

Economics 1

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Quarter 1-2	Unit 1: Basic Economic Skill: -When was economics "invented"? -Where was it invented and why? -What is the History of Money and Banking? -Definition economics: TINSTAFL, 3 Basic, Economic Questions, 4 Factors of Production, What Economists Do, Division of Labor, Utility, Wealth, Economic Interdependence. Economic Decision: -Trade Offs/ Cost Benefit Analysis, Opportunity Cost Economic Systems: -Economic Systems, Economic Activity Circle -What are the goals of free enterprise? -What is Socialism? -What is Capitalism? -What are the benefits of Capitalism?	Wisconsin State Standards: D.12.1, D.12.2, D.12.4, D.12.6 and D.12.9	Section Review Questions (pg.10,19,25,28.) -Quiz on Needs and Wants -Tree Map on Factors of production -Entrepreneur Research Map and Bubble Map -Chapter Test on What is Economics? -Bridge Map on the major types of Economic Systems -Quiz on economic systems -Critical Thinking Activity: Cause and Effect in the market economy -Section review questions (pg. 40, 46, 50, 55, 58) -Chapter Test on Economic Systems -Project -Selected Alternative Readings and Questions -Tests on Individual Concepts -Discussion	The student will demonstrate an understanding: of scarcity and how choice impacts the economic activity of individuals, families, communities and nations and of the sources of income and growth in a free-enterprise economy.	Note Taking -List the 4 factors of Production in an economic activity. -Discussion of topics of scarcity, opportunity costs, and factors of production. -Complete analysis of scarcity. -Flow map on opportunity costs, marginal costs, and marginal benefits, including trade-offs. -Completion of comparison and analysis of the four factors of production and specialization. -Discussion on the three basic economic questions. -Analysis of the major types of economic decisions and their differences. -Explanation of the importance of private property, profit incentive, and competition in the American economy. -Discussion	Textbook: Economics Today and Tomorrow (ch1-2) -PowerPoint -ANWR -Drilling Reading -Economic Internet Articles -Experience Economics -Junior Achievement
Quarter 2-3	Unit 2 - Practical Economics: Your Role as a Consumer: -Identify and evaluate sources and examples of consumer's responsibilities and rights. -What are some buying principles and strategies? -What is consumerism? Going Into Debt: -What is credit? -Why do people use credit? -What are some different types of financial institutions? -What are charge accounts and credit cards? -What are finance charges and APRs? -How to apply for credit. -What are your responsibilities as a borrower? -What is the role of government regulation of credit? -What laws protect the borrowers? -What is bankruptcy? -What kinds of bankruptcy laws exist? -What is comparison shopping?	Wisconsin State Standards: D.12.1, D.12.7 and D.12.4	Paragraph Economic Analysis: Students apply basic knowledge of economics to a current event to demonstrate understanding. -Multi-flow Map on Buying Strategies -Creation of Informative and Competitive Advertisements -Your Role as Consumer Quiz -Section Review Questions (Ch3-4) -Chapter Test on Your Role as Consumer -Debt and Credit Quiz -Fill in Blank Credit Application -List of services provided by the US Government for the benefit of Economy Quiz -Chapter Test on Going into Debt -Project -Selected Alternative Readings and Questions -Tests on Individual Concepts -Midterm Exam -Discussion	The student will demonstrate: an understanding of personal economic decision making to maximize the benefits of personal income, an understanding of the sources of income and growth in a free-enterprise economy and an understanding of personal economic decision making to maximize the net benefits of personal income.	Discussion on an individual's role as a consumer. -Description of the two types of income and the decision making process. -Investigation of the advertising, comparison shopping in today's market, and the rights and responsibilities of modern consumers. -Research groups that are available to aid consumers in their decision making. -Explanation of the importance and uses of going into debt in consumer decisions and the available credit choices. -Investigation of the factors that establish credit ratings, loans, and the responsibilities of borrowers. -Analysis of the decision make process of buying necessities, such as food, clothing and housing. -Discussion	Textbook: <i>Economics Today and Tomorrow</i> (Ch.3-4) -PowerPoint -Economics Cartoons: <i>Buyer Beware</i> and <i>Consumer, A Tough Role</i> -Guided Reading Worksheets -Tree map on the types of financial institutions -Vocabulary Crossword -Junior Achievement
Quarter 3-4	Unit 2: Practical Economics: Buying the Necessities: -Comparing clothing value. -Should you buy or rent your home? -What are renter rights and renter responsibilities? -How to buy a home. -How to buy a car. -How to operate a car (maintenance, repair, insurance, etc.) Saving and Investing: -Why save? -What are saving accounts and time deposits? -What are stocks and bonds? -What are stock markets and bond markets? -How to invest for retirement. -How much should you save and invest?	Wisconsin State Standards: D.12.1 and D.12.4	Tests on Ch. 5 -Comparison Shopping Quiz -Renter Rights and Responsibilities Quiz -Auto Rate Factors Quiz -Test on Ch. 6 -How and Where to Save Quiz -Stocks and Bonds Quiz -Section and Chapter Reviews -Flow Maps Involving: Depreciation, Savings/Deposits, Retirement Plans -Project -Tests on Individual Concepts -Discussion -Quiz on Selected Readings	Students will demonstrate: an understanding on how scarcity is the basic economic problem that requires people to make choices about how to use limited resources and how governments and institutions help participants in a market economy accomplish their financial goals.	Note Taking -Investigate what the costs of owning a car are. -Discuss what a budget is. -Complete a personal budget plan. -Analyze the ways you can shop wisely -Complete a cost benefit analysis for grocery shopping at multiple stores. -Discuss reasons for savings. -Analyze the best way to save. -Compare and Contrast different saving methods. -Investigate the risk involved with the different types of savings. -Discuss current events and how they relate to concepts in the unit. -Rent or Buy Activity	Textbook: <i>Economics Today and Tomorrow</i> (Ch. 5-6) -PowerPoint -Newspaper/Internet -Video on Stock Market Crash(s)
Quarter 4	Unit 3: Microeconomics; Markets, Prices, and Business Competition Demand and Supply : -What is supply and demand? -What is the marketplace? -What is the law of demand? Business Organizations: -	Wisconsin State Standards: D.12.7, D.12.8, D.12.10 and D.12.11	Test on Chapter 7 Students create a demand schedule curve for a product of their choosing -Students create a supply schedule for a product of their choosing -Demand Quiz -Supply Quiz -Section Review Questions (Ch.7-8) -Supply and Demand Flow Maps -Discussion -Project -Test on Ch.8 -Paragraph Economic Analysis: Student applies basic knowledge of economics to a current event to demonstrate understanding -Starting a Business Quiz -Corporation v. Franchise Quiz -Test on Individual Concepts	The student will be able to: list in writing the three forms of business organizations in the U.S. economy and summarize the advantages and disadvantages of each, identify multinational corporation and conglomerates, define microeconomics in writing and examine demand schedules and demand curves, describe in writing factors that affect quantity demand and affect demand, can explain in writing and verbally the concept of elasticity and apply it to demand, can apply in writing the three questions and total expenditures test to determine the elasticity of demand, can analyze verbally the importance of elasticity to business and the impact technology plays in elasticity.	Partner discussion/Classroom Discussion -Students research and create a PowerPoint presentation about a corporation -Students read newspaper for current event and summarize the event then analyze the economic significance of the event -Discuss events in class -Students create a demand schedule curve using nutty bars	Textbook: <i>Economics Today and Tomorrow</i> (Ch.7-8) -Newspaper -PowerPoint -Internet -Selected Outside Readings -Worksheets

Economics 2/Macroeconomics

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Quarter 1	Unit 1: Learning, Earning and Investment	WI State Standards: SS.D.12.12, SS.D.12.9, SS.D.12.9	Homework, Quizzes, and Tests -Observations during discussion -Stock Market project	Define saving -Identify reasons why people save -Compare simple and compound interest -Apply the Rule of 72 to calculate the amount of time it takes for saving to double -Analyze various investments to identify similarities and differences -Define risk, reward and liquidity -Distinguish between types of investment -Define and give examples of human capital Define and give an example of opportunity cost -Identify some advantages/disadvantages of owning stocks/bonds -Explain ways in which stockholders can reduce risk -Understand the benefits associated with the	Various activities and simulations dealing with buying and selling stocks/bonds - Stock Market Simulation	<i>Learning, Earning, and Investing</i> textbook -Wisconsin SMS
Quarter 2	Unit 2: -Economic Institutions and Issues -Macroeconomics: Performance and Stabilization	WI State Standards: SS.D.12.9, SS.D.12.12, SS.D.12.6, SS.D.12.5	Homework, Quizzes, and Tests -Observations during discussion -Students will work in Collaborative groups and create their own governing state. -GDP questions from CIA factbook	Evaluate the ways the government currently raises revenue and proposed reforms. -Compare discretionary and mandatory spending, and categorize spending items into each. -Describe the organization and role of financial markets and consider their influence on American society. -Differentiate between the methods of measuring economic performance and assess how accurate the methods are at measuring the health of the economy. -Explanation of how the role of marketing has changed in the United States Evaluation of the importance of production identification and how	Graphic organizers-criteria for effective taxes, taxes, principles of taxation, spending, financial assets, Venn diagram on types of IRAs -Identify reasons for the income gap -Graphs-Tax Incidence , Government Spending, and Circular Flow - Differentiated Instruction—debate on tax equity -Critical Thinking—Compare/Contrast family budgeting with Congressional budgeting Expenditure Model with Income Approach - Collaborative Learning—Role play on how taxes affect different members of the	<i>Economics Today and Tomorrow</i> (Chapters 10-12)
Quarter 3	Unit 3: The Nations Economy	WI State Standards: SS.D.12.9, SS.D.12.12, SS.D.12.6, SS.D.12.5	Homework, Quizzes, and Tests -Draw and label the business cycle, indicate areas of high and low inflation and high and low unemployment on it, and describe historical time periods that correspond to each phase- Roaring 20's peak, Great Depression, trough, etc...	Describe the phases of the business cycle and its possible causes. -Locate the areas of possible high and low inflation and unemployment -Trace the evolution of money. - Evaluate the roll of the banking and Federal Reserve system. -Compare and contrast monetary and fiscal policies, and apply policies to current economic conditions. -Explanation of the functions, types, and characteristics on money used in economies -Description of the development, services, and influences of banking in today's economy -Study the roles of governments on the U.S. Economy (property rights, public	Graphic organizers-factors that cause changes in the business cycle, causes and effects of inflation, money, timeline of the history of banking, structure of the Fed, monetary and fiscal policy -Graphs-Business Cycle, unemployment, AD/AS Model -Differentiated Instruction—research on the FDIC -Read excerpts from <i>Hard Times: An Oral History of the Great Depression</i> or <i>Grape of Wrath</i> and discuss - Critical Thinking—Assessing impact of trough -Drawing Conclusions about competition and aggregate	<i>Economics Today and Tomorrow</i> (Chapters 13-17)
Quarter 4	Unit 4: The International Scene	WI State Standards: SS.D.12.8	Homework, Quizzes, and Tests -Observations during discussion -Present a speech as if the president of a nation with debates for and against tariffs on the computer industry; CAFTA debate -Participate in an international economic development conference. -Collaborate on a Global Economy Factbook to educate fellow students on the world economy.	Judge the importance of international trade, foreign exchange, and the interdependence among nations. - Analyze the problems of economically developing countries. -Describe significant global challenges and recommend possible solutions. -Analysis of the International Trade scene -Summary of the outcome of global trading and the effects of trading and the regulations put on the foreign exchange market -Demonstration of the patterns of global economic activity and their	Graphic organizers- absolute & comparative advantage, trade deficit, stages of economic development, globalization affects, global problems, decision making -Graphs-specialization, foreign exchange rates, gross national income, European Union, COMESA, world population growth rate - Differentiated instruction-chapter specific - Projects/Simulations-analyzing world trade, research WTO	<i>Economics Today and Tomorrow</i> (Chapters 18-20)

Antropology

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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Quarter 1	Introduction, Culture and Race, Methods of Investigation and the Development of Anthropological Thought: - The subfields of anthropology - Defining culture and cultural knowledge: norms, values, symbols, classifications of reality and world views; and race - The cultural construction of race Anthropological approaches: Holistic, Comparative, and Relativistic - Cultural relativism and ethnocentrism - Cultural universals - Biological determinism - Ethnographic fieldwork, problems in research, Ethnohistory and comparative methods. - Nineteenth century origins - Twentieth century contributions: American Historical Particularism, British Functionalism and Configurationalism. - Evolutionary approaches: Unilineal Evolution, Parallel Evolution, Technological Determinism - Modern Anthropological Thought: Materialism, Idealism, Interpretive Anthropology and Post-Modernism. - Holistic perspective specific to	WI State Standards: E.12.1, E.12.2, E.12.3,	- Participation - Small group presentations - Graded discussions - Baraka essay - Reading questions - Film questions - Graded debates - Vocabulary quiz - Descriptive observations - Test - Bibliography - Research Proposal - Tutorial	Students will: - Explore and define the meaning of the words culture and race and their implications. - Develop an understanding of the historical implications of the term race. - Compare subfields of anthropology with anthropological approaches. - Develop an understanding of role division in group projects. - Read and analyze varying perspectives on the topic of cultural relativism and ethnocentrism. Develop a personal opinion on the topic. - Discuss and debate opinions of cultural relativism, ethnocentrism, the cultural construction of race, biological determinism and cultural universals. - Analyze filmed ethnographies for implicit and explicit meaning , purpose and personal interpretations. - Synthesize an examination of culture with the historical evolution of the field of anthropology. - Develop an understanding of	Students will: - Read and evaluate text to develop overall familiarity with the topic of anthropology. - Create a method to present information in an engaging and educational manner. - Present knowledge and research on the subfields of anthropology to the class. - Observe multiple real life situations without undue/interpretation and evaluation. -Discussion -Group Work -Research Project	Textbook: <i>Anthropology</i> (Chapters 1-8)
Quarter 2	Language, Adaptation & Exchange: - Human vocal tract - Properties of language: multimedia, discreteness, arbitrariness, productivity, displacement. - How language works: grammar, dialects, phonology, tone languages, morphology - Language and cultural classifications of reality. - Language as a reflection of culture - Language and world views - Social uses of speech - Communication simulation - Cross-cultural communication - Linguistic anthropology - Non-verbal communication - The language of clothing - Human adaptation - Hunting and gathering - Domestication - Agriculture - Intensive agriculture and its consequences - Horticulture and its consequences - Pastoralism/nomadism - Division of labor - Seasons of the Navaho - !Kung San foraging - Exchange in economic systems - Economic apartheid - Reciprocity: generalized, balanced, negative, social	WI State Standards: E.12.1, E.12.5, E.12.10, E.12.11, E.12.13, E.12.17,	- Participation - Graded discussions - Nlai essay - Reading questions - Film questions - Vocabulary quiz - Descriptive observations - Test - Language Paper - Adaptation Paper - Exchange in Economic Systems Paper	Students will: - Human vocal tract - Properties of language: multimedia, discreteness, arbitrariness, productivity, displacement. - How language works: grammar, dialects, phonology, tone languages, morphology - Language and cultural classifications of reality. - Language as a reflection of culture - Language and world views - Social uses of speech - Communication simulation - Cross-cultural communication - Linguistic anthropology - Non-verbal communication - The language of clothing - Human adaptation - Hunting and gathering - Domestication - Agriculture - Intensive agriculture and its consequences - Horticulture and its consequences - Pastoralism/nomadism - Division of labor - Seasons of the Navaho - !Kung San foraging - Exchange in economic systems - Economic apartheid - Reciprocity: generalized, balanced, negative, social	Students will: -Listen, take notes and discuss presentation from Speech Pathologist -Discussion -Complete a Cultural Map -Research Project -Have a conversation using nonverbal communication	Textbook: <i>Anthropology</i> (Selected readings from 14-24)
Quarter 3	Religion, Relations with the Supernatural, Art and the Aesthetic: - Definitions and theories of religion - Myths, ritual, supernatural powers - Supernatural intervention - Supernatural explanations of misfortune: sorcery, witchcraft. - Varieties of religious organization: individualistic, shamanistic, communal, ecclesiastical. - Revitalization movements: prophets, revelations - Jude-Christian mythology - Pervasiveness of art - Forms of artistic expression: body, visual, performing - Secular and religious art - Art and gender - Social functions of art - Area specific information for research project	WI State Standards: E.12.2, E.12.4, E.12.8, E.12.13, E.12.14,	- Participation - Graded discussions - Small group discussion presentations - Reading questions - Film questions - Paper draft - Vocabulary quiz - Descriptive/interpretive/evaluative observations - Test - Religion paper - Art and the Aesthetic paper	Students will: - Examine the complexity of creating a definition of religion that spans all cultures. - Learn about the varieties of religious organization and relate them to current known systems. - Learn the history of the famous religious work Black Elk Speaks. - Read the Black Elk speaks out loud and analyze the religious organization that it fits. - Study specific examples of each religious organization cross-culturally ex. Umbanda, Balian Usada, Vodun etc. - Compare the "supernatural" to "natural laws" in a group discussion. - Discuss in small groups the stigma attached to specific words: supernatural, magic, sorcery, cults etc. Give examples from own society. - Discuss in small groups Judeo-Christian mythology and how it relates to the environment. - Present findings from previous two discussions. - Explore the forms of artistic expression through readings and film. - Examine the forms of artistic	Students will: - Find and discuss the three components of religion that are found cross-culturally: belief in supernatural, myths, rituals. - Compare these three components through ethnographic readings. -Discussion -Research Project -Group Work	Textbook: <i>Anthropology</i> (Selected readings from Ch. 14-24, Ch25-26)

Quarter 4	The Changing Human World, Ethnicity in the Modern World, Applied Anthropology, The Survival of Indigenous Peoples: - History and anthropology - The world in 1500 - The world since 1500: expansion of Europe, Industrial Revolution, European impact on cultural systems. - The world since 1945: global economy, demographic changes, political fragmentation - Consequences of an interdependent world - Situational nature of ethnic groups - Fluidity of ethnic groups: ethnogenesis - Types of ethnic groups - Problems of stateless nationalities - Resolving ethnic conflict: homogenization, accommodation, resolution - Population growth: anthropological perspectives. - World Hunger: scarcity or inequality?; technology transfer?; agricultural alternatives. - Uses of fieldwork: Haiti, Swaziland - Indigenous peoples today - Vanishing knowledge: medicines, adaptive wisdom, cultural alternatives.	WI State Standards: E.12.3, E.12.4, E.12.5, E.12.6, E.12.7, E.12.10, E.12.11, E.12.12, E.12.13, E.12.15	- Participation - Timeline - Timeline presentation - Timeline evaluations - Graded discussions - Small group discussion presentations - Reading questions - Film questions - Cultural research paper due - Vocabulary quiz - Cumulative exam - Self evaluation - Cultural Resilience & Challenges paper	Students will: - Evaluate others' timelines as well as their own. - Present timeline. - Analyze the consequences of an inter-dependent world through readings and current issues from primary sources. - Define terms and apply accurately to ethnic group and conflict evolution. - Analyze political power and its effects on ethnic territorial boundaries. - Examine the ethnic and national boundaries of Africa, South East Asia, Kurdistan and the Soviet Union with political maps. - Compare solutions for resolving ethnic conflict with actual historical events. - Define population terminology to create a foundation for study. - Study population growth and its effects on culture: consequences, cost benefits of children in North America and cost benefits of children LDC's. - Use primary sources to explore population growth issues.	Students will: - Construct a timeline for designated time period in small groups. - Prepare a creative presentation of timeline for all students to learn the information. - Study the Acadians and the Cajuns as an example of ethnic ethnogenesis. - Answer questions about "development" and world hunger. Research statistics on-line and in the library regarding population growth and world hunger. - Discussion	Textbook: <i>Anthropology</i> readings, Ch. 27-28) (Selected
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Law and Society

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed (from National Standards for Civics and Government)	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Quarter 1	Unit 1: Introduction to Law and the Legal System (How does understanding our legal system help you to function as an informed citizen?)	Standard I: What are civic life, politics and government?(A-D) Standard II: What are the foundations of the American political system?(A,B,D) Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E) Standard IV: What is the relationship of the United States to other nations and world affairs? (A-C) Standard V: What are the roles	Performance Assessment Activities -Section Quizzes -Chapter Test(s) 1 and 6	Understand "what is law" -Explain how and why people need lawyers	Video: <i>O.J Simpson, the Untold Story</i> - Essay explaining the differences between civil and criminal trial. -Human Rights Violation essay	<i>Street Law; A Course in Practical Law, 7th ed.</i> Chapters 1-3, 6 Mock Trial: <i>State v. Randall</i>
Quarter 1/ Quarter 2	Unit 2: Criminal Law and Juvenile Justice (What is the major crime problem in our community? Have most crimes increased or decreased over the last 3 years? Where can we get this information? Are witnesses to crimes under any obligation to come to the aid of the victim(s)? Should all women participate in anti-rape, self-defense classes? Is there a suicide hotline or other suicide prevention programs in our area? Would procedures in a criminal trial be the same as those in a civil trial? What is meant by "The more laws, the more offenders?" Under what age in our state are children presumed incapable of committing a crime? What should you do if arrested? What happens to a defendant during each of the steps in a pretrial proceeding? How does the bail system work? Does a school principal need a warrant to search your locker? Should jurors be allowed to take notes during a trial? Why is the right to a jury trial guaranteed by the Bill of Rights? Is race a factor in imposing the death penalty? Does Massachusetts have the death penalty? Should inmates lose all	Standard I: What are civic life, politics and government?(A-D) Standard II: What are the foundations of the American political system?(A-D) Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E) Standard V: What are the roles of the citizens in the American democracy? (A-E)	Performance Assessment Activities -Section Quizzes -Chapter 7 Test -Chapter 8 Test (97-98) -Chapter 8 Test (98-102) -Test on individual chapters (9-14,16) - Chapter 15 Test (173-177) Chapter 15 Test (178-183)	Define "crime" -Examine gangs and crime -Discuss the 2nd Amendment in terms of guns and the law -Identify substance abuse and crime -Compare/contrast state and federal crimes - Identify crimes against the person -Explain what is meant by crimes against property -Determine what elements make up a crime -Understand the role of the prosecutor in a criminal case -Understand the role of the defendant in a criminal case -Examine the defenses that may be available to a defendant -Explain the sequence of events in the criminal justice process - Determine the steps taken before a criminal case reaches the courtroom. - Understand "due process" - Review and understand the Sixth Amendment to the US Constitution - Examine the final phase of the criminal justice process--sentencing -Examine the final phase of the criminal justice process--correction - Explain the history and overview of the juvenile courts	Case Studies: Students will complete assigned case studies (read/annotate/discuss) Discussion: The class will complete assigned section problems on their own and in groups.	<i>Street Law; A Course in Practical Law, 7th ed.</i> Selected readings from Chapter 7-16 Mock Trial: Selected trial from Street Law website

Quarter 3	Unit Three: Landmark Cases (Why are the above referred to as "landmark" cases?) How has Brown v. Board affected your education?)	Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E) Standard V: What are the roles of the citizens in	Supreme Court Sace studies Essays	Understand various Supreme Court cases	Case studies: <i>Gideon v. Wainwright</i> <i>Miranda v. Arizona</i> <i>Goss v. Lopez</i> <i>Brown v. Board of Education.</i>	<i>Street Law: A Course in Practical Law, 7th ed.</i> -Selected readings Mock Trial: Selected trial from Street Law website
Quarter 3	Unit 4: Consumer and Housing Law (Can a minor be held to a contract that involves necessities such as food, clothing, shelter, or medical aid? Can a consumer who has been harmed by products sue for damages? What steps should be taken by a consumer who is unable to pay his or her bills? In what unusual places have you seen advertising and how affective have those ads been? What is a telemarketing scam? What are the steps to consider before making a purchase? What are the steps to take in the event of an accident? What should you consider before renting?)	Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-C, E) Standard IV: What is the relationship of the United States to other nations and world affairs? (A, C) Standard V: What are the roles of the citizens in	Section Quizzes: -Contracts -Warranties Chapter Test -24 and 27 Problem Based Activity	Compare/contrast contracts and warranties Understand how to become a smarter consumer -Explain how the relationship between housing and the consumer -Examine the laws that protect consumers -Understand how to become a "smartconsumer" -Identify what is meant by "credit" -Recognize deceptive sales practices	Case Studies: - <i>W.B.Walker v. Cynthia Jones</i> <i>Floyd v. Baldwin</i> Discussion: The class will complete assigned section problems on their own and in groups.	<i>Street Law: A Course in Practical Law, 7th ed.</i> - Chapters 23,24,27,29 (Selected readings) Mock Trial: <i>W.B.Walker v. Cynthia Jones</i> - <i>Floyd v. Baldwin</i>
Quarter 4	Unit 5: Torts	Standard I: What are civic life, politics and government?(B) Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(B,D) Standard V: What are the roles of the citizens in the American democracy?(C)	Section Quizzes Chapter Tests Discussion of Book Problems	Identify two different types of torts -Distinguish between battery and assault -Define two types of defamation and describe appropriate defenses for them -Identify the various forms of intellectual property Analyze cases to determine when claims of copyright protection are valid. -Explain how people can apply the defenses of consent, privilege, and defense of self and property to defend against intentional tort claims -List four elements that constitute negligence -Identify the duty of care in a given situation. -Identify breach of duty in a given situation	Case Study: <i>Vikers v. Hearst</i> The class will complete assigned section problems on their own and in groups.	<i>Street Law: A Course in Practical Law, 7th ed.</i> - Chapters 18 - 20 (Selected readings) Mock Trial: <i>Vickers v Hearst</i>
Quarter 4	Unit 6: Individual Rights and Liberties	Standard II: What are the foundations of the American political system?(B-D) Standard III: How does the government established by the Constitution embody the purpose, values, and principles by the United States?(A-E) Standard V: What are the roles of the citizens in				<i>Street Law: A Course in Practical Law, 7th ed.</i> - Chapters 38,43,44 (Selected readings) Mock Trial: <i>Hudson v. Daily Metropolis v. the District of Columbia</i> - <i>Elyse Roberts</i>

World Geography

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
4 Weeks (Semester 1)	Unit 1: Introduction to Geography How does geography help us understand our world? How can we use geography? Why do geographers use maps, and what do maps tell us? How does the environment impact human behavior? How does human behavior impact the environment? Where in the world do people live, and why do they live there? Where and why do people migrate?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution of Population National Geography Standards – Human Systems: Migration	Plotting points on a blank world map -Place physical features on a map -Develop a map from school to home -Develop a map of their school schedules -Compare types of maps using a Venn Diagram -Written Test/Quiz on Concepts discussed in class -Charts/Graphs -Group Quizzes -Think/Pair/Share -Map Work / Projections -Observations -Map Scavenger Hunt -5 Theme Essay -Vocabulary/ Term Test	Five themes of geography: -Geography skills and basic terms (including map terms and skills) -How external forces shape the Earth (flooding, etc.) -How internal forces shape the Earth (tectonic activity, etc.) -Climate and seasons -Types of Vegetation	Practice map activities having students read, draw, interpret and evaluate a variety of different maps – teacher should provide students with several outline maps to practice on and other maps from the text or other sources to read, interpret and answer teacher generated questions. - Have students read, interpret and make several different charts and graphs to further develop skills – teach should provide students with data sets to make charts and graphs from – can be anything from climate to sports statistics to popularity of music or television programs. - Develop puzzles to help students learn and integrate essential terms of geography – the text resources offer puzzle programs on CD and there are also online sites o make puzzles from to help sharpen student critical thinking skills, these can be used throughout the year as well. - Help students apply five themes of geography by relating them to	Textbook: <i>Geography Alive; Regions and People</i> . (Chapters 1-2) -Internet

4 Weeks (Semester 1)	Unit 2: North America (US & Canada) How do cultures influence places and regions? How do neighboring countries cooperate economically? How do democratic systems of government impact the cultural, economic, and political lives of citizens? What is the role that physical features and human geography play in the formation of regions?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution of Population National Geography Standards – Human Systems: Migration	Color heavily populated areas of the world on a map -Graphic organizer listing the major waterways of the region -Use a topographical map of the region to determine best areas for agriculture -Describe how heavily populated areas affect the environment -Create a historical timeline -Have groups of students create a collage of an area of the world -Complete a graphic organizer to describe how technology such as highways and canals have impacted the Earth -Hydrologic Cycle -Cultural Project -Regional Comparison -Map Work & Test -Graphic Organizers	United States: -Physical overview -subregions -history -resources by region -economic ventures by region -impending issues -NAFTA -urban sprawl (megapolopolis) Canada: -physical overview -sub regions: provinces and territories -system of government -history -multiculturalism -major resources -role in global economy -issues of concern 1. Identify the primary landforms and bodies of water of the earth and analyze how they affect each other. 2. Define natural resources and explaining why they are valuable. Compare the difference between renewable and nonrenewable resources and explain why we should care. Interpret why resources sometimes cause conflicts. 3. Examine the world's population distribution and evaluate why it is so. Analyze the impact population has on the	Students use internet sources to take turns charting daily earth statistics - temperatures, sunrise & sunset, rainfall, etc... - for your location and others in the world to compare and contrast climates, environments, seasons and geographic differences -notebook charts to track data gathered, check local TV news and Weather Channel websites - Students create presentation about a human system – government, religion, economy, etc... - including locations, diversity, movement – students choose human system from list provided by teacher or others they suggest and gather information, teacher may generate form helping students to identify important aspects of system to cover - Students make charts and maps depicting information regarding population growth, location change, projections, etc... - see previous information on teacher generated statistics for charts and graphs -- Students map various aspects and regions of the United States considering states, cities, physical features and climates	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 3-8) - handouts -Internet -Homework Practice Online Graphic Organizer Activity -World Outline Maps
5 Weeks (Semester 1)	Unit 3: Latin America How do history and colonialism impact the cultural mosaic of a region? How does government react to challenges to its power? How have earlier cultures influenced modern society? How does urbanization impact the people and the environment of a region? What is the role of natural resources in a region's global economic connections?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution of Population National Geography Standards – Human Systems: Migration	Draw and label the layers of the Earth. -Categorize areas of the world based on the physical processes that affect them. -Use students to model rotation and revolution. -Create a hurricane using a 2 liter bottle to demonstrate wind patterns. -Group Presentation -Map Work & Test -Web presentation -Plot the Travels of the Spanish	Mexico: -physical overview -resources -economic ventures -urbanization -issues of concern Central America & the Caribbean: -physical overview -cultural variety -colonization -effects of tourism -impact of plantation agriculture -impact of natural disasters -issues of concern South America: -physical overview -urbanization: population & pollution concerns -depletion of rain forest -effects of colonization -multiculturalism -indigenous peoples -other issues of concern -Analyze how Mexico is one of the closest nations physically and politically to the United States and compare and contrast what ways is it similar and different to our country. 1. Investigate ways Mexican immigrants are influence our nation, state and county. Compare and contrast that for the	Students map various aspects and regions of Mexico considering states, cities, physical features and climates – see ideas on map assignments for the United States previously described - Search newspapers & magazines from various parts of the United States and Mexico to find current articles presenting news and opinions about Mexican influence in the United States today – teacher may give list of papers or magazines, find hard copies or online editions or list potential websites, and perhaps use computer lab, library or mobile lab for students to find their own - Students map various aspects and regions of Central America and the Caribbean considering countries, territories, cities, physical features and climates – see ideas on map assignments for the United States previously described. - Students research and present information - origins, practices, peculiarities, etc... - on various belief systems/religions, modern and ancient, from Mexico/Central America/Caribbean – see ideas	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 9-13) - handouts -Internet
5 Weeks (Semester 1)	Unit 4: Europe What is the role of physical and human geography in regional conflicts? What is the relationship between a region's physical geography and its global involvement? Why do regions form supranational organizations to cooperate economically and politically? What is the role of historical events in the evolution of political boundaries?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution of Population National Geography Standards – Human Systems: Migration	Use a population map to discuss why people live where they do -Compare and contrast countries' populations versus their economies. -Use a population pyramid to compare countries. -Sing "Ring around the Rosie" and decipher its meaning. -Use music of Beethoven, Bach, and Mozart. -Research and present a country -Use a graphic organizer to describe language families and origins. -Create a web of how people are linked to their country. -Create a timeline for technology, from wood burning to nuclear - Illustrate through collages or drawing how the world has changed through "natural progression" - Graph ideas for how to become "Green" - Graph ideas to conserve energy - Develop a society in groups and solve problems presented by the teacher - Present students with 15-20 Louisiana environmental laws. Students should chose 5 to keep and explain why.	General: -European Union -economic crisis -Europe as a colonizing power -historical legacy -access to sea -changing political boundaries -issues of concern Mediterranean: -physical overview -impending issues -trade -tourism -role of climate and resources Western: -impact of industrialization -issues of concern -impact of immigration *Northern: -physical overview -environmental concerns (areas below sea level) -other issues Eastern: -physical overview -political unrest -impact of wars and new nations -issues of concern Russia and The Republics	Students research and make presentation about a Latin American country – see ideas on state reports for the United States previously described. - Students map various aspects and regions of Western Europe considering states, cities, physical features and climates – see ideas on map assignments for the United States previously described. - Students research and report on foods of European nations explaining history, methods of preparation, styles and variances and global diffusion – teacher may suggest foods or let students research and choose their own foods to explore, teacher may provide maps for students to display variances or diffusion. - Students map various aspects and regions of Eastern Europe considering countries, cities, physical features and climates and political history. - Students compare and contrast development differences between Western and Eastern Europe and	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 14-18) - handouts -Internet

4 Weeks (Semester 2)	Unit 5: Africa What is the relationship between colonialism and the current political geography of a region? What factors most impact a region's economic development? How do physical and human geography connect or separate people? What is the relationship between migration and the physical and cultural geography of a region? How does human activity impact a region's environment?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution National Geography Standards – Human Systems: Migration	Formal tests - Homework assignments - Quizzes - Map quizzes - Webquests - Vocabulary quizzes - Graphic organizers - Reteaching activities - Section quizzes - Differentiated learning projects - Guided reading activities - Constructed response questions - Critical thinking activities - Cause and effect - Timelines	General: -impact of colonization (struggle for independence) -environmental issues (famine, water, desertification) -role of natural resources in global economy -challenges faced by developing countries -cultural mosaic (religions, languages, ethnicities) -impact of disease (AIDS, etc.) -issues of concern East: -physical geography -cultural diversity -Civil War -genocide -refugees North: -physical geography -climate -extremes -impact of Islam -cultural ties to SW Asia -impact of oil -refugees West: -physical geography -deforestation -historical legacy (ancient kingdoms, slave trade, trade routes) -political unrest	Students map various aspects and regions of the Middle East considering countries, cities, physical features and climates and political history. - Students research and make presentations about three major world religions with roots in the Middle East – Judaism, Christianity and Islam – considering age, size, locations, traditions, holy times, symbols, texts, sects and history. - Students map various aspects and regions of Africa considering countries, cities, physical features and climates and political history. - Students research and make presentation about an African country. - Students research and discuss social issues facing Africa today – poverty, lack of education, women's issues, disease, effects of postcolonial rule, exploitation of resources, global trade deficits, degradation of natural environments/biomes, dwindling of animal species, tribal conflicts, religious conflicts and economic issues.	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 19-23) handouts -Internet
5 Weeks (Semester 2)	Unit 6: South Asia What is the role of religion in political conflict and human interactions? How do resources impact economic development? What is the relationship between unique climate patterns and landforms and a people's way of life? What is the impact of globalization on developing economies?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution National Geography Standards – Human Systems: Migration	Formal tests - Homework assignments - Quizzes - Map quizzes - Webquests - Vocabulary quizzes - Graphic organizers - Reteaching activities - Section quizzes - Differentiated learning projects - Guided reading activities - Constructed response questions - Critical thinking activities - Cause and effect - Timelines	Southwest Asia: -physical geography -resources (impact of oil) -historical legacy (birthplace of civilization, trade routes) -current wars (Arab/Israeli conflict, Iraq, Afghanistan) -role of Islam -role of women -economic gap -importance of religion and culture -religious conflict -urbanization (rural to urban migration) -variety of systems of government -hearth of monotheistic religions -issues of concern South Asia: -overview of physical features -impact of monsoon climate -population issues (challenges of India being world's most populous democracy – urbanization and overcrowding -impact of colonization (British Empire) -religious and cultural identity -role of religion in political boundaries (Islam/Hinduism) -linguistic diversity -systems of government -terrorism -emerging role in global economy (outsourcing) -issues of concern	Students map various aspects and regions of Southern Asia considering countries, cities, physical features and climates and political history – see ideas on map assignments for the United States previously described - Students research and make presentations about four major world religions/belief systems with roots in the Eastern Asia – Hinduism, Buddhism, Taoism, Confucianism – considering age, size, locations, traditions, holy times, symbols, texts, sects and history. - Students map various aspects and regions of Eastern Asia considering countries, cities, physical features and climates and political history. - Students research and discuss United States war involvement in Asia in the last 100 years considering World War II, Korean War, Vietnam War & current war in Afghanistan and Iraq and compare and contrast events and results – teacher may divide students into groups to research an aspect of each conflict and have students	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 24-26) handouts -Internet
5 Weeks (Semester 2)	Unit 7: East and Southeast Asia How do various aspects of culture diffuse? What pressures does population growth put on the environment? What are some benefits and consequences of global trade? How do people respond to environmental challenges? How does industrialization affect cities?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution National Geography Standards – Human Systems: Migration	- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc... - teacher may find articles or films depicting native life in different locations for students to consider and discuss.	East Asia: -physical geography and extremes of weather -cultural identity -historical legacy (ancient and more recent empires) -recent governmental changes -role of technology in global economy -cultural diffusion (globalization, spread of pop culture, similarities and differences) -role of East Asia in global economy -megacities -systems of government (communism, emerging democracies) -population issues -economic emergence of Pacific Rim -role of government in economic and cultural policies (Korea) -issues of concern -impact of tectonic activities Southeast Asia: -physical features – fragmentation due to island countries -impact of tectonic activity (Ring of Fire) -impact of European colonization -religious and cultural diversity -Vietnam War -rural to urban migration -trade and role in global economy -issues of concern	Apply strategies from Asia/South Asia Unit here.	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 27-32) handouts -Internet

2 Weeks (Semester 2)	Unit 8: Australia, Oceania and Antarctica How do the activities of humans impact the earth's land and atmosphere? How does physical geography vary across the Earth?	National Geography Standards – Human Systems: Characteristics of Population National Geography Standards – Human Systems: Spatial Distribution of Population National Geography Standards – Human Systems: Migration	- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc...- teacher may find articles or films depicting native life in different locations for students to consider and discuss.	AUSTRALIA, OCEANIA, ANTARCTICA: physical geography -aborigines/ indigenous peoples -legacy of British Empire (forced migration) -unique flora and fauna -effects of extreme weather -fragmentation of island countries -examples of environmental change (global warming, desertification, rising sea levels) -issues of concern 1. Compare and contrast the status of the human condition within Asian nations and also with that of countries North America and Western Europe considering life expectancy, personal wealth, education, poverty, health, disease, women's issues, etc... 2. Investigate the timeline of human arrival to Australia and compare and contrast the cultural differences between the Aboriginal people there and the rest of the world. Additionally, consider the flora and fauna that are located only on the continent and hypothesize reasons why it is so. 3. Evaluate the present day status of the native cultures of Australia/Oceania and how they have coped with colonization	- Students map various aspects and regions of Australia/Oceania considering countries, cities, physical features and climates and political history. - Students research and make presentation about Asian or Australian/Oceanic country. - Consider continents north and south of the equator comparing and contrasting economic status, trade deficits, colonial history, poverty and health issues – teacher may provide statistic sheets or overheads for students to consider, discuss and make deductions from. - Students research and discuss similarities and differences between the current status of native cultures of Australian/Oceanic nations and those of other continents – cultural survival, political power, percentage of population, levels of poverty, levels of education, health issues, etc...- teacher may find articles or films depicting native life in different locations for students to consider and discuss.	Textbook: <i>Geography Alive: Regions and People</i> . (Chapters 33-35) handouts -Internet
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World History

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Standards Addressed (National Center for History in the Schools): http://www.nchs.ucla.edu/Standards/world-history-standards	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
Quarter 1 (August-October)	Early Humans through the Asian World: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect civilizations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? What is civilization? Was the Neolithic Revolution the most important development in history? Why or why not? What was the significance of Hammurabi's Code of Law? How did the Jewish belief in monotheism differ from the religious beliefs of the Egyptians and how did it affect the culture of the area? How did the Greeks spread their ideas? Was Alexander the Great really great? Did the Romans rule the Mediterranean world? Did all roads lead to Rome? What was the impact of the trade routes on civilizations? How did Christianity change Rome? How does the geography of India, Japan, and Southeast Asia influence the culture?	Era 1: Standard 1: The biological and cultural processes that gave rise to the earliest human communities Standard 2: The processes that led to the emergence of agricultural societies around the world Era 2: Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia, Egypt, and the Indus valley Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE Standard 3: The political, social, and cultural consequences of	Map Activity on Mesopotamia Report on Africa Quizzes & Tests Essay Debate/Discussion on Athens and Sparta Venn Diagram World Religion Project Differentiation: Examine the relationship of the Hebrews with Egypt and Mesopotamia.	Describe the rise of civilization and the Neolithic Revolution. Explain the role of city-states in early civilizations. Analyze Hammurabi's Code of Law and how it affects law today Examine Egyptian civilization and its relationships with other groups. Identify and analyze world religions. Describe the transition from city-state to an empire. Explain the cultural significance of the Silk Road. Compare and contrast the three major religions and philosophies that developed around the world. And China). Examine how the rise of city-states created the Greek identity. Compare and contrast the governments and philosophies of classical Athens and Sparta. Examine the influence of Alexander the Great. Analyze how Rome developed a republic and then evolved into an empire. Explain the causes and consequences of the Punic Wars. Describe the legacy of Rome. Identify the main reasons for the fall of the Roman Empire. Compare and contrast Christianity and Islam.	Discussion with students Map Activities Research Activities Projects Notes	Textbook: <i>World History</i> , Ch. 1-8 PowerPoint Selected Discovery Channel/History Channel/Nat. Geo Videos Scholastics Magazines

Quarter 2 (October-January)	Byzantine Empire through Absolutism: What are the recurring patterns in world history? How have human views of the world changed? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? How did Charlemagne contribute to and remain connected to the rise of the Church? Did the Magna Charta affect world civilizations? What impact did the Black Death and the Hundred Years' War have on Europe? What were the artistic, literary, and intellectual impacts of the Renaissance? Why did the Reformation occur? What were the origins of European exploration? How did the European migration and settlement affect the Americas, Africa, and Asia? How did the commercial revolution and mercantilism affect European nations?	Era 4: Standard 1: Imperial crises and their aftermath, 300-700 CE Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE Standard 5: The development of agricultural societies and new states in tropical Africa and Oceania Standard 6: The rise	Map Activity on Explorers Presentation and evaluation on works from the Renaissance Quizzes & Tests Essay Group Project on the Black Death Class Presentation Venn Diagram Debate on the Reformation: Luther vs. the Church Design Project: Manor/Castle	Examine the emerging Europe/Byzantine Europe Explain the rise of the Church. Examine Charlemagne's impact on Europe and the Church Describe feudalism and the feudal system. Examine the exploration of the Vikings. Describe England in the High Middle Ages. Analyze the causes, the purpose, and goals of the Crusades and their results. Evaluate the impact of the Black Death on the world's population. Describe the impact of the Hundred Years' War. Investigate the Early Peoples of North America and evaluate the impact of the Columbian Exchange. Examine the Renaissance and Reformation. Compare and contrast the beliefs of Martin Luther, John Calvin, and Henry VIII. Synthesize the major economic, political, and theological issues involved in the Reformation. Examine the Age of Exploration. Define Triangle Trade and analyze the impact of slave trading on the world'. Define Absolutism and Mercantilism. Examine the issues that caused wars in the name of religion.	Discussion with students - Map Activities - Research activities - Projects - Notes	Textbook: World History, Ch. 9-16 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines
Quarter 3 (January-March)	Enlightenment through World War I: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect nations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? What was the impact of the Chinese and Japanese attempts to limit the influence of European merchants? What affect did the absolute monarchs have on their countries? How did the perceptions of society change about monarchs? How did the ideas of the Enlightenment impact the times? How did the Industrial Revolution produce changes in culture, society, city structure, and class systems? Why did European countries participate in a race for colonies? How did Communism rise in Russia? Was World War I justified? Can propaganda influence on a world-wide stage?	Era 7: Standard 1: The causes and consequences of political revolutions in the late 18th and early 19th centuries Standard 2: The causes and consequences of the agricultural and industrial revolutions, 1700-1850 Standard 3: The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870 Standard 4: Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914 Standard 5: Patterns of global change in the era of Western military and	Group Projects on World Revolutions Quizzes & Tests Essay Debate/Discussion on the Legacy of Napoleon Propaganda Project Map Activity on World War I	Locate the Ottoman Empire and explain its expansion. Describe British colonization and its impact. Examine how monarchs consolidated their power. The World of East Asia Examine the Ming Dynasty and the changes it brought to China. Define Enlightenment and describe its impact. Describe the results of the Scientific Revolution on society. Compare and contrast the influential Enlightenment thinkers and their ideas. Analyze the affects of the Seven Years' War Compare and contrast the American Revolution and the French Revolution. Describe the Reign of Terror. Explain how Napoleon came to power in France. Analyze the impact of the Industrial Revolution. Describe the development of Marxism. Explain how and why the working class was organized into labor unions. Explain Africa's involvement in foreign trade. Discuss the revolution movements in Latin America and compare them to the American and French Revolutions. The Boxer Rebellion/Opening of China	Discussion with students - Map Activities - Research activities - Projects - Notes	Textbook: World History, Ch. 17-23 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines
Quarter 4 (April-June)	Between the Wars to the Present: What are the recurring patterns in world history? How have human views of the world changed? How do natural resources affect nations and potential conflict among them? How do wars shape alliances and contribute to national identities? What role does technology play in the history of a people? How do languages influence peoples and their nationalities? What was the impact of the world-wide depression on political systems? Why was World War I called the "war to end all wars?" How did treaties, alliances, and political structure contribute to World War II? How and why does a nation decide to go to war? What if a significant faction objects to the war? What is the initial impact of nuclear weapons? How are nuclear weapons influencing the world today? Why does the world allow genocide? Do world relations affect the economics of the world's nations? What new technologies have created opportunities and challenges in today's world? Can terrorism achieve its goals?	Era 8: Standard 3: The search for peace and stability in the 1920s and 1930s Standard 4: The causes and global consequences of World War II Standard 5: Major global trends from 1900 to the end of World War II Era 9: Standard 1: How post World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up Standard 2: The search for community, stability, and peace in an interdependent world Standard 3: Major	Map Activity on World War II Report on Latin America Quizzes & Tests Essay Debate/Discussion on Terrorism Group Project: Impact of World War II on the world today	Examine the Great Depression as it impacted the United States and the world. Explain the rise of dictatorships in Germany, Japan, and the USSR. Explain the rise of Nazi Germany. Examine the shift toward world-wide nationalism. List the causes, major battles, and outcomes of World War II. Generalize how the nature of warfare changed after World War II. Explain why the Holocaust and other genocides occurred in the 20th century and describe the importance for remembering the causes. Describe the events that led to the Korean War, Cold War, the Arms Race, and the Iron Curtain. Evaluate the impact of the Vietnam War on the United States. Explain the causes and consequences of the collapse of the Soviet Union. Describe how the Cold War ended. Examine the role of Latin America in the late 20th century. Examine how China turned to Communism. Compare Japan's role in the world today to that in World War II. Compare the Vietnam War and the present War on Terror. Explain the rise of terrorism in the	Discussion with students - Map Activities - Research activities - Projects - Notes	Textbook: World History, Ch. 24-32 - PowerPoint - Selected Discovery Channel/History Channel/Nat. Geo Videos - Scholastics Magazines

US History

Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
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Unit One: The Civil War and Reconstruction (Quarter 1)	Should new states be admitted to the union be free or slave? Which side, North or South, achieved more of its goals in the Compromise of 1850? What were the major political parties of the time, and what were their views on slavery, state's rights and the economy? What events pushed the nation to Civil War? What is meant by the idea that the Civil War was the first modern war? Do you think the violations of civil liberties during the Civil War were necessary? What do you think might have been the outcome if the Confederate army had won at Gettysburg? In your opinion, whose approach to reconstruction was more appropriate? How did the various attempts at American reconstruction impact our nation and its citizens?	Era 5, Standard 1: The causes of the Civil War (1A: The student understands how the North and South differed and politics and ideologies led to the Civil War) Era 5, Standard 2: The course and character of the Civil War and its effects on the American People (2A: The student understands how the resources of the union and Confederacy affected the course of the war. 2B: The student understands the social experience of the war on the battlefield and homefront.) Era 5, Standard 3: How various reconstruction plans succeeded or failed. (3A: the student understands the political controversy over Reconstruction. 3B: the student understands the Reconstruction programs to transform social relations in the South. 3C: the student understands the successes and failures of	Battle map Purpose of Civil War worksheet Robert E. Lee worksheet Battle of Manassas worksheet Using letters as primary sources worksheet Map of Vicksburg and Gettysburg Gettysburg Address worksheet Chapter tests Legislation worksheet Trial of President Johnson Election of 1876	Explain how the government dealt with slavery in the territories acquired after the war with Mexico. List the major features of the Compromise of 1850. Evaluate how the Fugitive Slave Act heightened sectional tensions. Summarize the effects of the Kansas-Nebraska Act. Analyze the events that led to increased sectional tensions in the late 1850s. Describe the Lincoln-Douglas debates. Describe the various attempts to find a compromise between demands of the North and South. Identify the causes of the Civil War. Assess the strengths and weaknesses of each region's economy and infrastructure. Contrast the political situations of the Union and the Confederacy. Describe the effect of the Civil War on the North and South. Evaluate the importance of Vicksburg and Gettysburg.	Create a chart explaining how legislation affected new states. John Brown reading Read transcripts from the Lincoln-Douglas Worksheet debates Venn diagram What would you choose? exercise	The Americans Chapters 10-12 Primary source copy Copy of the debate	
	Unit 2: Reconstruction and Expansion of the American Economy (Quarter 1/Quarter 2)	How have electricity and the telephone transformed our lives? What comparisons can be made between the nativist movement of the late 19th century and nativism in the 21st century? How did technology and U.S. government policy affect Native American culture in the late 19th century? Why were unions relatively unsuccessful at attaining their goals during the Gilded Age? How did the Industrial Revolution affect the development of a class system in the United States? What was a possible explanation for white Americans repressing African Americans while also embracing aspects of their music and culture?	Era 6, Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people. 1A: The student understands the connections among industrialization, the advent of modern corporations, and material well-being. 1B: The student understands the rapid growth of cities and how urban life changed. 1C: The student understands how agriculture, mining, and ranching were transformed. 1D: The student understands the effects of rapid industrialization on the environment and the emergence of the first conservation movement. Era 6, Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural	Reading quiz Chapter/section readings Paper/project/poster Guided reading quiz Chapter tests DBQ: Industrial Statesmen or Robber Baron	Compare and contrast the different technologies, such as electricity and steel. Analyze the ideology of the middle class, including Social Darwinism and Gospel of Wealth. Discuss push and pull factors for new immigration. Explain the connection between immigration and economic growth. Analyze reasons for the growth of nativism. Discuss the effects of technology and political disunity upon the destruction of Native American culture. Establish economic causes for western development. Compare the AFL with the Knights of Labor. Analyze the connection between radical political movements and labor unions in the late 19th century. Discuss the environmental damage done by the Industrial Revolution. Explain the social effects of urbanization upon the class system in the United States. Determine how white society discriminated against African Americans after Reconstruction. Examine how the U.S. took advantage of several incidents to reaffirm the validity of the Monroe Doctrine. Identify the forceful and high-handed manner in which President Roosevelt conducted foreign policy. Explain how the U.S. secured a strip of land in Panama to build a canal. Understand why President Taft preferred economic pressure to military force in conducting American foreign policy. Define the origins of Progressivism. Explain the legislative impact of Progressivism. Examine the impact of Progressivism on national politics. Understand "a turning point in history" and the impact of the 19th Amendment. Review the road to WWI. Understand why some people thought that the United States was on the brink of greatness by entering into WWI. Examine the role played by Americans in WWI on the European front and home front. Understand Wilson's Fourteen Points and its key elements.	Chapter worksheets Discussion/debate Map activities Research on problems associated with the Industrial Revolution	The Americans Chapters 13-16 Political cartoons "The New Colossus" by Emma Lazarus Document-based question "East Goes West" by Younghill Kang
	Unit 3: Modern America Emerges (Quarter 2/Quarter 3)	How did America shift from an isolationist country to an imperialist country? Why did the United States intervene in Asia and South America during the early 20th century? For what reasons was the Panama Canal such an important development for the United States? How did Progressivism affect the relationship between the government and society in the United States? Why was Theodore Roosevelt considered our most progressive president? What social, economic, and political developments led to the rise of the suffrage movement in the United States? What were the causes of American involvement in World War I? Why did the American Senate refuse to ratify the Versailles Treaty and cause a shift toward isolationism in the United States after WWI?	Era 7, Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption. 1A: The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels. 1B: The student understands Progressivism at the national level. 1C: The student understands the limitations of Progressivism and the alternatives offered by various groups. Era 7, Standard 2: The changing role of the U.S. in world affairs through WWI. 2A: The student understands how the American role in the world changed in the early 20th century. 2B: The student understands the causes of World War I and why the United States intervened. 2C: The student understands the impact at home and	Quiz on assigned readings Test on Chapters 17-19 Essay: Describe the economic, political, and social welfare reforms brought about during the Progressive Era. Essay: Explain Progressivism in the U.S. Essay: What was the reaction in the U.S. to the outbreak of WWI?	American Profiles activity: Walter Reed Using a time zone map Lecture/discussion Primary source document: Roosevelt speech "The New Nationalism" (1910) Discuss important African American leaders and abolitionists Primary source document: Woodrow Wilson speech "Peace Without Victory" (1917) Group activity: Create posters showing changes politically, socially, or culturally after World War I Stock Market Game: Students invest in 1920s stocks Analyze a cartoon from the 1920s	The Americans Chapters 17-19 Copies of primary source readings Copies of stock prices and companies from the 1920s/computer Copies of political cartoons, hard copy/digital copy	

Unit 4: The 1920s and the Great Depression (Quarter 3)	Why did America experience a period of economic growth during the Roaring Twenties?	Era 8, Standard 1: The causes of the Great Depression and how it affected American society. 1A: The student understands the causes of the crash of 1929 and the Great Depression. 1B: The student understands how American life changed during the 1930s.	Tests/quizzes on chapters and sections Essay: Compare the attacks from the political left and political right upon FDR's policies. Tests on chapters and sections	Identify postwar adjustments that troubled the nation. Define the social and political developments during the 1920s. Understand the new manners and new morals of the 1920s. Examine the new developments in radio, movies, advertising, etc. that furthered the process of creating a national culture.	Stock Market Game: Students invest in 1920s stocks Analyze a cartoon from the 1920s Term identification Timeline: Mark events leading to the Depression Outline voting demographics in northern cities during the Great Depression Debate: Simulated debate between American interventionists and isolationists in 1939	The Americans Chapters 20-23 Graphic organizer Internet for stock research The Americans Chapters 24-27
	How do the Scopes Trial and Prohibition reflect the conflict between premodern America and modern America?					
	How did the United States differ politically in the 1920s from the Progressive Era?					
	What were the causes of the Great Depression?					
	How did FDR's New Deal transform the American capitalist system?	Era 8, Standard 2: How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. 2A: The student understands the New Deal and the presidency of Franklin D. Roosevelt. 2B: The student understands the impact of the New Deal on workers and the labor movement. 2C: The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.		Describe some of the efforts to control Americans' morals and beliefs in the 1920s. Describe the economy of the late 1920s.		
	How were labor relations transformed by the New Deal?			Understand the events of the stock market crash. Examine the social effects of the Depression.		
	Why did America shift from an isolationist mood to an interventionist mood between 1919 and 1941?			Explain the 1932 election and why it was a turning point in history. Express the ideas from policies of the New Deal that helped restore the optimism of the American people. Explain why the New Deal was criticized both for what it did and what it did not do. Determine the legacies of the New Deal.		
				Understand the conditions in Europe after WWII that laid the foundation for a second Examine life for American soldiers on the war front. Describe the role women played. Analyze why dropping the atomic bomb was a turning point in history. Identify the origins of the Cold War. Examine the policy of containment. Discuss the war in the 1960s, its brutality, student protest, and end. Understand the postwar years at home. Examine the effort to contain communism abroad and why it made Americans fear subversion at home. Analyze the campaigns to expose suspected communists among American citizens. Compare and contrast the Kennedy and Johnson years. Identify the New Frontier and the Great Society. Identify the leaders and strategies of the civil rights groups. Examine nonviolent confrontation and determine why it was a turning point in history.	Essay: What was the purpose of the Manhattan Project and what resources were required to accomplish this purpose? Map: Allied advancement in Europe and Africa, 1942-1945 Research: Hollywood Ten Reenact the meeting between President Truman and Molotov at the Potsdam Conference Read "I Have a Dream" speech and "Letter from Birmingham Jail" Map: De facto segregation Graphic organizer of nonviolent confrontation	Movie: Band of Brothers Graphic organizer Map/timeline The Americans Chapters 28-31 Maps
	How did WWII affect the development of women's economic and social rights?	Era 8, Standard 3: The causes and course of Era 9, Standard 1: The economic boom and social transformation of postwar United States. 1A: The student understands the extent and impact of economic changes in the postwar period. 1B: The student understands how the social changes of the postwar period affected various Americans. 1C: The student understands how postwar science augmented the nation's economic strength, transformed daily life, and influenced the world economy.	Discussion Homework Tests and quizzes on all chapters and sections Homework assignments			
	Why did the U.S. and Soviet Union enter into a period of protracted conflict after WWII?					
	How did the development of the atomic bomb and the Cold War affect American society?					
Unit 5: World War II and Its Aftermath (Quarter 3/Quarter 4)	Why were McCarthy's tactics successful in elevating his power and damaging the lives of thousands of Americans?					
	What factors led to the birth of the civil rights movement?					
	How did the general strategy of the civil rights movement shift from a unifying nonviolent movement into a divisive violent movement?					
	How successful was the civil rights movement in terms of the positive advancement of social and economic equality for African Americans?	Era 9, Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. 2A: The student understands the international origins and domestic consequences of the Cold War. 2B: The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin				
Unit 6: Living with Great Turmoil (Quarter 4)	How did Betty Friedan's novel The Feminine Mystique identify the issues confronting middle-class women in the United States?		Assigned essays	Describe how the civil rights movement influenced the women's movement. Determine America's foreign policy in the 1960s. Review the Vietnam War and American society during 1960 to 1975. Review America's foreign policy in the 1960s. Discuss environmental and consumer movements in the 1960s.	Viewpoint: Working Moms Links Across Time: Intervention in Latin America Interpreting maps: Bay of Pigs	Video on Vietnam War
	How did the Great Society build upon past accomplishments of the Progressive Era and the New Deal?					
	Why was the election of 1968 a seminal turning point in American history?					
Unit 7: Passage to a New Century (4-6 Weeks)	How did the Nixon years and the Watergate scandal affect American politics?	Era 10, Standard 1: Recent developments in foreign policy and domestic politics. 1A: The student understands domestic politics from Nixon to Carter. 1B: The student understands domestic politics in contemporary society. 1C: The student understands major foreign policy initiatives.	Tests/quizzes on all chapters and sections Recent developments in Homework assignments Assigned essays Discussion	Discuss the post-Watergate period, 1974 to 1980. Examine the high tide of the conservative movement from 1980 to 1992. Explain what is meant by the "promise of change" during the 1990s. Identify the challenges that faced the country in the 21st century.	Discussion: Silent Spring American Profile: Hillary Clinton Maps and chart Current events	The Americans Chapters 32-34 Maps Notecards for vocabulary
	How did Reagan create a conservative movement that would dominate the political sphere for thirty years?					
	Why were many of Clinton's domestic initiatives doomed to failure?					
	How did Bush's victory signify a victory of conservatism over liberalism?					
	How did 9/11 transform the relationship between the U.S. and the rest of the world?	Era 10, Standard 2: Economic, social, and cultural developments in contemporary United States. 2A: The student understands economic patterns since 1968. 2B: The student understands the new immigration and demographic shifts. 2C: The student understands changing religious diversity and its impact on American institutions and values. 2D: The student understands contemporary American culture.				