in	
Introduction Material	geography?	place or region, employing such concepts	Maps/Charts	Comparasion between different regions of the		
Five Themes of Geography, and	How can this help us in our daily life?	as climate, plate tectonics, volcanism, and landforms, and to describe the	Quizzes	world	Analyze how the choice of a specific word or phrase shapes	
Can a map have bias? Chapter 1: The Tools of Geography Chapter 2:	**Understanding how to read a map	human attributes, employing such concepts as demographics, birth and	Class discussions		meaning or tone in somewhat challenging passages when the	
Seeing the Worl like a Geographer		death rates, doubling time, emigration, and immigration			effect is simple <ul> <li>Interpret basic figurative language</li> <li>as it is used in a passage</li> </ul>	
(5 weeks)		A.12.2 Analyze information generated from a computer about a place,			Analyze how one or more sentences in somewhat challenging	
		including statistical sources, aerial and satellite images, and three-dimensional			passages relate to the whole passage when the function is	
		models			simple <ul> <li>Recognize a clear intent of an</li> </ul>	
		A.12.3 Construct mental maps of the world and the world's regions and draw			author or narrator in somewhat challenging passages	
		maps from memory showing major physical and human features				
Introduction Material Unit 2: Population and Health Migration	What is Migration? Why do people migrate?	A.12.4 Analyze the short-term and long-term effects that major changes in population in various	Writing assignments including summary paragraphs and persuasive essays	Using and analyzing maps and data, Location identification of area being studied, Patterns of Continuity and Change over Time in	sentences in somewhat challenging	Geography Alive! Regions and People (2006)
**Separate PPT		parts of the world have had or might have on the environment	Maps/Charts		support a claim when the	
	world?	A.12.7 Collect relevant data to analyze		world	Make straightforward     comparisons between two passages	
(2 weeks)		the distribution of products among global markets and the movement of	Class discussions		Select two or more pieces of data from a simple data presentation	
		people among regions of the world			Find basic information in text that describes a complex data	
					presentation	
United States	What are the five great lakes and the purpose			Using and analyzing maps and data, Location		Geography Alive! Regions and People (2006)
Unit 3: Canada and the United States	they serve?	the distribution of products among global markets and the movement of	summary paragraphs and persuasive essays	identification of area being studied, Patterns of Continuity and Change over Time in	variables change as the value of another variable changes in a	
Urban Sprawl In N.A. Chapter 4-8	What is Urban Sprawl? How does it relate to the U.S.?	people among regions of the world A.12.9 Identify and analyze cultural	Maps/Charts	population and landstructure, Periodization, Comparasion between different regions of the world	simple data presentation <ul> <li>Identify implications in a model</li> <li>Determine which models present</li> </ul>	
(3 weeks)	What is a National Park? Why do they exist?		Quizzes	World	certain basic information	
	What are the comsumption Pattern in the	influence the design of places, such as an urban center, an industrial park, a	Class discussions			
	U.S.? (What human footprint - youtube)	public project, or a planned neighborhood				
	Impact of people for the U.S.?	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 Unit 4: Folk and Popular Culture,	What is the difference between Folk and Popular	A.12.9 Identify and analyze cultural factors, such as human needs, values,	Writing assignments including summary paragraphs and	Using and analyzing maps and data, Location identification of area being studied,		Geography Alive! Regions and People (2006)
Indigenous Cultures, and Severe Weather	Culture?	ideals, and public policies, that influence the design of places,	persuasive essays	Patterns of Continuity and Change over Time in population and landstructure, Periodization,		
**Separate PPT	What is Spatial Inequality in Mexico City?	such as an urban center, an industrial park, a public project,	Maps/Charts	Comparasion between different regions of the world		
Chapters 9 - 11	What are indigenous cultures?	or a planned neighborhood	Quizzes			
(3 weeks)	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				
Unit 5: Land Use in the Amazon	How does land in the Amazon get used?	A.12.8 Identify the world's major	Writing assignments including	Using and analyzing maps and data, Location		Geography Alive! Regions and People (2006)
and Life in the Central Andes	What is life like in the Central Andes		summary paragraphs and persuasive essays	identification of area being studied, Patterns of Continuity and Change over Time in		ocopropriy mive: neproits and reopie (2006)
Chapter 12 and 13		and cultural systems have adapted to them	Maps/Charts	population and landstructure, Periodization, Comparasion between different regions of the		
(2 weeks)		A.12.9 Identify and analyze cultural	Quizzes	world		
		factors, such as human needs, values, ideals, and public policies, that influence the design of places, such as	Class discussions			
		an urban center, an industrial park, a public project, or a planned				
Europe and Russia	What is the EU?	neighborhood A.12.12 Assess the advantages	Writing assignments including	Using and analyzing maps and data, Location		Geography Alive! Regions and People (2006)
Unit 6: Supranational Cooperation in the EU, Population Dilemmas in	What is Suprantional Cooperation?		summary paragraphs and persuasive essays	identification of area being studied, Patterns of Continuity and Change over Time in		
Europe, and Transboundary Pollution	What are the population dilemmas in Europe?		Maps/Charts	population and landstructure, Periodization, Comparasion between different regions of the world		
Chapters 14-16	What are invisible boudes in Europe?		Quizzes	wonu		
(3 weeks)			Class discussions			
WINTER BREAK		political boundaries				
Unit 8: Understanding the basics of plate tectonics and Russia's plate		A.12.6 Collect and analyze geographic information to examine the effects that				Geography Alive! Regions and People (2006)
tectonic movement and New Nation State from the Old Soviet		a geographic or environmental change in one part of the world, such as				
Empire Chapters 17 and 18		volcanic activity, river diversion, ozone depletion, air pollution, deforestation, or desertification,				
(2 weeks)		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 Microentrepreneurs

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 Everst

(1 week)

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
Quarter 1 Unit 1 Pre-Columbian to 1763 (2 weeks)	When/how/why were the Americas peopled? Contrast the experience of Native peoples' contacts with Europeans How did various colonies differ politically, socially, economically and how were they similar? How did the French-Indian War create a feeling of Nationalism among the colonists?	512.1 Explain offlerert points of view on the sum historical event, using data gathered from various sources, such as letters; journals, data inter, newspaper, government documents, and speeches 6.12.2 Analyze primary and secondary sources related to a historical question to valuate their relevance, make comparisons, integra environmation with prior knowledge, and come to a reasoned conclusion 8.12.3 Recall, select, and analyze significant historical periods and the relationships among them 8.12.4 Assess the validity of different interpretations of significant historical periods access of freedom and equality. Iberty and order, region and nation, validudata, to analyze uses of freedom and equality. Iberty and order, region and nation/valuate of community, law and conscience, diversity and divid dury form agements in the light of other possible conclusions; and develop a coherent aguments. 8.12.5 States the variation of the United States	Writing assignments including persuasive essays Maps Quizzes Comparison and contrast charts Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	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	<u>The Americans</u> (2003)
Unit 2 The Revolutinoary Period (3 weeks)	What were the short and long term causes of the American Revolution? What were the strengths and weaknesses of the Articles of Confederation? How did the Constitution meet (or not) the ideals of the Founding Fathers? What was the significance of the election of 1800?	B.12.6 Select and analyze various documents that have influenced the legal, policial, and construtional herize of the United States and States and States and States and States B.12.7 Identify major works of art and liserature produced in the United States and elsewhere in the work and explain how they reflect the era in which they were created B.12.8 Recall, select, and explain the significance of inopartic people, they work, and their ideas in the areas of policical and millectual ladership, inventions, discoveries, and the arts, within each major era of Wiscomin, United States, and weld history B.12.0 Select significant changes caused by technology, indicatilization, urhanizing establishing and provide the work and history the B.12.0 Select instances of scientific, mellectual, and exclange in the United States and the world B.12.10 select instances of scientific mellectual, and realinguo 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 Maps Quizzes Comparison and contrast charts Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	<ul> <li>Infer the function of straightforward paragraphs in somewhat challenging literary narratives</li> <li>Identify a clear function of paragraphs in somewhat challenging passages</li> <li>Analyze the overall structure of somewhat challenging passages</li> <li>Identify a clear purpose of somewhat challenging passages and how that purpose shapes content and style</li> <li>Understand point of view in somewhat challenging passages</li> <li>Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim is mewhat challenging passages</li> </ul>	Various scenes from the HBO series John Adams are available an YauTube such as his defense of Briths holders after the Boston Massacre and a cabinet meeting with Washington, incl. tensions btw. Jefferson and Hamilton
Unit 3 America moves West (2 weeks)	What were the causes and effects of America's westward expansion? Was the Era of Good Feelings really "good"? What aspects of Jackson's campaign and administration mark his tenure as a turning point in American history? In what ways was the annexation of Texas really about the issue of slavery?	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 the history, culture, tribal soveraginy, and current status of the American indian tribes and bands in Wiscomio B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancein culturations, the rise of nation states; and social, economic, and policial revolutions. B.12.15 Identify historical or contemporary event in which a person was forced to take an ethical policity, and a deviation the issues invoked B.12.15 Identify historical and current instances when national international orgenometed world B.12.17 identify historical and current instances when national international orgenometed world B.12.18 foldentify historical and current instances when national international analyze the issues involved B.12.18 foldentify historical and current instances when national interests and global interests have being to be opposed and analyze the issues involved B.12.18 foldentify historical and current instances when national interests and global interests have being to be opposed and analyze the issues involved B.12.18 foldentify historical and current instances when national interests and global interests have being and and are firsts and elsewhere in the world	Writing assignments including persuasive essays Maps Quizzes Comparison and contrast charts Class discussions	Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Solutions, Synthesis		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.

<u>Quarter 2</u> Unit 4				
Unit 4	What role did Uncle Tom's Cabin play in the		Historical Causation,	Uncle Tom's Cabin excerpt
	national debate?	persuasive essays	Patterns of Continuity and Change over Time,	American Progress "Spirit of the
Prelude to War	How did the US Supreme Court influence the	Maps	Periodization,	Frontier" (painting from 1872) by
(2	liklihood of the Civil War?	Outerra	Comparison,	John Gast analysis
(2 weeks)	What was meant by the term "Manifest	Quizzes	Contextualization, Historical Argumentation,	
	Destiny" and what role did it play in	Comparison and contrast charts	Appropriate Use of Relevant	
	American expansion?		Historical Evidence,	
		Class discussions	Interpretation, Synthesis	
			Synthesis	
Unit 5	Was the Civil War about the Constitutional	Writing assignments including	Historical Causation,	Emancipation Proclamation,
The Civil War	rights of states as opposed to the Federal government, or was it just about slavery?	persuasive essays	Patterns of Continuity and Change over Time,	Gettysburg Address and Lincoln's 2nd Inaugural Address
		Maps	Periodization,	
(3 weeks)	What were Lincoln's views on the issues of slavery and racial equality?	Quizzes	Comparison, Contextualization,	Clips from Ken Burns' Civil War - the entire series is on Netflix
	slavely and facial equality:	Quizzes	Historical Argumentation,	the entire series is on weight
	What were the main pro's and con's of the	Comparison and contrast charts	Appropriate Use of Relevant	
	North and South in the war?	Class discussions	Historical Evidence, Interpretation,	
			Synthesis	
Unit 6	How did Presidential Reconstruction and	Writing assignments including	Historical Causation,	Mississippi Black Code, the
Reconstruction thru the	Radical Reconstruction differ?	persuasive essays	Patterns of Continuity and Change over Time,	cartoons of Thomas Nast, the Chinese Exclusion Act, Andrew
Guilded Age (1865-1900)	What were Black Codes and how did they	Maps	Periodization,	Carnegie's Gospel of Wealth vs.
(3 weeks)	differ from the expectations of Reconstruction?	Quizzes	Comparison, Contextualization,	Social Darwinism, The Making of Milwaukee (DVD) on
(5 WEEKS)	Reconstruction?	Quizzes	Contextualization, Historical Argumentation,	Milwaukee (DVD) on the immigrant experience
	What role did the Supreme Court play in	Comparison and contrast charts	Appropriate Use of Relevant	
	defining the legal rights of Americans after the passage of the 13-15th Amendments?	Class discussions	Historical Evidence, Interpretation,	
	the passage of the 15 15th Amendments:		Synthesis	
	How were the rights of workers and owners			
Quarter 3	What were the short and long term motives	Writing assignments including	Historical Causation,	poem Dulce et Decorum Est by
Unit 7	for American foreign policy in this era?	persuasive essays	Patterns of Continuity and	Wifred
			Change over Time,	Owen re: WW 1, Letters of
World War One and the 20's	In what ways did the Treaty of Versailles reflect Wilson's ideals, and in what ways did	Maps	Periodization, Comparison,	American suffragettes, could even go back to the 1848 Seneca
2005	it not? Were his ideals universal or only for	Quizzes	Contextualization,	Falls Convention,
(2 weeks)	some?		Historical Argumentation,	
	What were the short and long term causes	Comparison and contrast charts	Appropriate Use of Relevant Historical Evidence,	
	of the passage of the 19th Amendment?	Class discussions	Interpretation,	
			Synthesis	
11-11-0	What were the true causes of the Great	Writing assignments including	Historical Causation,	graphs showing economic data
Unit 8	Depression?	persuasive essays	Patterns of Continuity and Change over Time,	before and during the Depression, primary sources re:
The Depression & World	What long and short term causes led to the	Maps	Periodization,	experiences during the
War Two	rise of fascism?	Quizzes	Comparison, Contextualization,	DepressionExcerpts of Mein Kampf, analyze
(3 weeks)	Where are facsism and communism on the	Quilles	Historical Argumentation,	
	political spectrum and how are they similar	Comparison and contract charts		US propaganda posters and
	1.11/2	Comparison and contrast charts	Appropriate Use of Relevant	efforts
	and different?		Historical Evidence,	efforts incl. cartoons, excerpts from
	and different?	Class discussions		efforts
	and different? What were proxy wars and why did the		Historical Evidence, Interpretation, Synthesis Historical Causation,	efforts incl. cartoons, excerpts from Marx
Unit 9 The Cold Wee (1045		Class discussions	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and	efforts incl. cartoons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeean) George
Unit 9 The Cold War (1945- 1989)	What were proxy wars and why did the	Class discussions Writing assignments including	Historical Evidence, Interpretation, Synthesis Historical Causation,	efforts incl. cartoons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeean)
The Cold War (1945- 1989)	What were proxy wars and why did the US/USSR use them?	Class discussions Writing assignments including persuasive essays Maps	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison,	efforts incl. carboons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeean) George Kennan's "long telegram", debate the US use of nuclear weapons
The Cold War (1945-	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries	Class discussions Writing assignments including persuasive essays	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization,	efforts Incl. cartoons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeeon) George Kennan s" long telegram", debate the US use of nuclear weapons on
The Cold War (1945- 1989)	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race?	Class discussions Writing assignments including persuasive essays Maps	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant	efforts incl. carboons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeean) George Kennan's "long telegram", debate the US use of nuclear weapons on Japan, analyze the role of SDI (aka
The Cold War (1945- 1989)	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race? What led to the collapse of communism in	Class discussions Writing assignments including persuasive essays Maps Quizzes Comparison and contrast charts	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence,	efforts Incl. cartoons, excerpts from Marx and Lenin re: communism 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
The Cold War (1945- 1989)	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race? What led to the collapse of communism in	Class discussions Writing assignments including persuasive essays Maps Quizzes	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation,	efforts incl. carboons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeean) George Kennan's "long telegram", debate the US use of nuclear weapons on Japan, analyze the role of SDI (aka
The Cold War (1945- 1989) (3 weeks)	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race? What led to the collapse of communism in the USSR/Eastern Europe?	Class discussions Writing assignments including persuasive essays Maps Quizzes Comparison and contrast charts Class discussions	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis	efforts Incl. cartoons, excerpts from Marx and Lenin re: communism 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
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The Cold War (1945- 1989) (3 weeks) Quarter 4 Unit 10 Civil Rights and changes to America's Social Fabric (3 weeks) Unit 11 "Recent" America, 1980- 2000	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race? What led to the collapse of communism in the USSR/Eastern Europe? What was the role of the US Supreme Court in the Civil Rights movement? How was the view of the civil rights movement by the US government shaped by the Cold War? How did the experiences of African- Americans' movement compare to that of other minorities e.g. Latinos, Native Americans etc.? What foreign policy threats has the US had to deal with in the post bipolar world? What were the short and long term causes to the creation of the War on Terror?	Class discussions Writing assignments including persuasive essays Maps Quizzes Comparison and contrast charts Class discussions Writing assignments including persuasive essays Quizzes Comparison and contrast charts Class discussions Writing assignments including persuasive essays	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Argumentation, Appropriate Use of Relevant Historical Causation, Patterns of Continuity and Change over Time, Patterns of Continuity and Change over Time, Periodization, Comparison, Comparison, Contextualization,	efforts incl. cartoons, excerpts from Marx and Lenin re: communism Excerpts from (Miiwaukeean) 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 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 Read articles by Thomas L. Friedman on globalization and terrorism, watch news clips on YouTube of the Iranian Hostage crisis or ather
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The Cold War (1945- 1989) (3 weeks) Quarter 4 Unit 10 Civil Rights and changes to America's Social Fabric (3 weeks) Unit 11 "Recent" America, 1980- 2000	What were proxy wars and why did the US/USSR use them? How did the Cold War lead to other rivalries like the space race? What led to the collapse of communism in the USSR/Eastern Europe? What was the role of the US Supreme Court in the Civil Rights movement? How was the view of the civil rights movement by the US government shaped by the Cold War? How did the experiences of African- Americans' movement compare to that of other minorities e.g. Latinos, Native Americans etc.? What foreign policy threats has the US had to deal with in the post bipolar world? What were the short and long term causes to the creation of the War on Terror? What is the American Dream, and what developments have made it more or less	Class discussions  Writing assignments including persuasive essays  Quizzes  Comparison and contrast charts  Class discussions  Writing assignments including persuasive essays  Maps  Quizzes  Comparison and contrast charts  Class discussions  Writing assignments including persuasive essays  Maps  Quizzes  Quizzes  Quizzes  Quizzes  Quizzes  Quizzes	Historical Evidence, Interpretation, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Appropriate Use of Relevant Historical Evidence, Interpretation, Synthesis Historical Argumentation, Appropriate Use of Relevant Historical Argumentation, Appropriate Use of Relevant Historical Causation, Contextualization, Contextualization, Synthesis Historical Causation, Patterns of Continuity and Change over Time, Periodization, Contextualization, Historical Coustion, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Coustion, Patterns of Continuity and Change over Time, Periodization, Comparison, Contextualization, Historical Argumentation, Historical Argumentation, Historical Argumentation, Historical Argumentation, Historical Argumentation,	efforts incl. cartoons, excerpts from Marx and Lenin re: communism Excerpts from (Milwaukeeon) 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 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 Read articles by Thomas L. Friedman on globalization and terrorism, watch news clips on YouTube of the Iranian Hotsge crisis or ather key events, analyze economic data re: the US economy e.g.

	Is economic globalization good or bad for	1	Writing assignments including	Historical Causation,	Read articles by Thomas L.
Jnit 12	the United States and can it be changed?		persuasive essays	Patterns of Continuity and	Friedman
				Change over Time,	on globalization and terrorism,
Modern" America, 2000-	What short and long term forces led to the		Maps	Periodization,	watch excerpts of 2016 debates
present	sharp divisions between political parties			Comparison,	for President, debate the claims
	today?		Quizzes	Contextualization,	of racism's end incl. formation of
2 weeks)				Historical Argumentation,	Black Lives Matter movement
	Is racism over? What evidence suggests it is		Comparison and contrast charts	Appropriate Use of Relevant	and the election of an African-
	and what evidence suggests it isn't?			Historical Evidence,	American President
			Class discussions	Interpretation,	
				Synthesis	
	<u> </u>				

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/fivers as a living area. • Common goals/problems of Early Civ.'s • Some solutions to those problems above (e.g. irrigation) • Terms: Domestication, alluvial silt	8.12.1 Explain different points of view on the same historical event, using data gathered from various sources, such as letters, journals, diaries, newspapers, government documents, and speeches 8.12.2 Analyze primary and secondary sources related to a historical question to valuate their relevance, make comparisons, integrate me information with prior knowledge. 8.12.3 Recail, select, and analyze significant historical periods and the relationships among them 8.12.4 Anases the validity of different interpretations of significant historical periods and the relationships. 8.12.5 Gather various types of historical events uses of freedom and equality. Uberty and order, region and nation, individual and community, law and conscience, diversity and divid dury form argument in the light of durp possible conducions; and develop a coherent arguments. 8.12.6 East and analyze various documents. 8.12.6 East and analyze various documents that have initements 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	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	World History , 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-theisitic	B.12.6 Select and analyze various documents that have influenced the legal, political, and construtional heritage of the United States and Therategy and the selection of the United States B.12.7 Identity major works of art and Iterature produced in the United States and elsewhere in the work and explain the significance of inportant people, their work, and their ideas in the areas of political and intelectual leadership, jumetion, discoveries, and the arts, within each major era of Wiscomin, United States, and wold history B.12.5 Becet significant changes caused by technology, hodernalization, urbanizates and the world B.12.10 Select instances of scientific, intelectual and explain the United States and the world B.12.10 Select instances of scientific intelectual, and explain the United States and the world B.12.10 Select instances of scientific intelectual, and realingus change in waroos regions of the world at different times in history and discuss the impact these 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	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 Crash Course videos on YouTube re: Hinduism, stories of Hindu gods etc.
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?	8.12.11 Compare examples and analyze why governments of various contries have some contries have some sometimes sought speedful resolution to conflicts and sometimes gone to war which and across coltures, such as the web sometime of ancient civilizations, the rise of nation states and sometimes and collection of the sometime of ancient civilizations, the rise of nation states and sometimes and collection of the sometime of ancient civilization, where we need the source of the sometime of a section to go the sometime of a president of a president, or a presidential paradon, and explain the issues involved 8.12.16 Describe the purpose and effects of treates, inlinence, and international organizations that incaracterize 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> <li>Analyze how one or more sentences in somewhat challenging passages offer reasons for or support a claim i ldentify a clear central claim in somewhat challenging passages <i>ACT Science Standards</i>;</li> <li>Select data from a complex data presentation (e.g., a phase diagram)</li> <li>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</li> <li>Translate information into a table, graph, or diagram</li> <li>Perform a simple extrapolation using data in a table or graph</li> </ul>	Read Conrad and Demarst's model of Empires for ways to compare and contrast empires across time and regions.
<u>Quarter 2</u> 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?	8.12.17 dentify historical and current indraces when national interests and global interests have seemed to be opposed and analyze the issues: involved 8.12.18 Applian the history of davery, racial and ethnic discrimination, and efforts and ethnical 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.

Unit 5 Regional/Post-Classical Empires (3.5 weeks)	Teacher chooses 4 of 6: 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.) • What was the role of Cultural Diffusion? • What usat the role of Cultural Diffusion? • What is the role of trade?		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	Internet History Sourcebook: https://sourcebooks.fordham.edu / Compare primary sources with secondary or with other primary sources
Unit 6 Trade before the Age of Exploration (3 weeks)	Teacher chooses 3 of 6: Marco Polo/the Mongols Trans-Saharan Indian Ocean/East African Within the Americas (e.g. Aztec/Incan) Vikings/Russia Medieval Europe/Mediterranean • What was the role of cultural Diffusion in trade in spreading ideas and religion, germs etc.?		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	
Quarter 2	a printing of the Density	Semester B.12.1 Explain different points of view on the	<u>Two</u>	Uistariaal Courset's a	Investigate the Development
Quarter 3 Unit 7 Renaissance and Exploration (4 weeks)	<ul> <li>origins of the Renaissance</li> <li>Changes to European culture</li> <li>Formation of cities</li> <li>Styles of colonization</li> <li>Impact of economic/ cultural factors</li> <li>What role did trade play in the origins of the Renaissance?</li> <li>How important was trade as motive for exploration, compared to other motives?</li> <li>How was the Ren. a diffusion of Greek &amp; medieval cultures?</li> <li>Regional vs. global interaction - how did they change/stay the same?</li> <li>What were the effects on religious stability and instability?</li> </ul>	same historical event, using data gathered from various sources, such as letters, journals, daries, newspapers, government documents, and speeches 8.12.2 Analyse primary and secondary sources related to a historical question to evaluate their relevance, male companisons, integrate new information with prior knowledge, and come to a reasonic conclusion 8.12.3 Recalt, salect, and analyse significant historical periods and the relationships among them. 8.12.4 Assess the validity of different interpretations of significant historical events	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	Investigate the Renaissance through art: https://www.khanacademy.org/h umanities/art- history/renaissance-reformation
Unit 8 Nations facing Exploration (2 weeks)	Teacher chooses 2 of 5: India (e.g., Mughal empire) West Africa (Kongo, Ashanti, etc.) Ming/ Qing China Meso-American (Aztez/Incan) Japan (pre-Tokugawa Feudalism) 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	8.12.5 Sather various types of hatorical evidence, including visual and quantitative data, to analyze issues of freedom and equality, liberty and order, region and haton, individual and community, law and conscience, diversity and civic dary. form a reasoned conclusion in the light of other possible conclusion; and develop a coherent arguments. B.12.5 Select and analyze various documents that have influenced the legal political, and list constructional heritage of the United States and List 2 vident for upon voids of an and literature produced in the United States and literature produced in the United States elsewhere in the word and explain how they reflect the era in which they were created	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	See Asia for Educators website for info on East Asia: http://afe.easia.columbia.edu/
Unit 9 Revolutions (3 weeks)	Scientific (and Enlightenment)     French Teacher chooses 1 of 2: Hatian, or South American (e.g. Simon d'Bolivar's)     Industrial     What were key similarities (leaders, motives, process& results) between revolutions?     What is 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?	9.12.2 Recall, select, and expain 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 en al Wisconsin, United States, and world history 8.12.5 Select significant changes caused by technology, individualization, urbanisate bar, and population growth, and analyze the effects of these changes in the United States and 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	See online summaries of Crane Brinton's <u>Anatomy of Revolution</u> (1957) theory or other theories of revolution
Unit 10 Nationalism and Imperialism (3 weeks)	Japan <u>Teacher chooses 1 of 3:</u> China (Qing dynasty and beyond to 1925)     Africa(Berlin Conference, French West     Africa, Boer War etc.)     India/Southeast Asia (British colonization)     "White Man's Burden"     Nationalism in Europe & colonies     Impact of the Industrial Revo. on     imperialism     Industrialism: pro's, con's     terms: protectorate, colonialism, sphere of     influence	B.12.10 Select instances of scientific, melietcula, and religious change in various regions of the work 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 peecful resolution to conflicts and sometimes gene to war     B.12.13 Analyze examples of ongoing change within and across cultures, such as the development of ancient valuations; the rise of nation-states; and social, economic, and policial 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 war, the impacthment of a president, a particular presidential particina, and explain the issues involved     B.12.16 Describe the purpose and effects of trates, allinace, and international organizations that characterite today's interconnected word	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	For another example of European Justification for imperialism, see the ABC's for Baby Patriots from 1898: http://digilib.usm.edu/cdm/ref/c ollection/dgbooks/id/2738

Unit 11	<ul> <li>WWI outside of Europe (e.g. Arabia, Africa)</li> <li>WWII &amp; Cold War</li> </ul>	B.12.17 Identify historical and current instances when national interests and glo interests have seemed to be opposed and analyze the issues involved		Historical Causation, Patterns of Continuity and Change over Time,	Clips from recent movies, eg.: The Last Emperor Saving Private Ryan
20th/21st Centuries, pt. 1	Teacher chooses 1 of 2: • Independence in India	B.12.18 Explain the history of slavery, rac and ethnic discrimination, and efforts to eliminate discrimination in the United Sta	<sup>al</sup> Map/timeline quizzes	Periodization, Comparison, Contextualization,	The Killing Fields Schindler's List Lawrence of Arabia
(3 weeks)	Indenpendece in China	and elsewhere in the world	Reading quizzes	Historical Argumentation, Appropriate Use of Relevant	Gandhi etc.
	rise/fall of Communism		Comparison and contrast charts	Historical Evidence, Interpretation,	
	<ul> <li>Bi-polar world: regional vs. global</li> <li>Revolution patterns (see above) (Contrast</li> </ul>		Class discussions, debates and simulations	Synthesis	
	Gandhi, Mao) • Communism vs. capitalism • USSR/Nazi's as Empires		Unit tests		
Unit 12	<ul> <li>Middle East – Israel and Oil</li> <li>Globalization</li> </ul>		Writing assignments including persuasive essays, theses and	Historical Causation, Patterns of Continuity and	For Globalization, Mid East and Technology issues, see the
20th/21st Century pt. 2	European Union     Development in Africa or Latin America		document based questions.	Change over Time, Periodization,	website of NY Times Foreign Affairs columnist Thomas L.
(2 weeks)	<ul> <li>global demographic changes</li> <li>Religion: stability/instability</li> </ul>		Map/timeline quizzes	Comparison, Contextualization, Historical Argumentation,	Friedman at: http://www.thomaslfriedman. m/
	Global v. regional trade pro's/con's     genocide		Comparison and contrast charts	Appropriate Use of Relevant Historical Evidence.	Contrast Friedman with more
	global cultural diffusion pro's/con's     term: globalization		Class discussions, debates and simulations	Interpretation, Synthesis	conservative voices e.g. Niall Ferguson: http://www.niallferguson.com
		¥	Unit tests		