



Multiple Category Scope and Sequence

Monday, June 14, 2021, 7:49AM

	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 9 American Government (D) 2020-2021 3 Curriculum Developers	Unit 1: Foundations (Week 1, 6 Weeks)	RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies American Government Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2-Writing like an informed	PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting	1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u> Students will read like an informed citizen by analyzing and evaluating multiple sources of information: <ul style="list-style-type: none"> • Read background essays and answer analysis questions. (P) • Analyze documents that relate to the ideals of the Declaration of Independence. (R) • Use Avenue Notes to identify important terms and concepts in textbook readings. (R) • Analyze the preamble of the United States Constitution. (R) • Analyze documents that relate to the United States Constitution. (R) 	The Ideals of the Declaration of Independence: Which is Most Important? Why has American democracy been so successful in preventing tyranny?	Democracy, Monarchy, Dictatorship, Constitution, Bicameral Congress, Amendment, Veto, Ratify, Separation of Powers, Checks and Balances, Big States vs. Small States, Federalism, federal powers, state powers, shared powers, tyranny, Declaration of Independence, Articles of Confederation, Bill of Rights, framers, preamble

		<p>citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>WI: Grades 11-12</p> <p>Speaking & Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual,</p>	<ul style="list-style-type: none"> • Analyze a political cartoon in order to determine the intended message of the artist. (R) • Identify evidence in support of their side for the “amendment speech”. (R) • Evaluate and analyze possible amendments to the United States Constitution. (R) <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> • Evaluate the ideals of the Declaration of Independence. (R) • Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) • Communicate (in writing) an educated opinion on the ideals using an ITS CLEAR paragraph. (P) • Create solutions in response to the weaknesses in the Articles of Confederation. (R) 		
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			<p>and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from</p>	<ul style="list-style-type: none"> • Effectively communicate an educated opinion regarding the ideals of the Declaration using the ITS CLEAR format. (P) • Evaluate the effectiveness of our government based upon their interpretation of the Preamble. (R) • Utilize an ITS CLEAR response in order to effectively communicate an educated opinion on the way in which the United States Constitution prevented tyranny. (P) • Assess student writing using the ITS CLEAR rubric. (R) • Create a script in preparation for giving the “amendment speech”. (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> • Identify a potential amendment to the 		
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			<p>the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as</p>	<p>Constitution that is of both public and personal concern (R)</p> <ul style="list-style-type: none"> • Create a persuasive speech “for” or “against” the amendment. (P) • Formally present proposed amendment speech (S) • Debate with peers to defend their position of the proposed amendments (R) • Incorporate 2 of 3 appeals for persuasive speaking into their “amendment speech”. (S) • Effectively identify and manipulate key quotes, data and visuals in order to make a persuasive argument.(S) <p>Students will know the essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Identify the purpose of government and the different forms in can take. (K) • Review the 		
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			<p>they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Writing Text Types and</p>	<p>historical context of the Declaration of Independence. (K)</p> <ul style="list-style-type: none"> • Identify weaknesses of the Articles of Confederation and suggest ways to improve this critical document. (R) • Identify the basic structure and content of the United States Constitution. (K) • Evaluate and analyze the ways in which American Democracy combats tyranny. (R) • Identify the significant steps that led to the ratification of the Constitution in the United States. (K) • Analyze the role of the fourth amendment in the digital age. (R) • Identify the basic structure and content of the United States Constitution. (K) • Understand why the US wanted to guard itself against tyranny. (R) • Identify the rights granted to you in 		
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			<p>Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12</p> <hr/> <p>Political Science Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. PS1.a: Values & Principles of Constitutional</p>	<p>the Bill of Rights. (K)</p> <ul style="list-style-type: none"> • Identify and analyze the challenges that our Bill of Rights presents for government in modern society. (R) • Describe the process by which the Constitution may be amended. (K) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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**Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

**Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.
PS1.b:
Origins &
Foundation
of the
Government
of the United**

**States
SS.PS1.c.h**

Analyze the foundational ideas of United States government which are embedded in founding era documents.

Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,**

**privileges,
and
responsibilities in society.
PS2.a: Civil
Rights and
Civil
Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities in society.
PS2.b:
Fundamentals of
Citizenship
SS.PS2.b.h**

Demonstrate

			<p>the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p> <p>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.b: Linkage Institutions SS.PS3.b.h</p> <p>Evaluate the role of various types of media in elections and functions of government.</p> <p>Analyze how the United States political system is shaped by political</p>			
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parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h**

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and**

civic institutions.
PS3.d:
Public Policy
SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

Standard:
SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.a:
Argumentation
SS.PS4.a.h

Create arguments by researching and interpreting claims and counterclaims

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<p>Unit 2: Political Behavior (Week 7, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12</p> <p>Social Studies</p> <p>American Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will read like an informed citizen by analyzing and evaluating multiple sources of information:</p> <ul style="list-style-type: none"> • Read background essays and answer analysis questions. (P) • Read and understand an article on the issue of Voter ID in the United States. (K) • Analyze documents that relate to voting in the United States. (R) • Use Avenue Notes to identify important terms and concepts in textbook readings. (R) • Analyze the influence of lobbying and interest groups in elections. (R) • Analyze a political cartoon in order to determine the intended message 	<p>Should Americans be required to vote? Is the process for electing officials an outdated process? What changes can and should be made?</p>	<p>political party</p> <p>candidate</p> <p>two-party system</p> <p>third parties</p> <p>mission statement</p> <p>political platform</p> <p>suffrage</p> <p>primary election</p> <p>general election</p> <p>interest group</p> <p>lobbyist</p> <p>ballot</p> <p>poll tax</p> <p>compulsory voting</p> <p>voter turn-out</p> <p>swing state</p> <p>demographics</p>
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		<p>le Standard 3- Knowing the essential content of American Governm ent to build context necessar y for civic participati on.</p> <p>Reportab le Standard 4- Presentin g like an informed citizen in a way that is appropria te and effective for the audience and task.</p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>WI: Grades 11-12</p> <p>Speaking & Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandin</p>	<ul style="list-style-type: none"> • Analyze documents that pertain to voter turnout. (R) • Interpret electoral college maps that relate to third party spoilers. (R) • Read background information on lobbyists and interest groups. (K) <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> • Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) • Communicate (in writing) an educated opinion on the effectiveness of political party mission statements. (P) • Utilize an ITS CLEAR response in order to effectively communicate an educated opinion on whether Americans should be required to vote. (P) • Assess peer writing using the 		
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			<p>reasoning, and evidence and to add interest.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support</p>	<p>(R)</p> <ul style="list-style-type: none"> • Create and complete a Venn Diagram comparing political parties and interest groups. (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> • Properly research and gather neutral and informative information on presidential candidates. (S) • Create an informative brochure on two candidates (S) • Create an accurate works cited page with reputable sources. (S) • Effectively identify and utilize key quotes, data and visuals in order to make an informative brochure.(S) <p>Students will know the essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Identify the 		
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			<p>primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,</p>	<p>benefits and drawbacks of our two party system. (R)</p> <ul style="list-style-type: none"> • Analyze two primary sources that relate to political behavior. (R) • Identify differences among political parties and the political spectrum. (K) • Identify and create qualifications for the office of the President (K) • Identify their potential position on the political spectrum. (R) • Understand and identify the various stages of voting rights that were added to the US Constitution. (K) • Identify challenges in our country that relate to voter turnout (R) • Identify arguments on both sides of the debate: should Americans be required to vote? (R) • Understand the roles of third parties and interest groups in American politics. 		
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			<p>economic aspects of history/social science.</p> <p>Integration of Knowledge and Ideas 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of</p>	<p>(K)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Political
Science**

**Standard
SS.PS1:**

**Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.**

**PS1.a:
Values &
Principles of
American
Constitutional**

**Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts

fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.

PS1.b: Origins & Foundation of the Government of the United States
SS.PS1.c.h

Analyze the foundational ideas of

government which are embedded in founding era documents.

Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.a: Civil**

**Civil Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PS2.b:
Fundamentals of Citizenship
SS.PS2.b.h**

Demonstrate the skills necessary to participate in the election process (i.e.,

vote, identifying and evaluating candidates and issues, and casting a ballot).

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

Analyze how the United States political system is shaped by political parties, elections and the election process, including the

primary systems and procedures involved in voting.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.c: Power in Government SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.d: Public Policy

			<p>Evaluate the effectiveness of public policy actions and processes.</p> <p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h</p> <p>Create arguments by researching and interpreting claims and counterclaims</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Unit 3: Legislative Branch (Week 11,	RS: PRIORITY: Reportable Standards	PRIORITY WI: English Language Arts 6-12	1. Identify a comprehensive set of learning targets for each <u>Priority Standard</u> in the	How does the bicameral legislature prevent tyranny?	implied powers delegated powers

	3 Weeks)	<p>RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-</p>	<p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,</p>	<p><u>context of the unit.</u></p> <p>Students will read like an informed citizen by analyzing and evaluating multiple sources of information:</p> <ul style="list-style-type: none"> • Read background essays and answer analysis questions. (R)) • Read and understand articles on the issues of Congressional Term Limits and a Vote for D.C.(K) • Analyze documents that relate to the Legislative Branch. (R) • Use Avenue Notes to identify important terms and concepts in textbook readings. (R) • Answer questions by responding in sentences or paraphrases that demonstrate the content. (S) <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p>	<p>Is the bill to law process too long?</p> <p>Who should represent us in Congress?</p>	<p>special power</p> <p>elastic clause</p> <p>bill</p> <p>constituent</p> <p>term limit</p> <p>veto</p> <p>pocket veto</p> <p>committee</p> <p>standing committee</p> <p>conference committee</p> <p>impeachment</p> <p>bicameral immunity</p>
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		<p>Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>and style are appropriate to purpose, audience, and task.</p> <p>WI: Grades 11-12</p> <p>Speaking & Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) • Create a bill to present to the class in a mock Senate simulation. (P) • Write arguments supported by evidence that take a position on issues related to the bill-to-law process. (R) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> • Properly research and gather neutral and informative information on Wisconsin Congressmen. (S) • Create an accurate annotated bibliography with reputable sources. (P) • Verbally present and explain a bill related to their assigned Senate committee. (S) <p>Students will know the essential content of</p>		
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			<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to</p>	<p>American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Identify how Congress is organized. (K) • Understand and identify the various stages of the bill to law process and why the process has many steps. (K) • Identify arguments on both sides of the debate: should Congress have term limits? Should D.C. have a vote in Congress? Understand the problems and solutions of the topic of the bill created for the Senate simulation. (R) • Answer key questions about the legislative branch. (K) • Define and identify the concepts and people important to the legislative branch. (K) • Understand the organization of Congress, how citizens are represented, and the bill-to-law 		
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			<p>such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p>	<p>process. (K)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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**Integration
of
Knowledge
and Ideas
7. Integrate
and evaluate
content
presented in
diverse
formats and
media,
including
visually and
quantitatively,
as well as
in words.**

RH.9-10.7.
Integrate
quantitative or
technical
analysis (e.g.,
charts,
research
data) with
qualitative
analysis in
print or digital
text.

**Writing
Text Types
and
Purposes
1. Write
arguments
to support
claims in an
analysis of
substantive
topics or
texts using
valid
reasoning
and relevant**

and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Political
Science**

**Standard
SS.PS1:**

Wisconsin students will identify and analyze democratic principles and ideals.

PS1.a:

Values & Principles of American Constitutional

**Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual

			<p>freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.</p> <p>Analyze sources of governmental authority.</p> <p>Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. PS1.b: Origins & Foundation of the Government of the United States SS.PS1.c.h</p> <p>Analyze the foundational ideas of United States government which are embedded in founding era</p>			
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			<p>documents.</p> <p>Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p> <p>PS2.a: Civil Rights and Civil Liberties</p> <p>SS.PS2.a.h</p> <p>Analyze the</p>			
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			<p>constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. PS2.b: Fundamentals of Citizenship SS.PS2.b.h</p> <p>Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating</p>			
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candidates and issues, and casting a ballot).

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in

voting.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h**

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.d:
Public Policy
SS.PS3.d.h**

Evaluate the effectiveness of public policy actions

			<p>and processes.</p> <p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h</p> <p>Create arguments by researching and interpreting claims and counterclaims</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Unit 4: Executive Branch (Week 14, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening</p>	<p>Students will read like an informed citizen by analyzing and evaluating multiple sources of information:</p>	<p>How should we assess our President's performance?</p> <p>How do the executive departments help the President to carry out the functions of the executive branch?</p>	<p>presidential succession</p> <p>diplomacy</p> <p>pardon</p> <p>ambassadors</p>

		<p>Studies American Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content</p>	<p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose,</p>	<p>about the presidency. (R)</p> <ul style="list-style-type: none"> • Read background essays and answer analysis questions. (P) • Analyze documents that relate to the Executive Branch. (R) • Use Avenue Notes to identify important terms and concepts in textbook readings. (R) • Answer questions by responding in sentences or paraphrases that demonstrate the content. (S) • Research and identify current events news articles that demonstrate the roles of the presidency. (R) • Closely read an excerpt from a president's autobiography. (S) • Analyze documents that relate to the federal budget and executive departments. (R) • Practice formal methods of analyzing political 		<p>embassy</p> <p>ministers</p> <p>consul and consulate</p> <p>passport</p> <p>federal budget</p> <p>Vice President</p> <p>Executive Departments</p> <p>Cabinet</p> <p>Secretary</p> <p>Attorney General</p> <p>National Security Council</p> <p>Office of Management and Budget</p> <p>Office of National Drug Control Policy</p> <p>Council of Economic Advisers</p>
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		<p>of American Government to build context necessarily for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>task.</p> <p>WI: Grades 11-12</p> <p>Speaking & Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>PRIORITY WI: Literacy in History/Social Studies</p>	<p>cartoons. (S)</p> <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> • Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) • Write arguments supported by evidence that take a position on issues related to the executive branch. (P) • Analyze and “grade” the presidency based upon current events and the roles of the president. (R) • Write an informative and persuasive speech about an Executive Department. (P) • Write an evidence-based ITS CLEAR paragraph about the federal budget. (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience</p>		
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			<p>Science, & Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of</p>	<p>and task:</p> <ul style="list-style-type: none"> • Discuss analysis of “roles of the presidency” with small and whole class (R) • Create and present an informative and persuasive slideshow on an Executive Department. (P) • Create an accurate works cited page with excellent sources. (P) <p>Students will know the essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Research current events to gain knowledge about the current presidency. (R) • Understand the qualifications and roles of the presidency. (K) • Comprehend the various parts of the Executive Branch. (K) • Understand how the Cabinet and Executive Departments assist 		
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			<p>information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Integration of Knowledge</p>	<ul style="list-style-type: none">• Present their knowledge about an Executive Department. (P)		
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7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Political
Science**

**Standard
SS.PS1:**

**Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.**

PS1.a:

**Values &
Principles of
American
Constitutional**

**Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights,

general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

**Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.
PS1.b:
Origins &
Foundation
of the
Government
of the United
States
SS.PS1.c.h**

Analyze the foundational ideas of United States government which are embedded in founding era documents.

Analyze

Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.a: Civil
Rights and
Civil
Liberties
SS.PS2.a.h**

Analyze the constitutional tension

protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities in society.
PS2.b:
Fundamentals of
Citizenship
SS.PS2.b.h**

Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues,

ballot).

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting.

SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.d:
Public Policy
SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

			<p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h</p> <p>Create arguments by researching and interpreting claims and counterclaims</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 5: Judicial Branch (Week 16, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 <hr/> Social Studies American</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 <hr/> Speaking & Listening Presentation of Knowledge</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Students will read like an informed citizen by analyzing and evaluating multiple sources of</p>	<p>How does the structure of our court system help it to establish justice?</p> <p>What is difficult about interpreting laws?</p> <p>How do decisions made in the Supreme Court clarify the United States Constitution?</p>	<p>constitutional law</p> <p>statute</p> <p>opinion</p> <p>concurring opinion</p> <p>dissenting opinion</p>

		<p>Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of American Government to</p>	<p>and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>WI: Grades 11-</p>	<p>information:</p> <ul style="list-style-type: none"> Analyze documents that relate to the Judicial Branch. (R) Use Avenue Notes to identify important terms and concepts in textbook readings. (R) Answer questions by responding in sentences or paraphrases that demonstrate the content. (S) Research and identify related Supreme Court cases. (S) Closely read summaries of Supreme Court cases. (S) Practice formal methods of analyzing political cartoons. (R) <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) Write arguments 		<p>remand</p> <p>chief justice</p> <p>rule of law</p> <p>judicial review</p> <p>appeal</p> <p>subpoena</p> <ul style="list-style-type: none"> Marbury v. Madison Plessy v. Ferguson Brown v. Board of Education Miranda v. Arizona Tinker v. Des Moines Hazelwood School District v. Kuhlmeier Grutter v. Bollinger Santa Fe Independent School District v. Jane Doe
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		<p>build context necessarily for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>12</p> <p>Speaking & Listening</p> <p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p>	<p>supported by evidence that take a position on issues related to the judicial branch. (P)</p> <ul style="list-style-type: none"> Analyze related new and landmark Supreme Court cases. (R) Write a written reflection on their Government work portfolio. (P) Compare and contrast two related Supreme Court cases. (R) Craft a thoughtful written reflection on their portfolio of work that shows improvement or success in the social studies standards. (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> Discuss analysis of “You be the Judge” opinions on cases related to the First Amendment. (R) Create an accurate works cited page with excellent sources. (P) <p>Students will know the</p>		
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			<p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure</p>	<p>essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Understand the breadth and the limits of the Supreme Court. (K) • Comprehend the various paths a case takes to the Supreme Court. (K) • Understand the challenges of interpreting the Constitution and other laws. (K) • Comprehend the various ways the Constitution provides legal protections. (K) • Research and understand landmark and recent Supreme Court cases. (R) 		
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4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**Writing
Text Types
and
Purposes
1. Write
arguments
to support**

claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Political
Science**

**Standard
SS.PS1:**

Wisconsin students will identify and analyze democratic principles and ideals.

PS1.a:

**Values &
Principles of
American
Constitutional**

**Democracy
SS.PS1.a.h**

Analyze how

constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

**Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.
PS1.b:
Origins &
Foundation
of the
Government
of the United
States
SS.PS1.c.h**

Analyze the

			<p>foundational ideas of United States government which are embedded in founding era documents.</p> <p>Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare.</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities</p>			
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es in society.
PS2.a: Civil Rights and Civil Liberties
SS.PS2.a.h

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

Standard
SS.PS2:
Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PS2.b:
Fundamentals of Citizenship
SS.PS2.b.h

Demonstrate the skills necessary to participate in

the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

Analyze how the United States political system is shaped by political parties, elections and the election

process, including the caucus and primary systems and procedures involved in voting.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.c: Power in Government SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.d:

			<p>Public Policy SS.PS3.d.h</p> <p>Evaluate the effectiveness of public policy actions and processes.</p> <p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h</p> <p>Create arguments by researching and interpreting claims and counterclaims</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
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<p>Pewaukee District School Grade 9 Comparative Government (D) 2020-2021 3 Curriculum Developers</p>	<p>Unit 1: Thinking like an informed global citizen (Week 20, 1 Week)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Comparative Government Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will:</p> <p><u>Read like an informed global citizen</u></p> <ul style="list-style-type: none"> • Read an article excerpt from the professional journal <i>American Anthropologist</i> and answer analysis questions. (P) • Analyze blank world maps to make inferences about countries of the Eastern Hemisphere given its geography.(R) • Read about young people living in democracies around the world and analyze how they use democratic freedoms to speak up for the issues they are passionate about. (P) • Analyze primary source documents/global student voices that relate to the DBQ "What will YOU do?" 	<p>Why is awareness and knowledge of other cultures important in a connected society and an interdependent world?</p> <p>Why is "where" important?</p> <p>DBQ Global Student Activism: What will you do?</p>	<p>political activism</p> <p>Principles of democracy:</p> <ul style="list-style-type: none"> • Citizen participation • Regular free and fair elections • Accepting the results of elections • The rule of law • Majority rule with minority rights • Accountability • Transparency • Limited government and Bill of Rights • Control of the abuse of power • Economic freedom • Equality • Individual or human rights • Independent judiciary • Competing political parties
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		<p>Reportable Standard 3- Knowing the essential content of Comparative Governments to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from</p>	<p>. (R)</p> <p>Write like an informed global citizen</p> <ul style="list-style-type: none"> Write a letter to their future selves answering “What are you willing to do today to strengthen your community, the nation or the world?” (P) <p>Present like an informed global citizen</p> <ul style="list-style-type: none"> Listen to and respond to their peers in a way that is appropriate for the given context of the lesson. (S) <p>Know like an informed global citizen</p> <ul style="list-style-type: none"> Locate significant countries of study for the course. (K) Identify how or why a county’s geography impacts their political practices. (K) <p>2. Label each learning</p>		
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			<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as</p>	<p>categories:</p> <ul style="list-style-type: none">• Knowledge (K)- What I need to know• Skill (S)- What I can demonstrate• Product (P)-What I can make to show my learning• Reasoning (R)- What I can do with what I know		
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in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Economics
Standard**

Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government)

**Econ4.d:
Impact of
Government
Interventions
SS.Econ4.d.
h**

Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past

**Geography
Standard
SS.Geog3:
Wisconsin
students will
examine the**

**global
interconnecti
ons and
relationships**

**Geog3.b:
Networks
SS.Geog3.b.
h**

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

**Political
Science**

**Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.**

**PS1.a:
Values &
Principles of
American**

al
Democracy
SS.PS1.a.h

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities
in society.
PS2.a: Civil
Rights and
...

**Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.b:
Fundamental
s of
Citizenship
SS.PS2.b.h**

Demonstrate the skills necessary to participate in the election process (i.e., registering to

identifying and evaluating candidates and issues, and casting a ballot).

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.c:
Asserting
and
Reaffirming
of Human
Rights
SS.PS2.c.h**

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been

different countries.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h**

Evaluate the purpose of

institutions at the local, state, tribal, national, global, and supranational/ non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Standard:
SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.a:
Argumentation
SS.PS4.a.h

Create arguments by researching and interpreting claims and counterclaims

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			rights reserved.			
Unit 2: Political and Economic Systems in Action (Week 21, 6 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9- 12</p> <p>Social Studies Compar ative Govern ment</p> <p>Reportab le Standar d 1- Reading like an informed citizen by analyzing and evaluatin g multiple sources of informati on.</p> <p>Reportab le Standar d 2-Writing like an informed citizen by using evidence or examples</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9- 10</p> <p>Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development , and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will read like an informed citizen by analyzing and evaluating multiple sources of information:</p> <ul style="list-style-type: none"> • Use the "Avenue Notes" format to identify important terms and concepts in textbook readings. (R) • Answer questions by responding in sentences or paraphrases that demonstrate the content. (S) • Identify specific detail and vocabulary application that addresses current issues relative to political and economic concepts of countries such as: Great Britain, India, Israel, Australia, Japan, France, Mexico, South Africa, Ghana, Kenya, Egypt, Iran, 	<p>What are the advantages and disadvantages of different types of political systems?</p> <p>What is the role of government in different economic systems?</p>	<p>Democracy</p> <p>Republic</p> <p>Direct Democracy</p> <p>Monarchy</p> <p>Oligarchy</p> <p>Dictatorship</p> <p>Totalitarian</p> <p>Authoritarian</p> <p>Constitution</p> <p>Constitutional government</p> <p>Federal system</p> <p>Confederacy</p> <p>Unitary System</p> <p>Capitalism</p> <p>Free market</p> <p>Socialism</p> <p>Command economy</p> <p>Communism</p> <p>Parliamentary government</p>	

		<p>to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Comparative Governments to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions</p>	<p>China, Russia, North Korea.</p> <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> Utilize graphic organizers to organize thoughts before drafting a written assignment. (S) Prepare a summative written assessment - Things Fall Apart (S) (P) Create a works cited for research - Governments in Other Countries (P) Prepare a summative written assessment - Governments in Other Countries (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> Listen to and respond to their peers in a way that is appropriate for the given context of the lesson. (S) Compare governments in other countries to a 		<p>Prime Minister</p> <p>Presidential government</p>
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			<p>drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and</p>	<p>selected research country. (P)</p> <p>Students will know the essential content of Comparative Governments to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Locate significant countries of study for the course. (K) • Identify the advantages and disadvantages of presidential and parliamentary systems of government.(K) • Identify the successes of relatively new democracies in Africa, Asia, and Latin America.(K) • Identify how authoritarian governments differ from democratic governments.(K) • Identify the basic principle that sets theocracies apart from all other forms of government.(K) • Define the three major economic systems used in the world today.(K) • Explain the characteristics of capitalist economies.(K) • Identify the basic 		
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			<p>phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Economics</p>	<p>goal of socialist economies and how socialist governments meet this goal.(K)</p> <ul style="list-style-type: none"> • Explain the aspects of society controlled by communist governments.(K) • Demonstrate their knowledge by taking a summative content assessment (P) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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			<p>Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government)</p> <p>.</p> <p>Econ4.d: Impact of Government Interventions SS.Econ4.d. h</p> <p>Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past</p> <p>Geography Standard SS.Geog3: Wisconsin students will</p>			
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examine the impacts of global interconnections and relationships

**Geog3.b: Networks
SS.Geog3.b.h**

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

Political Science

**Standard
SS.PS1:
Wisconsin students will identify and analyze democratic principles and ideals.**

**PS1.a:
Values & Principles of**

**American
Constitutional
Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities
in society.
PS2.a: Civil**

**Rights and
Civil
Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.b:
Fundamental
s of
Citizenship
SS.PS2.b.h**

Demonstrate the skills necessary to participate in the election process (i.e.,

			<p>registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p> <p>PS2.c: Asserting and Reaffirming of Human Rights</p> <p>SS.PS2.c.h</p> <p>Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights</p>			
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have been addressed in different countries.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h**

Evaluate the

			<p>purpose of political institutions at the local, state, tribal, national, global, and supranational/ non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> <p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h</p> <p>Create arguments by researching and interpreting claims and counterclaims</p> <p>·</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief</p>			
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	Unit 3: International Organizations & Global Issues (Week 27, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies Comparative Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly,</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will read like an informed citizen by analyzing and evaluating multiple sources of information:</p> <ul style="list-style-type: none"> • Use the "Avenue Notes" format to identify important terms and concepts in textbook readings. (R) • Answer questions by responding in sentences or paraphrases that demonstrate the content. (S) • Read multiple sources of information to acquire specific detail about the selected global issue for the student global issues simulation/debate (i.e. topics of international terrorism, human trafficking, and 	<p>How do nations and citizens interact in the global political and economic arenas to address global issues?</p> <p>Which of the world's current issues must be solved by cooperative action?</p>	<p>Global Organizations</p> <ul style="list-style-type: none"> • Intergovernmental organizations (IGOs) • Nongovernmental organizations (NGOs) <p>The United Nations</p> <ul style="list-style-type: none"> • The General Assembly • The Security Council <p>Global Issues</p> <ul style="list-style-type: none"> • International Terrorism • Human Trafficking • Environmental Issues • Water Scarcity

		<p>or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Comparative Governments to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing</p>	<p>protecting the environment.) (R)</p> <ul style="list-style-type: none"> • Create an annotated bibliography of research for the selected global issue. (P) <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> • Utilize graphic organizers to organize thoughts before drafting a written assignment. (S) • Prepare a position paper for their topic for the student global issues simulation/debate. (P) • Create a works cited for research of the selected global issue for the student global issues simulation/debate. (P) <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> • Listen to and respond to their peers in a way that is appropriate for the 		
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			<p>to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4.</p>	<p>given context of the lesson. (S)</p> <ul style="list-style-type: none"> • Present their selected global issue for the student global issues simulation/debate. (P) <p>Students will know the essential content of Comparative Governments to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Differentiate between the two main types of international organization. (K) • Summarize the goals and characteristics of several major IGOs and NGOs. (K) • Explain how NGOs help millions of people around the world. (K) • Demonstrate their knowledge of the selected global issue for the student global issues simulation/debate.(P) <p>2. Label each learning target using the following categories:</p>		
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meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2019)**

- **Knowledge (K)**- What I need to know
- **Skill (S)**- What I can demonstrate
- **Product (P)**-What I can make to show my learning
- **Reasoning (R)**- What I can do with what I know

Grades 9-12

Economics

Standard

SS.Econ4:

Wisconsin

students will evaluate

government decisions

and their impact on

individuals, businesses,

markets, and resources

(Role of

Government)

.

Econ4.d:

Impact of

Government

Interventions

SS.Econ4.d.

h

Analyze the effectiveness of how

people,

government,

policies and

economic

systems have

attempted to

address

income

inequality and

working

conditions

both now and

in the past

Geography

Standard

SS.Econ4.d.

h

Wisconsin students will examine the impacts of global interconnections and relationships

**Geog3.b: Networks
SS.Geog3.b.h**

Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions.

Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).

Political Science

**Standard
SS.PS1:
Wisconsin students will identify and analyze democratic principles and ideals.**

**Values & Principles of American Constitutional Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Analyze sources of governmental authority.

**Standard
SS.PS2:
Wisconsin students will examine and interpret rights, privileges, and**

**es in society.
PS2.a: Civil
Rights and
Civil
Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.b:
Fundamental
s of
Citizenship
SS.PS2.b.h**

Demonstrate the skills necessary to

the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibiliti
es in society.
PS2.c:
Asserting
and
Reaffirming
of Human
Rights
SS.PS2.c.h**

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or

Cross) in how human rights have been addressed in different countries.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.b:
Linkage
Institutions
SS.PS3.b.h**

Evaluate the role of various types of media in elections and functions of government.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government**

Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/ non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Standard:
SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.a:
Argumentation
SS.PS4.a.h

Create arguments by researching and interpreting claims and counterclaims

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Unit 4: Absolute Monarchies (Week 29, 1 Week)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies Comparative Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence</p>	<p>1. Identify each learning target for the Priority Standard in the context of the unit.</p> <p>Read like an informed global citizen by analyzing and evaluating multiple sources of information.</p> <ul style="list-style-type: none"> Analyze “point of view” in a primary source (S) Compare and contrast differing views of an event or place (such as Versailles) using primary sources (R) Determine <p>Know like an informed global citizen the essential content of Comparative Governments to build context necessary for civic participation.</p> <ul style="list-style-type: none"> Understand the meaning of vocabulary within the context of a primary source reading. (S) Read closely to determine what the 	<ul style="list-style-type: none"> What happens when people get too much power? What is the difference between an absolute and limited monarchy? What individuals had lasting effects on our world today? Why? 	<p>absolute monarchy</p> <p>limited monarchy</p> <p>constitutional monarchy</p>	

		<p>using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Comparative Governments to build context necessarily for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</p>	<p>text says explicitly and to make logical inferences from it. (R)</p> <ul style="list-style-type: none"> • Cite specific textual evidence to support conclusions drawn from the text. (P) • Identify and explain the concept of absolutism and how conditions in Europe fostered its development (K) • Describe how absolutist rulers and their citizens may have had differing ideas on absolutist government (R) • Compare and contrast different absolutist rulers such as Louis XIV and Peter the Great and their contributions (R) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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when writing or speaking to support conclusions drawn from the text.

RH.9-10.1.
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4.
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

PRIORITY WI:

			<p>Social Studies (2018)</p> <p>Grades 9-12</p> <p>History</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1:</p>			
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**Wisconsin students will use historical evidence for determining cause and effect.
Hist1.b:
Effect
SS.Hist1.b.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

**Standard
SS.Hist2:
Wisconsin students will analyze, recognize, and evaluate patterns of continuity**

**and change over time and contextualization of historical events.
Hist2.a:
Patterns stay the same over a period of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin students will analyze, recognize, and evaluate patterns of continuity**

and change over time and contextualization of historical events.

**Hist2.b: Patterns change over a period of time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change**

**over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how
the historical
context
influenced the
process or
nature of the
continuity or
change that
took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h**

Analyze
significant
historical
periods and
their

relationship to present issues and events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives**

to draw conclusions; and suggest current implications.
Hist3.c:
Current Implications
SS.Hist3.c.h

Evaluate and justify predictions of potential outcomes of current events based on the past.

Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Hist4.a:
Historical Context
SS.Hist4.a.h

Analyze how

the historical context (situation) influences a primary or secondary source.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.b: Intended Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

Standard SS.Hist4: Wisconsin students will

evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.c:
Purpose
SS.Hist4.c.h**

Analyze the intended purpose of a specific primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or**

			<p>author's point of view (Historical Methodology). Hist4.d: Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Unit 5: Scientific Revolution & the Enlightenment (Week 30, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening Presentation</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Read like an informed</p>	<ul style="list-style-type: none"> How did scientific thinking revolutionize human beliefs in the nature of the world? 	<p>Scientific Thinking</p> <p>Age of Reason</p> <p>The Enlightenment</p> <p>gender roles</p>

		<p>Comparative Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of -</p>	<p>of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and</p>	<p>global citizen</p> <ul style="list-style-type: none"> • Read and understand primary and secondary sources to gain knowledge about the scientific and political revolutions. (S) • Identify patterns or themes of continuity and change over time (K) <p>Write like an informed global citizen</p> <ul style="list-style-type: none"> • Supports thesis with accurate and relevant evidence from the scientific and political/philosophical revolutions (S) • Write an essay that displays understanding of Continuity/Change Over Time (P) • Write arguments to support claims in an analysis using valid reasoning and relevant and sufficient evidence. (S) <p>Know like an informed global citizen</p>	<p>age of reason and how did it change the course of history?</p> <ul style="list-style-type: none"> • How did the role of women change in this time period? • How did the enlightenment spur the American (and other) revolutions? 	
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		<p>tive Governments to build context necessarily for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary</p>	<ul style="list-style-type: none"> • Understand the impact across time and place of key historical forces, such as globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion. (R) • Identify various early scientists; show how scientific thinking has changed our views of religion and culture. (K) • Demonstrates understanding of the scientific and political/philosophical revolutions to build context. (R) • Supports thesis with accurate and relevant evidence from the scientific and political/philosophical revolutions (S) • Analyzes evidence to show understanding of how the ideas within the revolutions stayed the same over time and/or changed over time. (S) • Analyze the scientific revolution and apply its lessons to the modern world (R) • Analyze the role of 		
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			<p>attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social</p>	<p>women in the enlightenment (R)</p> <p>Present like an informed global citizen</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence clearly, concisely, and logically about the scientific revolution such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to show expertise and to teach peers key ideas of the unit. (P) • Cite specific textual evidence when speaking to support conclusions drawn from the text. (S) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show 		
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			<p>science.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) <u>Grades 9-12</u> History Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change</p>	<ul style="list-style-type: none"> • Reasoning (R)- What I can do with what I know 		
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**and contextualization of historical events.
Hist2.a:
Patterns stay the same over a period of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change**

**and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time**

contextualization of historical events.
Hist2.c:
Contextualization
SS.Hist2.c.h

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Standard
SS.Hist3:
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a:
Connections
SS.Hist3.a.h

Analyze significant historical periods and their relationship to

issues and events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,**

audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).

**Hist4.a:
Historical
Context
SS.Hist4.a.h**

Analyze how
the historical
context
(situation)
influences a
primary or
secondary
source.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 5:
Industrializati
on and Global
Integration, c.
1750 to c.
1900**

**Key Concept
5.3.
Nationalism,
Revolution,
and Reform
I. The rise
and diffusion
of
Enlightenme
nt thought
that
questioned**

traditions in all areas of life often preceded revolutions and rebellions against existing governments . [CUL-2, 3, 4, 7 | SB-4, 7 | ECON-7 | SOC-1, 2, 3, 6, 7]

A. Enlightenment philosophers applied new ways of understanding the natural world to human relationships, encouraging observation and inference in all spheres of life; they also critiqued the role that religion played in public life, insisting on the importance of reason as opposed to revelation. Other Enlightenment

			<p>developed new political ideas about the individual, natural rights, and the social contract.</p> <p>C. Enlightenment ideas influenced many people to challenge existing notions of social relations, which contributed to the expansion of rights as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Unit 6: French Revolution	RS: PRIORITY: Reportable Standards	PRIORITY WI: English Language Arts 6-12	1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the</u>	<ul style="list-style-type: none"> • How have different political ideologies shaped the 	<p>Louis XIV (France)</p> <p>Peter the Great (Russia)</p>

	<p>(Week 33, 4 Weeks)</p>	<p>RS: Grades 9-12 Social Studies Comparative Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-</p>	<p>WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance,</p>	<p><u>context of the unit.</u></p> <p>Students Will:</p> <p>Read like an informed global citizen by analyzing and evaluating multiple sources of information.</p> <ul style="list-style-type: none"> • Closely read and analyze primary and secondary sources to answer a Document Based Question (S) • Read primary sources to identify point of view and bias (S) • Use the "Avenue Notes" format to identify important terms and concepts in textbook readings. (R) • Demonstrate understanding of secondary textbook reading sources through reading assessments. (P) • Proofread and peer review written work of group members (S) <p>Write like an informed global citizen by using evidence or examples to</p>	<p>history of Europe?</p> <ul style="list-style-type: none"> • How do social and economic classes shape people's worldview? • Is revolution an effective way to change the government? 	<p>Absolute Monarchy</p> <p>Divine Right</p> <p>Westernization</p> <p>Dynasty</p>
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		<p>Knowing the essential content of Comparative Governments to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support</p>	<p>prove a claim.</p> <ul style="list-style-type: none"> • Utilize pre-writing forms to craft an effective newspaper article (S) • Write a hard news story for a historical newspaper with a distinct point of view. (P) • Write an opinion piece for a historical newspaper with a distinct point of view. (P) <p>Know the essential content of Comparative Governments to build context necessary for civic participation.</p> <ul style="list-style-type: none"> • Understand the meanings of point of view and bias (K) • Identify ways in which newspaper articles are different from typical history text (K) • Utilize primary sources to identify causes of the French Revolution (K) • Understand Napoleon's role in post-Revolution France. (R) • Understand the impact across time 		
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			<p>analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political,</p>	<p>and place of key historical forces, such as nationalism, leadership, revolution, wars, and concepts of rights and responsibilities. (R)</p> <p>Present like an informed global citizen in a way that is appropriate and effective for the audience and task.</p> <ul style="list-style-type: none"> • Present information, findings, and supporting evidence about the French Revolution clearly, concisely, and logically so that readers can follow the line of reasoning and the organization, development, substance, and style are appropriate to a historical newspaper. (P) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know 		
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			<p>social, or economic aspects of history/social science.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018)</p> <p>Grades 9-12</p> <p>History</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for</p>	<ul style="list-style-type: none"> • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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**determining
cause and
effect.**

Hist1.a:

Cause

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

Standard

SS.Hist1:

Wisconsin

students will

use

historical

evidence for

determining

cause and

effect.

Hist1.b:

Effect

SS.Hist1.b.h

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
Hist2.a: Patterns stay the same over a period

of time
SS.Hist2.a.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of

time
SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.

Hist2.c:
Contextualiz
ation
SS.Hist2.c.h

Evaluate how

the historical context influenced the process or nature of the continuity or change that took place.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a: Connections
SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and

**ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify

predictions of potential outcomes of current events based on the past.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.a: Historical Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

Standard SS.Hist4: Wisconsin students will

evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.b:
Intended Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose,**

			<p>and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d: Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of</p>			
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the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 5:
Industrialization and Global
Integration, c.
1750 to c.
1900**

**Key Concept
5.3.**

**Nationalism,
Revolution,
and Reform
I. The rise
and diffusion
of
Enlightenment thought
that
questioned
established
traditions in
all areas of
life often
preceded
revolutions
and
rebellions
against
existing**

			<p>governments . [CUL-2, 3, 4, 7 SB-4, 7 ECON-7 SOC-1, 2, 3, 6, 7]</p> <p>B. The ideas of Enlightenment philosophers, as reflected in revolutionary documents — including the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and Bolivar’s Jamaica Letter — influenced resistance to existing political authority.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Unit 7:	20	2020-2021	1. Identify	How have ancient	

	<p>Democracy Stew (Week 37, 2 Weeks)</p>	<p>PRIORITY: Reportable Standards RS: Grades 9-12</p> <p>Social Studies Comparative Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p>	<p>English Language Arts 6-12 WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning</p>	<p>comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <p>Read like an informed global citizen by analyzing and evaluating multiple sources of information.</p> <ul style="list-style-type: none"> • Locate and read primary and secondary sources as research to prepare for a summative presentation (S) <p>Write like an informed global citizen by using evidence or examples to prove a claim.</p> <ul style="list-style-type: none"> • Draft a script for a presentation that demonstrates expertise in a topic (S) • Write arguments to support claims in answering the essential question, using valid reasoning and relevant and sufficient evidence. (P) 	<p>civilizations, historical documents and philosophers from the past influenced the creation of American democracy?</p>	
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		<p>le Standard 3- Knowing the essential content of Compara tive Governm ents to build context necessar y for civic participati on.</p> <p>Reportab le Standard 4- Presentin g like an informed citizen in a way that is appropria te and effective for the audience and task.</p>	<p>and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9- 10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>Know the essential content of Comparative Governments to build context necessary for civic participation.</p> <ul style="list-style-type: none"> • Understand the origins of American Democracy through the study of ancient civilizations, historical documents and philosophers from the past. (K) <p>Present like an informed global citizen in a way that is appropriate and effective for the audience and task.</p> <ul style="list-style-type: none"> • Demonstrate understanding of the origins of American Democracy through the study of ancient civilizations, historical documents and philosophers from the past. (R) • Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style 		
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			<p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4. Determine the meaning of words and phrases as they are used</p>	<p>purpose, audience, and task. (P)</p> <ul style="list-style-type: none"> • Cite specific textual evidence when speaking to support conclusions drawn from research. (S) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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including vocabulary describing political, social, or economic aspects of history/social science.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**History
Standard
SS.Hist1:
....**

students will use historical evidence for determining cause and effect.
Hist1.a:
Cause
SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

Standard
SS.Hist1:
Wisconsin
students will use historical evidence for determining

**effect.
Hist1.b:
Effect
SS.Hist1.b.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current**

**Hist3.a:
Connections
SS.Hist3.a.h**

Analyze significant historical periods and their relationship to present issues and events.

**Political
Science**

**Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.
PS1.b:
Origins &
Foundation
of the
Government
of the United
States
SS.PS1.c.h**

Evaluate the work and actions of historically significant people and their contributions to the founding

			<p>the United States.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 9 Honors American Government (D) 2020-2021 Reuter, James	Foundations of American Government (Week 1, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading like an informed citizen</p> <ul style="list-style-type: none"> Analyze documents that relate to the ideals of the Declaration of Independence. (R) Analyze the preamble of the United States Constitution. (R) Analyze documents that relate to the United States Constitution. (R) Analyze a political cartoon in order to determine the intended message of the artist. (R) 	<p>1. How does the United States Constitution guard against tyranny?</p> <p>2. What are the ideals of the Declaration of Independence? Which is most important?</p>	<ul style="list-style-type: none"> Declaration of Independence Unalienable rights Equality Consent of the governed Right to alter or abolish government Articles of Confederation Federalism Separation of Powers Big state v. small state compromise United States Constitution <ul style="list-style-type: none"> Origins Preamble Articles Amendments Legislative branch Executive branch Judicial branch Five freedoms of the

		<p>of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>Reportable Standard 4-Presenting like an informed citizen in a way</p>	<p>appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine</p>	<ul style="list-style-type: none"> Evaluate and analyze possible amendments to the United States Constitution. (R) <p>Writing like an informed citizen</p> <ul style="list-style-type: none"> Evaluate the ideals of the Declaration of Independence. (R) Utilize graphic organizers to get their thoughts in order before they begin to draft an assignment. (S) Communicate (in writing) an educated opinion on the ideals using an ITS CLEAR paragraph. (P) Create solutions in response to the weaknesses in the Articles of Confederation. (R) Effectively communicate an educated opinion regarding the ideals of the Declaration using the ITS CLEAR format. (P) Evaluate the effectiveness of our government based upon their interpretation of the Preamble. (R) Utilize an ITS CLEAR response in order to effectively 		<p>1st amendment</p> <ul style="list-style-type: none"> Bill of Rights Direct Democracy Representative Democracy Monarchy Dictatorship Constitution Bicameral Legislature Federalists and Anti-Federalists – How did their views differ and why? Amendment Veto Ratify
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		<p>that is appropriate and effective for the audience and task.</p>	<p>what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2.</p>	<p>communicate an educated opinion on the way in which the United States Constitution prevented tyranny. (P)</p> <ul style="list-style-type: none"> • Assess and/or self-assess writing using the ITS CLEAR rubric. (R) <p>Presenting like an informed citizen</p> <ul style="list-style-type: none"> • Identify a potential amendment to the Constitution that is of both public and personal concern (R) • Create a persuasive speech “for” or “against” the amendment. (P) • Formally present proposed amendment speech (S) • Debate with peers to defend their position of the proposed amendments (R) • Incorporate 2 of 3 appeals for persuasive speaking into their “amendment speech”. (S) • Effectively identify and manipulate key quotes, data and visuals in order to make a persuasive 		
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			<p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY C3: C3 Framework</p>	<p>argument.(S)</p> <p>Students will know the essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Identify the purpose of government and the different forms it can take. (K) • Review the historical context of the Declaration of Independence. (K) • Identify weaknesses of the Articles of Confederation and suggest ways to improve this critical document. (R) • Review events and controversies leading up to the ratification of the Constitution. (K/R) • Identify the basic structure and content of the United States Constitution. (K) • Evaluate the effectiveness of our government based upon their interpretation of the Preamble. (R) • Evaluate and analyze the ways in which American Democracy combats tyranny. (R) • Identify the 		
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			<p>for Social Studies C3: By the End of Grade 12</p> <hr/> <p>Dimension 2 - Civics Civic and Political Institutions</p> <p>D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<p>significant steps that led to the ratification of the Constitution in the United States. (K)</p> <ul style="list-style-type: none"> • Identify the rights granted to you in the Bill of Rights. (K) • Identify and analyze the challenges that our Bill of Rights presents for government in modern, digital society. (R) • Describe the process by which the Constitution may be amended. (K) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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	<p>Political Behavior (Week 5, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies American Government Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading like an informed citizen:</p> <ul style="list-style-type: none"> • When analyzing the presentations of your classmates. (R) • When analyzing George Washington's Farewell Address (primary source) in order to determine his opinion on political parties. (R) • When analyzing texts, visuals and a variety of online sources that relate to the two major political parties. (R) • When analyzing primary and secondary sources that relate to compulsory voting. (R) • When analyzing primary sources that describe the qualifications for the Executive (President/Governor.) (R) <p>Writing like an informed</p>	<p>1. What functions do political parties serve? How have the two major parties shaped our American government and politics?</p> <p>2. Should voting be mandatory for Americans? What would the benefits and drawbacks of compulsory voting?</p> <p>3. What are the benefits and drawbacks of interest groups in American Democracy?</p>	<p>Political Party Republican Party Democratic Party Ideology Conservative Liberal Moderate Primary Election Compulsory (voting) Open Primary Closed Primary Split Ticket Straight Ticket Caucus Interest Groups Lobbyists</p>
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		<p>Reportable Standard 3- Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>citizen:</p> <ul style="list-style-type: none"> • Creating written responses that describe the way that political parties attempt to meet the needs of citizens. (P) • Creating written pieces that argue their position on compulsory voting. (P) • While conducting a thorough peer review of the written pieces of peers (relating to compulsory voting). (S) • When comparing and contrasting interest groups and lobbyists. (R) <p>Presenting like an informed citizen:</p> <ul style="list-style-type: none"> • When creating a presentation that describes the strengths of one candidate running for a high office in our democracy (President/Governor) (S) 		
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			<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • When assessing your knowledge about the impact of political parties and political ideologies on our democracy. (K) • While writing about voting practices and trends in our country. (P) <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)- What I can do with what I know 		
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**Writing
Text Types
and
Purposes
1. Write
arguments
to support
claims in an
analysis of
substantive
topics or
texts using
valid
reasoning
and relevant
and
sufficient
evidence.**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY C3:
C3 Framework
for Social
Studies**

**C3: By the
End of Grade
12**

**Dimension 2 -
Civics**

**Civic and
Political
Institutions**

D2.Civ.2.9-12. Analyze the role of citizens in the

			<p>system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Legislative Branch (Week 8, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportable</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading like an informed citizen:</p> <ul style="list-style-type: none"> • When researching/evaluating congressional approval ratings (R) • When researching 	<p>1. What is the role and purpose of Congress in American Democracy?</p> <p>2. How does the way that Congress is organized provide a "check and balance" in American Democracy?</p> <p>3. What is the purpose of the lengthy legislative process?</p>	<p>Bill</p> <p>Constituent</p> <p>Congressional session</p> <p>Reapportion</p> <p>Redistricting</p> <p>Steps in the bill to law process</p> <p>Gerrymander</p>

		<p>Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of American Government to build context necessary for civic</p>	<p>evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical</p>	<p>Wisconsin's representatives in Congress. (R)</p> <ul style="list-style-type: none"> When researching current issues in Congress (Senate Simulation project) (R) When analyzing excerpts of the United States Constitution. (K) <p>Writing like an informed citizen:</p> <ul style="list-style-type: none"> When describing the basic structure of Congress. (K) When collaborating in order to create a realistic bill with a small group. (S) <p>Presenting like an informed citizen:</p> <ul style="list-style-type: none"> When sharing the research conducted about congressional approval ratings (S) When working with peers in order to present bills to the class. (S) <p>Students will know the</p>		<p>Vice President (Senate)</p> <p>President Pro Tempore (Senate)</p> <p>Speaker of the House (House)</p> <p>Minority Leader (House and Senate)</p> <p>Majority Leader (House and Senate)</p> <p>Majority Whip (House and Senate)</p> <p>Minority Whip (House and Senate)</p> <p>Powers of Congress</p> <ul style="list-style-type: none"> Delegated Implied <p>Elastic Clause</p> <p>Similarities and Differences in the Senate and House</p> <ul style="list-style-type: none"> Qualifications Constituents Powers <p>Committee</p> <p>Subcommittee</p> <p>Standing committee</p> <p>Bicameral legislature</p>
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		<p>participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine</p>	<p>essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • When identifying the similarities and differences between the Senate and House of Representatives. <ul style="list-style-type: none"> ◦ Requirements, Constituencies, Tasks/jobs (K) • Discussing the low approval ratings of Congress in comparison to the other two branches of our government. (R) • The way in which Congress is organized. (K) • About the legislative process (Bill to Law process). (K) • About their assigned standing committee in the Senate. (K) 		<p>Term Limits</p>
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			<p>central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient</p>			
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evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY C3:
C3 Framework
for Social
Studies**

**C3: By the
End of Grade
12**

**Dimension 2 -
Civics**

**Civic and
Political
Institutions**

D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

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Center for Best

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	Executive Branch (Week 12, 4 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like an informed citizen by using</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10</p> <p>Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading like an informed citizen:</p> <ul style="list-style-type: none"> • When reading current events articles in order to identify the jobs and roles of the President. (R) • When analyzing a primary source in order to gain insight about the Presidency. (S) • When researching the functions and significance of an Executive Department. (R) • While analyzing the presentations given by peers on each Executive Department. (R) <p>Writing like an informed</p>	<p>1. What are the powers and roles of the presidency and how have they changed over time?</p> <p>2. How should federal funds be distributed in the federal budget?</p> <p>3. How do the executive departments help the chief executive carry out laws?</p>	<ul style="list-style-type: none"> • Executive • Executive Privilege • Veto • Pocket Veto • Cabinet • Budget • Departments (State, Defense, etc) •

		<p>evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</p>	<p>citizen:</p> <ul style="list-style-type: none"> • When creating an argument about the effectiveness of the President's actions related to the jobs and roles of the President. (S) • When creating a response to explain the decisions that you would make regarding the federal budget and funding of each Executive Department. (S) <p>Presenting like an informed citizen:</p> <ul style="list-style-type: none"> • When creating a persuasive presentation about the significance of an Executive Department. (P) <p>Students will know the essential content of American Government to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • Identify the jobs and roles of the President of the United States. (K) 		
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			<p>when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of</p>	<p>qualifications necessary in order to become President of the United States. (K)</p> <ul style="list-style-type: none">• Identify the line of succession for the Presidency. (K)		
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events or ideas develop over the course of the text.

**Writing
Text Types
and
Purposes
1. Write
arguments
to support
claims in an
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substantive
topics or
texts using
valid
reasoning
and relevant
and
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WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY C3:
C3 Framework
for Social
Studies**

**C3: By the
End of Grade
12**

**Dimension 2 -
Civics**

**Civic and
Political**

			<p>D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Judicial Branch (Week 16, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportab</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Reading like an informed citizen:</p> <ul style="list-style-type: none"> • While researching Supreme Court cases. (R) • In analyzing current 	<p>1. What is the role of the Judicial Branch in preventing tyranny?</p> <p>2. How do cases tried in the United States impact American society?</p> <p>3. What influences how the Supreme Court selects cases, decides cases and interprets the United States Constitution?</p> <p>4. How have citizens and</p>	<ul style="list-style-type: none"> • Supreme Court • Appellate Courts • Judicial Review • Unconstitutional • Landmark Case • Precedent • Constitutional Law • Common Law • Statutory Law

		<p>le Standard 1- Reading like an informed citizen by analyzing and evaluatin g multiple sources of informati on.</p> <p>Reportab le Standard 2-Writing like an informed citizen by using evidence or examples to prove a claim.</p> <p>Reportab le Standard 3- Knowing the essential content of American Governm ent to build context necessar</p>	<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development , and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, &</p>	<p>articles in order to understand the way the Supreme Court functions and that compares to other branches in our federal government. (R)</p> <p>Writing like an informed citizen:</p> <ul style="list-style-type: none"> • When creating an essay that describes and compares the impact of two significant Supreme Court cases. (P) <p>Presenting like an informed citizen:</p> <ul style="list-style-type: none"> • Students will take a stance on various court cases that challenge the first 10 amendments (R) <p>Students will know the essential content of American Government to build context necessary for civic participation:</p>	<p>citizen movements brought about political and social change?</p>	
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		<p>y for civic participation.</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>	<ul style="list-style-type: none"> • Identify the types of courts and levels of courts that exist in our democracy. (K) • Describe the role of the court system in ensuring the proper functioning of our democracy. (S) • Describe the concept of Judicial Review. (S) • Describe the problems that may arise when the Supreme Court interprets laws. (S) 		
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2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and

sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY C3:
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**C3: By the
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12**

**Dimension 2 -
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**Civic and
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D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.

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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 9 Honors Ancient History (D) 2020-2021 Reuter, James	Thinking Like a Historian (Week 20, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies</p> <p>Honors Ancient History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-11-11</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <div style="border: 1px solid black; padding: 5px;"> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <ul style="list-style-type: none"> • Read and analyze the "tools" of an historian toolkit (R) • Students will read and analyze different creation stories to determine what values respective societies deem as important (R) </div> <div style="border: 1px solid black; padding: 5px;"> <p>RH.9-10.2. Determine the central ideas or information of a</p> </div>	<ul style="list-style-type: none"> • How do we know what we know about the past? • Do the values that you believe in come from your own experience, relatives or friends, or the experience of groups which you belong? • What "records" of the past can we highlight as historians? Why might some records be "destroyed?" 	<ul style="list-style-type: none"> • Themes and Turning Points • Chronology • Comparative History • Multiple Perspectives • History and Identity • Historical Records • Historical Revision

		<p>like a historian by using evidence or examples to prove a claim.</p>	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p>	<p>primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <ul style="list-style-type: none"> • Read and analyze the "tools" of an historian toolkit (R) • Analyze primary and secondary sources in conjunction with an historical prompt (S) • Evaluate sources determining which are more credible than others (S) <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <ul style="list-style-type: none"> • Discuss and debate the different methodologies of conducting history (R) • Understand the importance of values, historian's 		
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6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence

people in history, and also the values of those writing history (S)

- Differentiate what sources say with regards to the same events (R)

WHST.9-10.1. Write arguments focused on discipline-specific content.

- Practice thesis writing and taking a stance on an historical prompt (S)
- Produce written arguments (P)

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- Students will write a response to the football DBQ prompt (P)

WHST.9-10.1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

PRIORITY AP: World History (2016–2017)

AP: AP

Skill Type II:

Explain and evaluate multiple and differing perspectives on a given historical phenomenon.

- Utilizing the American Revolution, students will analyze it with regards to the 5 different historical thinking skills (P)
 - Cause and Effect
 - Change and Continuity
 - Through Their Eyes
 - Turning Points
 - Using the Past

			<p>and Contextualization</p> <p>Skill 4: Comparison</p> <p>Proficient students should be able to</p> <p>Explain and evaluate multiple and differing perspectives on a given historical phenomenon.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	River Valley Civilizations (Week 24, 5 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>Honors Ancient History</p> <p>Reportab</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p>	<ul style="list-style-type: none"> • <p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>RH.9-10.1. Cite specific textual evidence to support</p> </div>	<ul style="list-style-type: none"> • What is the connection between the creation of the first cities and the creation of the first states? • Why did people create the first cities? • What was the importance of writing to the creation of the first cities? 	<ul style="list-style-type: none"> • Neolithic • Fertile Crescent • Cultural Diffusion • Sumer • Ziggurat • Pictogram • Cuneiform • Polis • Hieroglyphs • Nile River • Rosetta Stone • Zimbabwe • Harappa • Mohenjo-Daro

		<p>le Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Ancient History necessary to build context to be an informed</p>	<p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6.</p>	<p>analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <ul style="list-style-type: none"> • Students will read and analyze excerpts of Hammurabi's Code to determine if it was just for the accused, the victim, and the for the safety and security of society as a whole (R) • Students will read excerpts of the Epic of Gilgamesh to determine and glean the values of Sumerian Society (S) <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <ul style="list-style-type: none"> • Students will analyze similarities and/or differences between 	<ul style="list-style-type: none"> • In what ways are our modern cities like the ancient cities of Sumer? How are they different? • In what ways did their belief in an afterlife influence the cities that the Egyptians built? • 	<ul style="list-style-type: none"> • Niger River •
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		<p>citizen</p>	<p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>Production</p>	<p>Ancient River Valley Civilizations and compare/contrast how and why point of views may differ (S)</p> <div data-bbox="879 342 1220 496" style="border: 1px solid black; padding: 5px;"> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> </div> <ul style="list-style-type: none"> • Students will present speeches orally on which civilizations may have been the best to live in based upon one's standing understanding important concepts such as gender, religion, citizenship, place of origin (S) • Students will write relevant, direct comparisons between the different ancient river valley civilizations (S) <div data-bbox="879 1094 1220 1360" style="border: 1px solid black; padding: 5px;"> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> </div> <ul style="list-style-type: none"> • Students will write a response to the essay prompt: 		
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			<p>and Distribution of Writing</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>PRIORITY AP: World History (2016–2017)</p> <p>AP: AP</p> <hr/> <p>Period 1: Technological and Environmental Transformations, to c. 600 B.C.E.</p> <p>Key Concept 1.3. The Development</p>	<p>"Hammurabi's Code: was it just?" (P)</p> <div style="border: 1px solid black; padding: 5px;"> <p>Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus River Valley, Shang in the Yellow River or Huang He Valley, Olmecs in Mesoamerica, and Chavín in Andean South America.</p> </div> <ul style="list-style-type: none"> • Students will utilize the SPICE Analysis to compare/contrast these ancient civilizations (K) <ul style="list-style-type: none"> ○ Social ○ Political ○ Interactions between people and the environment ○ Cultural and Intellectual ○ Economic 		
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			<p>and Interactions of Early Agricultural, Pastoral, and Urban Societies</p> <p>I. Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus River Valley, Shang in the Yellow River or Huang He Valley, Olmecs in Mesoamerica, and Chavín in Andean South America.</p>	<ul style="list-style-type: none">• Students will demonstrate their proficiency on a content-related exam (K)		
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[ENV-2, 4]

Core and foundational civilizations developed in a variety of geographical and environmental settings where agriculture flourished, including Mesopotamia in the Tigris and Euphrates River Valleys, Egypt in the Nile River Valley, Mohenjo-Daro and Harappa in the Indus River Valley, Shang in the Yellow River or Huang He Valley, Olmecs in Mesoamerica, and Chavín in Andean South America.

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	Empires (Week 29, 8 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies</p> <p>Honors Ancient History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> </div> <p>-Students will demonstrate their proficiency on a number of textbook reading excerpts (S)</p> <p>-Students will analyze Pericles's Funeral Oration and what it demonstrates about Athenian Society (S)</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and</p> </div>	<ul style="list-style-type: none"> • How important are warfare and murder in the construction of an empire? • How closely can you correlate the development of new weapons of warfare with the creation of new empires? • What kinds of skills and powers, beyond the military, and necessary in the construction of empires? • For what reasons do empires decline? • Why did Rome chose to expand from city-state to empire? • How has the concept of "social hierarchy" changed over time? • How has the concept of "bread and circuses" changed over time? 	<ul style="list-style-type: none"> • Hegemony • Dominance • Balance of Power • Satrapy • Agora • Deme • Hoplite • Sophist • realpolitik • Pax Romana • Republic • Century • Quaestor • Consul • Tribune • Plebian • Paterfamilia • Triumvirate • Praetor • Xia, Shang, Zhou • Mandate of Heaven • Confucius • Taoism • Legalism

		<p>examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Ancient History necessary to build context to be an informed citizen</p>	<p>analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing Text Types and Purposes 1. Write arguments to support</p>	<p>emphasize in their respective accounts.</p> <p>-Students will debate and discuss whether or not Alexander the Great truly deserves the epithet "the great" (S) -Students will read, analyze and critique Plutarch's account of Alexander's Great and why/what may have influenced Plutarch (S)</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>-Students will make relevant, direct comparisons between ancient empires (S) -Students will both in writing and orally articulate beliefs on where political power originates (S)</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Students will compare and ..</p>		
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			<p>claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization,</p>	<p>Han China; how great were the differences (P)</p> <p>Students will analyze to what extent the United States practices the attributes of an empire (R)</p> <p>AP Key Concept 2.2. The Development of States and Empires</p> <p>Key states and empires include:</p> <ul style="list-style-type: none"> - Southwest Asia: Persian empires - East Asia: Qin and Han empires - Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman empires <ul style="list-style-type: none"> • Students will demonstrate their proficiency on a content-related exam (K) • Students will compare and contrast how these empires utilize the various policies of empire (K) <ul style="list-style-type: none"> ○ Military Force ○ Hegemony ○ Coercion ○ Transfer of Wealth ○ Reasons for Decline 		
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and style are appropriate to task, purpose, and audience.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 2:
Organization
and
Reorganizatio
n of Human
Societies, c.
600 B.C.E. to
c. 600 C.E.**

**Key Concept
2.2. The
Development
of States and
Empires**

**I. The
number and
size of key
states and
empires
grew
dramatically
as rulers
imposed
political
unity on
areas where
previously
there had
been
competing
states. [ENV-
4 | SB-2, 5,
10]**

Key states
and empires

- Southwest Asia: Persian empires
- East Asia: Qin and Han empires
- South Asia: Mauryan and Gupta empires
-
- Mediterranean region: Phoenicia and its colonies, Greek city-states and colonies, and Hellenistic and Roman empires
-
- Mesoamerica: Teotihuacan, Maya city-states
- Andean South America: Moche
- North America: from Chaco to Cahokia

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	<p>Crossroads of Civilizations (Week 37, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12</p> <hr/> <p>Social Studies Honors Ancient History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <div style="border: 1px solid black; padding: 5px;"> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>-Students will view, read, analyze, and draw conclusions about the Milwaukee Public Museum's "Crossroads of Civilization" Exhibit (R)</p> <p>-Students will research an historical topic of their choosing and make connections to the present day, evaluating how that topic has changed/not changed over time (R)</p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics,</p> </div>	<ul style="list-style-type: none"> • In what ways do the 6 C's of civilizations help create stability? • How do the 6 C's work together and interact with each other? • To what degrees might one of the 6 C's inhibit the growth of others? 	<ul style="list-style-type: none"> • Communication • Communion • Commerce • Community • Construction • Conflict

		<p>a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Ancient History necessary to build context to be an informed citizen</p>	<p>how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>including which details they include and emphasize in their respective accounts.</p> <p>-Students will research and analyze sources in conjunction with a research topic of their own choosing (S)</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>-Students will prepare a presentation to give to the 6th-grade students about the importance of categorizing historical thinking in conjunction with the Milwaukee Public Museum's exhibit (P)</p> <p>-Students will complete a research paper in conjunction with their Honors English classes (P)</p> <p>-Students will take a stance and make a historically defensible claim (S)</p>		
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			<p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Grade 10 Modern World History (D) 2020-2021 3 Curriculum	Think, Read, Write and Speak like an Historian (Week 1, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>Modern World History</p> <p>Reportable Standard</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <p>Students will accurately summarize the development of the main idea of a primary and secondary source.</p> <p>CCSS.ELA-Literacy.RH.9-10.2 (formative only)</p>	<ul style="list-style-type: none"> • What are the basic skills needed to be an effective historian? • How similar (or different) were the classical Greeks and Han Chinese? 	<ul style="list-style-type: none"> • Primary Source • Secondary Source • Point of View • Bias • Thesis • Evidence • Analysis • Argument • Document Based Question

<p>m Developers</p>		<p>Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p>	<p>determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p>	<ul style="list-style-type: none"> • Carefully read a document, focusing both on what the document IS (author, purpose, intended audience, etc) as well as what it SAYS (message, tone, word choice, etc). (S) • Group the documents based on characteristics they possess in a way that will help you to answer a historical question. (R) <p>CCSS.ELA-Literacy.WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • Analyze Point of View in a document. Point of view explains why this particular person might have this particular opinion or what particular feature informs the author's point of view. (R) • Identify at least one additional document and explain how this 		
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			<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing</p>	<p>us better answer the question. (R)</p> <ul style="list-style-type: none">• Make relevant, direct comparisons between different historical cultures (S)• Write an excellent thesis that fully answers the question, takes a position and provides organizational categories in providing a “road map” of how your answer will progress. (P)• Construct an argumentative essay that answers a question and uses documents as historical evidence (P)		
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			<p>Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Nationalism (Week 3, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p>	<p>What are the factors that are needed for a successful revolution?</p> <p>Why do some revolts succeed and others fail?</p>	<p>Nationalism</p> <p>Imperialism</p> <p>Slavery</p>

		<p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of</p>	<p>10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of</p>	<p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <ul style="list-style-type: none"> • Identifying cause and effect • Explaining nationalism as a unifying and destructive force • Identifying artistic and intellectual movements of the 1800s 		<p>Guerilla Warfare</p> <p>Toussaint L'Overture</p>
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		<p>Modern World History to build context necessary to be an informed global citizen</p>	<p>a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details</p>			
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they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 5:
Industrialization and Global
Integration, c.
1750 to c.
1900**

II. Beginning

in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations. [CUL-2, 3, 4, 7 | SB-4 | SOC-3, 7]

Beginning in the 18th century, peoples around the world developed a new sense of commonality based on language, religion, social

			<p>customs, and territory. These newly imagined national communities linked this identity with the borders of the state, while governments used this idea to unite diverse populations.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Industrial Revolution (Week 5, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>Modern World History</p> <p>Reportable Standard</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Compare and contrast the lifestyles of average peoples before and after the Industrial Revolution (S) (R) • Describe and evaluate the economic and social conditions that both 	<p>What are the challenges of an industrializing society?</p> <p>What shared experiences might workers living in different industrialized countries have in common?</p> <p>What responsibilities do industrialized societies have towards their workers?</p>	<p>Factory</p> <p>Mass Production</p> <p>Capitalism</p> <p>Communism</p> <p>Textile</p> <p>Union</p> <p>Labor</p>	

		<p>1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-Knowing the essential content of Modern World History to build context necessary to be an</p>	<p>determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and</p>	<p>fostered the revolution and were created by the Industrial Revolution (K) (P)</p> <ul style="list-style-type: none"> Analyzing primary and secondary documents to determine the meaning of a text, but also analyze it's tone, point of view, and intended audience, etc. (S) (R) (P) 		<p>Urbanization</p>
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		global citizen	<p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing</p>			
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Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 5:
Industrialization and Global
Integration, c.
1750 to c.
1900**

**Key Concept
5.1.
Industrialization and
Global Capitalism
I.
Industrialization**

fundamentally changed how goods were produced.
[ENV-9 | SB-5 | ECON-2, 4, 5, 9 | SOC-2, 3, 4]

A. A variety of factors led to the rise of industrial production, including:

- Europe's location on the Atlantic Ocean
- The geographical distribution of coal, iron, and timber
- European demographic changes
- Urbanization
- Improved agricultural productivity
- Legal protection of private property
- An abundance of rivers and canals
- Access to foreign resources
- The

			<p>of capital</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>National History Day (Week 6, 14 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportab</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Use evidence to prove a claim (S) • Demonstrate research skills through a comprehensive annotated bibliography (S) (P) • Craft a thesis statement that clearly answers a historical analysis prompt (S) (P) • Analyze and interpret research on a historical topic of their choosing (S) (R) 	<ul style="list-style-type: none"> • What are the essential components of good research? • How do historians treat primary and secondary sources? • What are the key features of an annotated bibliography? 	<p>primary source</p> <p>secondary source</p> <p>annotated bibliography</p>

		<p>le Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportab le Standard 3- Knowing the essential content of Modern World History to build context necessar y to be an informed global citizen</p> <p>Reportab le Standard 4.1- Research ing like an academic historian by analyzing and</p>	<p>drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the</p>			
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		evaluating primary and secondary sources (FIRST SEMESTER)	<p>text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and</p>		
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sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY C3:
C3 Framework
for Social
Studies**

**C3: By the
End of Grade
12**

**Dimension 2 -
History**

**Change,
Continuity,
and Context**

D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

**Dimension 3 -
Evaluating
Sources &
Using
Evidence**

**Gathering
and**

			<p>Evaluating Sources</p> <p>D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.9-12. Evaluate the credibility of a source by examining how experts value the source.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Imperialism AM.11.7.2	RS: PRIORITY:	PRIORITY WI: Literacy in	1. Identify a comprehensive set of	<ul style="list-style-type: none"> What were the advantages and 	Imperialism, Protectorate, Direct Rule, Indirect Rule

	<p>Weeks)</p>	<p>Reportable Standards RS: Grades 9-12 <hr/> Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard -</p>	<p>History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10 <hr/> Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the data</p>	<p>learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Explaining why the European powers were so interested in empires (K) • Show how different European powers constructed their empires in different parts of the world (K) • Analyzing historical maps (S) • Using drama to convey historical situations (R) (P) 	<p>disadvantages to having an empire (for the colonizer)?</p> <ul style="list-style-type: none"> • What were the advantages and disadvantages to being colonized (for the native peoples)? • What are the long-term effects of imperialism on the colonized and colonizers? 	<p>Racism, Missionary, Mercantilism</p>
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		<p>Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportable Standard 4.1- Researching like an academic historian by analyzing and evaluating primary and secondary sources (FIRST SEMESTER)</p>	<p>and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the point of view</p>			
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more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP. AP

**Period 5:
Industrialization and Global
Integration, c.
1750 to c.
1900**

**Key Concept
5.2.**

**Imperialism
and Nation-
State
Formation**

I.

**Industrializin
g powers
established
transoceanic
empires.**

**[ENV-9 | SB-
1, 2, 3, 9, 10 |
ECON-3 |
SOC-7]**

A. States with
existing
colonies
strengthened
their control
over those
colonies.

**PRIORITY C3:
C3 Framework
for Social
Studies**

**C3: By the
End of Grade
12**

**Dimension 3 -
Evaluating
Sources &
Using
Evidence**

**and
Evaluating
Sources**

D3.1.9-12.
Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

D3.2.9-12.
Evaluate the credibility of a source by examining how experts value the source.

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<p>Imperialism in China (Week 10, 1 Week)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12</p> <hr/> <p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> analyze primary and secondary sources to effectively analyze China's response to Imperialism (S) K (P) demonstrate their proficiency by partaking in an interview, in character, of a person involved in the Imperial era. (K) (P) 	<ul style="list-style-type: none"> What were the advantages and disadvantages to having an empire (for the colonizer)? What were the advantages and disadvantages to being colonized (for the native peoples)? What are the long-term effects of imperialism on the colonized and colonizers? 	<p>The Opium Wars</p> <p>The Treaty of Nanjing</p> <p>Taiping Rebellion</p> <p>Boxer Rebellion</p> <p>Self-Strengthening Movement</p>
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		<p>Standard 3- Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p>	<p>such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6. Compare the</p>			
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point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History**

(2016–2017)

AP: AP

**Period 5:
Industrialization and Global
Integration, c.
1750 to c.
1900**

**Key Concept
5.2.**

**Imperialism
and Nation-
State
Formation**

**I.
Industrializing
powers
established
transoceanic
empires.**

**[ENV-9 | SB-
1, 2, 3, 9, 10 |
ECON-3 |
SOC-7]**

A. States with
existing
colonies
strengthened
their control
over those
colonies.

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	<p>Causes of WWI (Week 11, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12</p> <hr/> <p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportab .</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <hr/> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Read, analyze and evaluate both primary and secondary sources relating to the First World War. (S) (K) • Craft an argumentative, evidenced-based writing that answers the question: "What were the underlying causes of World War I, and which was the greatest?" (P) (R) 	<ul style="list-style-type: none"> • For what reasons can a war start? • Are there any possible just reasons for a war? • What were the underlying causes of World War I, and which was the greatest? 	<p>Militarism</p> <p>System of Alliances</p> <p>Imperialism</p> <p>Nationalism</p>
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		<p>Standard 3- Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p>	<p>such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>RH.9-10.6.</p>			
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point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

PRIORITY AP:

... ..

(2016–2017)

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**IV. Military
conflicts
occurred on
an
unprecedented
global
scale. [CUL-
3, 8 | SB-1, 2,
3, 4, 8, 9, 10 |
ECON-3, 4, 9
| SOC-7]**

A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism, and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former

			<p>the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Russian Revolution (Week 14, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies Modern World History</p> <p>Reportable</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> analyze and evaluate the major causes and consequences for the Russian Revolution and the Indian Revolution (K) read, analyze and 	<ul style="list-style-type: none"> What were the factors that led to the Russian revolution, and how did the aftermath of WWI play into this? What are the characteristics of a totalitarian state? How does Communism work as an economic 	Soviet, Lenin, Trotsky, Stalin, Bolshevik, Gandhi, Civil Disobedience, Purge, Salt March

		<p>Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Modern World History to build context necessary to be an</p>	<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, &</p>	<p>evaluate both primary and secondary sources relating to the Russian and Indian Revolutions (S)</p> <ul style="list-style-type: none"> • connect the Russian Revolution to the revolution happening in India at approximately the same time in history (R) • write an essay comparing the Russian and Indian Revolutions (P) 	<p>system? How was Communism implemented in the Soviet Union and China</p> <ul style="list-style-type: none"> • How does a cult of personality influence a totalitarian state? 	
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		<p>informed global citizen</p> <p>Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>Technical Subjects 6-12 WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
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2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6.
Compare the point of view of two or more authors for how they treat the same or

similar topics, including which details they include and emphasize in their respective accounts.

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global
Change and**

**Realignments
, c. 1900 to
the Present**

**Key Concept
6.2. Global
Conflicts
and Their
Consequenc
es**

**I. Europe
dominated
the global
political
order at the
beginning of
the 20th
century, but
both land-
based and
transoceanic
empires
gave way to
new states
by the
century's
end. [SB-2,
7, 8, 9, 10 |
ECON-4]**

A. The older,
land-based
Ottoman,
Russian, and
Qing empires
collapsed due
to a
combination
of internal
and external
factors.

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Years of Crisis (Week 17, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9-10</p> <p>Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> analyze and evaluate the rise of Fascist Totalitarian Dictatorships in Germany and Italy (S) (K) analyze and evaluate the causes and effects of the Great Depression (S) (K) read, analyze and evaluate both primary and secondary sources relating to the rise of Fascism (P) (S) (K) demonstrate their proficiency by writing an explanation of the rise of Adolf Hitler (P) 	<ul style="list-style-type: none"> What were the social, political, cultural and economic conditions in Europe like after the Treaty of Versailles? How did hyperinflation lead to the fall of the Weimar republic? How did these conditions lead to the rise of dictators like Hitler? Why did German voters knowingly vote away their democratic rights in 1933? 	<p>hyperinflation</p> <p>Great Depression</p> <p>dictator</p> <p>totalitarianism</p> <p>fascism</p> <p>scapegoat</p>	

		<p>evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND</p>	<p>evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific</p>			
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		ER)	<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.</p> <p>RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate</p>			
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how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive**

texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

PRIORITY AP: World History (2016–2017)

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**IV. Military
conflicts
occurred on
an
unprecedented
global
scale. [CUL-
3, 8 | SB-1, 2,
3, 4, 8, 9, 10 |
ECON-3, 4, 9
| SOC-7]**

A. World War I and World War II were the first “total wars.”

used ideologies, including fascism, nationalism, and communism, to mobilize all of their state's resources, including peoples, both in the home countries and the colonies or former colonies, for the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.

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<p>WWII (Week 20, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9- 12</p> <p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9- 10</p> <p>Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development , and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> analyze, evaluate and compare the lives of citizens on various home fronts during World War II (K) (S) (P) (R) understand how war impacts the lives of citizens (K) compare points of view (S) (R) read, analyze and evaluate both primary and secondary sources relating to the home fronts of World War II (S) (K) research and create a DBQ with a small group (K) (S) (P) (R) write an argumentative essay using evidence to support their response (K) (S) (P) (R) 	<ul style="list-style-type: none"> How, just two decades after the end of “the war to end all wars,” were the nations of the world at war again? How did technology affect the nature of fighting and the extent of destruction in World War II? How did Totalitarian governments cause and fight the war? How have memories of World War II changed people’s view of the world? How did World War II change the balance of power in the world? 	<ul style="list-style-type: none"> Demilitarized Appeasement Sanctions Blitzkrieg Blitz Kamikaze Homefront Genocide firebombing Cold War
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		<p>3- Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>			
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RH.9-10.1.
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History**

			<p>(2016–2017) AP: AP</p> <hr/> <p>Period 6: Accelerating Global Change and Realignments , c. 1900 to the Present</p> <p>IV. Military conflicts occurred on an unprecedented global scale. [CUL- 3, 8 SB-1, 2, 3, 4, 8, 9, 10 ECON-3, 4, 9 SOC-7]</p> <p>A. World War I and World War II were the first “total wars.” Governments used ideologies, including fascism, nationalism, and communism, to mobilize all of their state’s resources, including peoples, both in the home countries and the colonies or former colonies, for</p>			
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			<p>the purpose of waging war. Governments also used a variety of strategies, including political speeches, art, media, and intensified forms of nationalism, to mobilize these populations.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Cold War (Week 24, 3 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Modern World History</p> <p>Reportable Standard</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information,</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> read, analyze and evaluate both primary and secondary sources relating to the cold war and its outcomes, with a particular emphasis on political cartoons 	<p>What methods were used to "fight" the Cold War?</p> <p>What is a proxy war and how were those used by both sides to reach their goals in the Cold War?</p> <p>What messages do primary source political cartoons tell us about the Cold War?</p>	<p>Cold War</p> <p>Proxy War</p> <p>brinkmanship</p> <p>arms race</p> <p>space race</p>

		<p>1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Modern World History to build context necessary to be an</p>	<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies,</p>	<p>(K) (S)</p> <ul style="list-style-type: none"> • research a Cold War "proxy war" and present the material to their peers (K) (P) • compare the US and Soviet perspectives on this era and evaluate the various proxy wars initiated by both sides (R) • understand political cartoon techniques (K) • apply political cartoon techniques to cartoons from the Cold War era (P) (R) (S) • apply content knowledge to cartoons from the Cold War era (P) (R) 		
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		<p>global citizen</p> <p>Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
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2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6.
Compare the point of view of two or more authors for how they treat the

similar topics, including which details they include and emphasize in their respective accounts.

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global**

**Realignments
, c. 1900 to
the Present**

**IV. Military
conflicts
occurred on
an
unprecedented
global
scale. [CUL-
3, 8 | SB-1, 2,
3, 4, 8, 9, 10 |
ECON-3, 4, 9
| SOC-7]**

C. The global balance of economic and political power shifted after the end of World War II and rapidly evolved into the Cold War. The United States and the Soviet Union emerged as superpowers, which led to ideological struggles between capitalism and communism throughout the globe.

D. The Cold War produced new military ...

			<p>including NATO and the Warsaw Pact, and promoted proxy wars in Latin America, Africa, and Asia.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Colonies Become New Nations (Week 27, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> analyze and evaluate period of independence for formerly colonized nations (R) read, analyze and evaluate both primary and secondary sources relating to the post-colonial era and its outcomes, with a particular emphasis on nation building and constitution writing (K) (S) 	<ul style="list-style-type: none"> Why were the European powers forced to give up their colonies? What challenges faced newly independent nations? What successes and failures greeted the newly created nations? 	<p>Nationalism, Independence, Anti-Imperialism, Pan-Africanism, Non-Aligned</p>

		<p>and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportable Standard 4.2-</p>	<p>and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p>	<ul style="list-style-type: none"> • creating a position paper in which they advocate for their group's point of view in a new constitution (P) (R) (K) 		
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		<p>Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and analyze their development ; summarize</p>			
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the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their

respective accounts.

**Writing
Text Types
and
Purposes
1. Write
arguments
to support
claims in an
analysis of
substantive
topics or
texts using
valid
reasoning
and relevant
and
sufficient
evidence.**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**II. Emerging
ideologies of
anti-
imperialism**

			<p>contributed to the dissolution of empires and the restructuring of states. [CUL-3, 4, 9 SB-1, 2, 4, 7, 9, 10 ECON-7, 8, 9 SOC-3, 4, 7]</p> <p>A. Nationalist leaders and parties in Asia and Africa challenged imperial rule.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Struggles for Democracy (Week 29, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Modern World History</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4 Present</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Identify key building blocks of democracy (K) Analyze and compare democratic 	<ul style="list-style-type: none"> Why have some suggested that democracy is inevitable in most countries? What makes democracy work? Not work? Why have some countries not been able to transition to democracy? What does the 	<p>Free Elections, Citizen Participation, Majority Rule, Minority Rights, Constitutional Government</p>

		<p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Modern World History to build context</p>	<p>information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social</p>	<p>successes and failures in Soviet Union, Poland, East/West Germany, USA, Canada (K, R)</p> <ul style="list-style-type: none"> • Describe the collapse of the USSR and problems faced by the new Russian government (K) • Explain changes under Deng Xiaoping (K) • Describe the democracy movement in China (K) • Analyze a political cartoon and relate to the struggles for democracy (P) 	<p>former communist states?</p> <ul style="list-style-type: none"> • How does momentum play into political change? 	
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y to be an informed global citizen

Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)

Studies, Science, & Technical Subjects 6-12
WI: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date

the information.

2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or ..

for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

History

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.a:
Patterns stay
the same
over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h

Evaluate how
the historical
context
influenced the
process or
nature of the
continuity or
change that
took place.

**Political
Science**

Standard
SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles
and ideals.
PS1.a:
Values &
Principles of

**Constitutional
Democracy
SS.PS1.a.h**

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities
in society.
PS2.c:
Asserting
and
Reaffirming
of Human**

SS.PS2.c.h

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

**Standard
SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and
civic
institutions.
PS3.c:
Power in
Government
SS.PS3.c.h**

Evaluate the purpose of political institutions at the local, state, tribal,

global, and supranational/ non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**Key Concept
6.3. New
Conceptualiz
ations of
Global
Economy,
Society, and
Culture**

**I. States
responded in
a variety of
ways to the
economic
challenges
of the 20th
century.**

**[CUL-3 | SB-
1, 2, 4, 9 |
ECON-3, 4,
9]**

D. In a trend

			<p>by the end of the Cold War, many governments encouraged free market economic policies and promoted economic liberalization in the late 20th century.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>The 21st Century (Week 31, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 <u>Social Studies</u> Modern World History</p> <p>Reportable Standard 1- Reading like a</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 <u>Speaking & Listening</u> Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Identify how globalization has affected our daily lives (K) Analyze the causes and consequences of the Green Revolution (S) Evaluate the short-term and long term consequences of the 	<ul style="list-style-type: none"> What have been the causes/consequences of the green revolution? What are the causes and effects of globalization? 	<p>Green Revolution, Globalization</p>

		<p>historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3-Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportab</p>	<p>follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p>	<p>Green Revolution (R)</p> <ul style="list-style-type: none"> • Assess major changes to the world and the ways that they have impacted the lives of people in the last 20 years (P) • Present in a professional manner on one area of change in the modern world (P) • Analyze globalization issues and find common trends and threads that connect them (R) 		
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		<p>le Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>2. Determine central ideas or themes of a text and</p>		
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analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6.
Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include

and emphasize in their respective accounts.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

History

**Standard
SS.Hist1:
Wisconsin students will use historical evidence for**

**determining
cause and
effect.
Hist1.a:
Cause
SS.Hist1.a.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz**

**ation of
historical
events.
Hist2.a:
Patterns stay
the same
over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz**

**ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of**

historical events.
Hist2.c:
Contextualization
SS.Hist2.c.h

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Standard
SS.Hist3:
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a:
Connections
SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and

events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate
historical
perspectives
to create
arguments
with evidence
concerning
current
events.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,**

			<p>purpose, and/or author's point of view (Historical Methodology). Hist4.a: Historical Context SS.Hist4.a.h</p> <p>Analyze how the historical context (situation) influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.h</p>			
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			<p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p> <p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices</p>			
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may be left out.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**III. People
conceptualiz
ed society
and culture
in new ways;
rights-based
discourses
challenged
old
assumptions
about race,
class,
gender, and
religion. In
much of the
world,
access to
education,
as well as
participation
in new
political and
professional
roles,
became
more
inclusive in
terms of
race, class,
and gender.**

**[CUL-2, 3, 4,
5, 9 | SB-4 |
ECON-4 |
SOC-1, 3, 5,
6]**

People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender.

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	<p>Global Futures (Week 36, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9- 12</p> <p>Social Studies Modern World History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-Writing like a historian by using evidence or examples to prove a claim.</p> <p>Reportable</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 9- 10</p> <p>Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development , and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line</p>	<p>Make intelligent, evidence-based predictions based on trends and underlying factors.</p> <ul style="list-style-type: none"> Analyze changes in birth rates and make predictions based on underlying factors (S) Evaluate the likelihood that one or more underlying factors will change in the next 10 years, and what impact this will have on your topic. (R) Identify competing underlying factors and evaluate their relative importance (R) 	<ul style="list-style-type: none"> What impact do different events in different countries have on our lives? How has interdependency changed the social, economic, political and military nature of the world? How has technology revolutionized the world economy? How has the relationship between government and business changed in a global economy? How are ethnic and religious conflicts related to global security? Are we heading towards one world culture? 	<p>Underlying Factor, Demographic, other vocabulary words as identified by the student based on the topic chosen.</p>
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		<p>Standard 3- Knowing the essential content of Modern World History to build context necessary to be an informed global citizen</p> <p>Reportable Standard 4.2- Presenting like a historian in a way that is appropriate and effective for the audience and task. (SECOND SEMESTER)</p>	<p>of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <hr/> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from</p>			
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RH.9-10.1.
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development ; summarize the key supporting details and ideas.

RH.9-10.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

RH.9-10.6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient**

WHST.9-10.1. Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

Grades 9-12

**Social
Studies
Inquiry
Practices and
Processes**

Standard

SS.Inq1:

Wisconsin

students will

construct

meaningful

questions

that initiate

an inquiry.

Inq1.a:

Develop

questions

based on a

topic

SS.Inq1.a.h

Frame

researchable,

complex, and

open-ended

questions,

integrating

multiple social

studies

strands that

...

investigation.

**Standard
SS.Inq1:
Wisconsin
students will
construct
meaningful
questions
that initiate
an inquiry.
Inq1.b: Plan
inquiry
SS.Inq1.b.h**

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

**Standard
SS.Inq2:
Wisconsin
students will
gather and
evaluate
sources.
Inq2.a:
Gather
diverse
sources
(electronic,
digital, print,
and other
mass media)
applicable to
the inquiry**

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

**Evaluate sources
SS.Inq2.b.h**

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

**Standard
SS.Inq3:
Wisconsin students will develop claims using evidence to support reasoning.
Inq3.a:
Develop claims to answer inquiry question
SS.Inq3.a.h**

Develop a defensible claim to provide focus

that is based upon the analysis of sources.

**Standard
SS.Inq3:
Wisconsin
students will
develop
claims using
evidence to
support
reasoning.
Inq3.b: Cite
evidence
from
multiple
sources to
support
claim
SS.Inq3.b.h**

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

**Standard
SS.Inq3:
Wisconsin
students will
develop
claims using
evidence to
support
reasoning.
Inq3.c:
Elaborate**

evidence supports claim
SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard
SS.Inq4:
Wisconsin students will communicate and critique conclusions.
Inq4.a:
Communicate conclusions
SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may

information in different ways).

**Standard
SS.Inq4:
Wisconsin
students will
communicate
and
critique
conclusions.
Inq4.b:
Critique
conclusions
SS.Inq4.b.h**

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

**Standard
SS.Inq5:
Wisconsin
students will
be civically
engaged.
Inq5.a: Civic**

SS.Inq5.a.h

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

History

Standard

SS.Hist1:

Wisconsin students will use

historical evidence for determining cause and effect.

Hist1.a:

Cause

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and

sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

**Standard
SS.Hist1:
Wisconsin
students will
use
historical
evidence for
determining
cause and
effect.
Hist1.b:
Effect
SS.Hist1.b.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from

and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.b: Perspective
SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning current events.

Standard SS.Hist3: Wisconsin students will connect past

people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
**Hist3.c:
Current Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology**

**Hist4.a:
Historical
Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.b:
Intended
Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or

source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.c:
Purpose
SS.Hist4.c.h**

Analyze the
intended
purpose of a
specific
primary or
secondary
source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the**

**context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.d:
Point of View
(POV)
SS.Hist4.d.h**

Analyze how
the POV of
the author
can influence
the content
and intent of
a primary or
secondary
source, and
identify
whose voices
may be left
out.

**PRIORITY AP:
World History
(2016–2017)**

AP: AP

**Period 6:
Accelerating
Global
Change and
Realignments
, c. 1900 to
the Present**

**III. People
conceptualiz
ed society
and culture**

rights-based discourses challenged old assumptions about race, class, gender, and religion. In much of the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender. [CUL-2, 3, 4, 5, 9 | SB-4 | ECON-4 | SOC-1, 3, 5, 6]

People conceptualized society and culture in new ways; rights-based discourses challenged old assumptions about race, class, gender, and religion.

			<p>the world, access to education, as well as participation in new political and professional roles, became more inclusive in terms of race, class, and gender.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Mixed-grade High AP World History (D) 2020-2021	Transition from HAH to WHAP (Week 1, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>AP World History</p> <p>Reportable</p>	<p>PRIORITY WI: Social Studies (2018)</p> <p><u>Grades 9-12</u></p> <p>Social Studies Inquiry Practices and Processes</p> <p>Standard SS.Inq1: Wisconsin students will construct meaningful</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Analyze primary sources for basic meaning (S) Evaluate a source for point of view and/or bias (S) Using maps to explain complex historical 	<ul style="list-style-type: none"> What are the cultural, political and social differences between different regions? What was the impact of the creation and collapse of major empires? How did various belief systems create and enforce the drive 	<p>Pottery, Plow, Textile, Metallurgy, Wheel, Compound Bow, Chariot, Monumental Architecture, Artisan, Cuneiform, Hieroglyph, Pictograph, Alphabet, Quipu, Rig Veda, Hebrew Monotheism, Zoroastrianism, Empire, Republic, Tribute, Democracy, Hebrew Monotheism, Christianity, State, Oracle Bones, Dynasty, Mandate of Heaven, Olmec, Zapotec, Teotihuacan, Maya, Moche,</p>

<p>Douglas S, Andrew</p>		<p>Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable</p> <p>Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable</p> <p>Standard 3- Knowing the essential historical content</p>	<p>questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h</p> <p>Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h</p> <p>Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability,</p>	<p>interactions (S)</p> <ul style="list-style-type: none"> • Comparing and contrasting different forms of empire (P) • Analyze continuity and change over time (R) • Explain the basic mechanisms of empire, and how empires collapse (K) • Identify key empires in the Mediterranean and Middle East regions (K) • Make “AP Quality” Relevant, Direct Comparisons (RDC) between and among Nile, Indus and Niger valley civilizations (S) • Describe the unification of China under the Shang and Zhou dynasties (K) • Identify changes and continuities between the dynasties (K) • Make Relevant, Direct Comparisons between West/East hemisphere 	<p>to build (and destroy) empires?</p> <ul style="list-style-type: none"> • What was the impact of the creation and collapse of major empires? • What are the political, cultural, social and economic forces at work behind empire? 	<p>Chimu, Chavin, Mississippi valley mounds, Bureaucracy, meritocracy</p>
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		<p>of AP WorldHistory</p>	<p>limitations, and usefulness of a source.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.a: Develop claims to answer inquiry question SS.Inq3.a.h</p> <p>Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.c: Elaborate how evidence supports</p>	<p>civilizations (S)</p> <ul style="list-style-type: none"> • Write an excellent “AP Quality” thesis to a sample essay question (P) • Describe main belief systems of China: Confucianism, Legalism, Buddhism and Daoism, and Hinduism from India and Identify similarities and differences in these beliefs (K) • • Describe the political and social makeup of the Greek polis (K) • Identify continuities and changes over time between the Shang, Zhou, Qin and Han dynasties (K) • Practice the historical skill of Grouping ideas and concepts into organizational categories (S) • Closely analyze primary sources for historical context, historical meaning, and state of mind of the author (R) • Compare various empires and their 		
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			<p>claim SS.Inq3.c.h</p> <p>Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.</p> <p>Standard SS.Inq4: Wisconsin students will communicate and critique conclusions. Inq4.a: Communicate conclusions SS.Inq4.a.h</p> <p>Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different</p>	<p>policies towards conquered peoples (S)</p> <ul style="list-style-type: none"> • Prepare strategies for attacking a document based question and evaluate 3 sample essays for their effectiveness. (P) • Identify winners and losers as an historical analysis tool (S) • Apply effective strategies for attacking a DBQ (P) • Weigh competing evidence and make an historical argument (R) • Describe Christianity and Judaism as monotheistic religions, and compare them to the polytheistic religions they competed with in the first millennium CE (K) 		
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ways).

**Standard
SS.Inq4:
Wisconsin
students will
communicate
and
critique
conclusions.
Inq4.b:
Critique
conclusions
SS.Inq4.b.h**

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

**Behavioral
Sciences**

**Standard
SS.BH3:
Wisconsin
students will
assess the
role that
human**

**behavior and cultures play in the development of social endeavors (Anthropology).
BH3.a:
Social Interactions
SS.BH3.a.h**

Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

**Geography
Standard
SS.Geog1:
Wisconsin students will use geographic tools and ways of thinking to analyze the world.
Geog1.c:
Mental Mapping/Maps from Memory
SS.Geog1.c.**

h

Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.

History

Standard

SS.Hist1:

Wisconsin

students will

use

historical

evidence for

determining

cause and

effect.

Hist1.a:

Cause

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives;

evaluate how different groups and individuals contributed to the event or cause.

**Standard
SS.Hist1:
Wisconsin
students will
use
historical
evidence for
determining
cause and
effect.
Hist1.b:
Effect
SS.Hist1.b.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.a:
Patterns stay
the same
over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

			<p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualiz ation of historical events. Hist2.b: Patterns change over a period of time SS.Hist2.b.h</p> <p>Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>Standard</p>			
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SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h

Evaluate how
the historical
context
influenced the
process or
nature of the
continuity or
change that
took place.

Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current

			<p>implications. Hist3.a: Connections SS.Hist3.a.h</p> <p>Analyze significant historical periods and their relationship to present issues and events.</p> <p>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.b: Perspective SS.Hist3.b.h</p> <p>Evaluate historical perspectives to create arguments with evidence concerning current events.</p> <p>Standard</p>			
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SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).

Hist4.b:
Intended
Audience
SS.Hist4.b.h

Analyze how
the intended
audience
influences a
primary or
secondary
source.

Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,

			<p>intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.c: Purpose SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p>			
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			<p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Building Context: The Islamic World (Week 3, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>AP World History</p> <p>Reportable Standard 1- Reading like an historian by understand</p>	<p>PRIORITY WI: Social Studies (2018)</p> <p>Grades 9-12</p> <hr/> <p>Social Studies Inquiry Practices and Processes</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</p> <p>Inq2.b: Evaluate sources</p> <p>SS.Inq2.b.h</p> <p>Analyze and</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Describe the formation of Islam and its basic belief structures (K) • Describe the interaction between Islam and other faiths (K) • Explain the rapid spread of Islam across Afro-Eurasia with an AP Quality Thesis (P) • Describe and compare the Umayyad and 	<p>How was Dar al-Islam a unifying force in Eurasia and Africa?</p> <p>How did Islamic agricultural improvements spread?</p> <p>What was the influence of the Islamic caliphs?</p>	<p>5 Pillars of Islam, Koran, Hadith, Mosque, Umma, Silk Roads, Mediterranean Sea, Trans-Sahara, Indian Ocean, Cotton, Spices, Caliphate, Swahili, Turkic, Arabic, Diaspora, Ibn Battuta, Printing Press</p>

		<p>Understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3-Knowing the essential historical content of AP WorldHistory</p>	<p>weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.c: Elaborate how evidence supports claim SS.Inq3.c.h</p> <p>Analyze the extent to which evidence supports or does not support a claim, and if it</p>	<p>(S)</p> <ul style="list-style-type: none"> • Describe the continued spread of Islam in the 13th century, the conversion of the Mongols and the rise of the Delhi Sultanate (K) • Describe and compare the Islamic kingdoms in the Sudan and East Africa (S) • Describe Islamic advances in art, law, science and government (K) • Describe key advances and foods from the Muslim Agricultural Revolution (K) • Evaluate Islam's interactions with other faiths (R) • Use primary source documents to evaluate motivations for the crusades (P) • Use primary and secondary source documents to describe changes in gender relations in Islam (P) • Write and excellent Document Based Question (P) 		
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modify claim appropriately.

**Standard
SS.Inq4:
Wisconsin
students will
communicate
and
critique
conclusions.
Inq4.b:
Critique
conclusions
SS.Inq4.b.h**

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

**History
Standard
SS.Hist1:
Wisconsin
students will
use
historical**

**determining
cause and
effect.**

**Hist1.a:
Cause
SS.Hist1.a.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

**Standard
SS.Hist1:
Wisconsin
students will
use
historical
evidence for
determining
cause and
effect.**

**Hist1.b:
Effect**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.Hist2:
Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
Hist2.a:
Patterns stay the same . . .

of time
SS.Hist2.a.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over

time
SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h

—

the historical context influenced the process or nature of the continuity or change that took place.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a: Connections
SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and events.

Standard SS.Hist3: Wisconsin students will connect past events,

ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.b: Perspective SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning current events.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Historical
Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.b:
Intended
Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or

source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.c:
Purpose
SS.Hist4.c.h**

Analyze the
intended
purpose of a
specific
primary or
secondary
source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the**

			<p>context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d: Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Unit 1 - The Global Tapestry (Week 6, 3 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 <hr/> Social Studies AP</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 <hr/> History Standard SS.Hist1: Wisconsin students will</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Describe, compare and analyze the two regional trade networks in 	<ul style="list-style-type: none"> Was there a world economic network in this period? What were the impacts of the major economic innovations of this time period? What was the 	<p>Silk Roads, Mediterranean Sea, Trans-Sahara, Indian Ocean, Silk, Cotton, Porcelain, Spices, Bill of Exchange, Credit, Checks, Banking House, Paper Money, Hanseatic League, Caliphate, Bantu, Swahili, Turkic, Arabic, Diaspora, Ibn Battuta, Marco Polo, Xuanzang, Printing</p>

		<p>World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3-Knowing</p>	<p>use historical evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p>	<p>existence between 1100 and 1500 CE (K)</p> <ul style="list-style-type: none"> • Describe the long term effects of Mongol domination of Eurasia (R) • Review the basic economics of trade and ID trade patterns (K) • Identify changes and continuities in early Chinese dynasties (Sui, Tang) (K) • Develop strategies to write excellent Continuity and Change over Time essays (CCOT in WHAP speak) (S) • Describe early Chinese dynasties and identify key characteristics; identify relevant continuities and changes between and among dynasties. (P) • Describe Vietnam's uneasy relationship with China (K) • Compare early Chinese empires to Rome and other empires (this is a work-in-progress), and formulate an AP quality thesis. (P) • Describe the rise of 	<p>role of the city during this time period?</p> <ul style="list-style-type: none"> • What was the state of Europe after the 14th century plague pandemics? • How did innovation force growth in the cities and nomadic migration? 	<p>Press, Champa rice, Chinampa, Waru Waru, Horse Collar, Terracing, Neo-Confucianism, Grand Canal, Delhi Sultanate, Maya, Mexica, Inca, Chaco, Mesa Verde, Cahokia, Zimbabwe, Ethiopia, Hausa Kingdoms</p>
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		<p>the essential historical content of AP WorldHistory</p>	<p>Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.a:</p>	<p>the Maya empire, its characteristics and trade practices (K)</p> <ul style="list-style-type: none"> • Describe trade in the Americas and compare it to other trade networks (K) • Identify the trade conditions in Mesoamerica and South America, pre 1500 (K) • Create “mental maps” of key trade routes and the goods on those routes: what goods, by whom, by what means. (K) • Make Relevant, Direct Comparisons between/among the goods traded, and the systems of trade found in the Americas to those we have already studied (R) • Describe the trade networks in Africa, and the basic economies they served. (K) • Create “mental maps” of key trade routes and the goods on those routes. (K) • Compare the goods traded, and the systems of trade found in 		
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			<p>Patterns stay the same over a period of time SS.Hist2.a.h</p> <p>Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.b:</p>	<p>Africa to those we have already studied (S)</p> <ul style="list-style-type: none"> • Analyze maps and primary source documents to explain regional and inter-regional trade in Asia, 1000-1450 by evaluating Continuities and Changes along the silk roads (K) • Describe the growth of medieval cities in Europe (K) • Describe Venice’s key role in the salt trade, and basic salt production techniques, and provide economic analysis as to its profitability (S) • Describe the growth of trade in medieval Europe (K) • Describe the tensions between aspiring national monarchs, the rising middle class, and the old order of feudalism through visual analysis and practice thesis (S) • Explain the motivations for scientific mapmaking in a practice thesis (K) • Analyze 		
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			<p>Patterns change over a period of time SS.Hist2.b.h</p> <p>Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.c: Contextualiz</p>	<p>documents, both primary and secondary, to make an historical claim (R)</p> <ul style="list-style-type: none"> • Write an AP Quality thesis and body paragraphs (P) <p>Compare and contrast Christian and Islamic responses to the black death (S)</p> <p>•Write a great CCOT essay (P)</p>		
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ation
SS.Hist2.c.h

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Standard
SS.Hist3:
Wisconsin
students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a:
Connections
SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and events.

Standard
SS.Hist3:
Wisconsin

**students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.c:
Current**

			<p>Implications SS.Hist3.c.h</p> <p>Evaluate and justify predictions of potential outcomes of current events based on the past.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.a: Historical Context SS.Hist4.a.h</p> <p>Analyze how the historical context (situation) influences a primary or secondary</p>			
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source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.b:
Intended
Audience
SS.Hist4.b.h**

Analyze how
the intended
audience
influences a
primary or
secondary
source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the**

			<p>historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d:</p>			
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			<p>Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Unit 2: Networks of Exchange (Week 9, 5 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP World History</p> <p>Reportable Standard 1- Reading like an historian</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h Evaluate</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Define the Renaissance and explain advances in political, artistic, social, cultural and economic fields. (K) <ul style="list-style-type: none"> ○ Explain this by analyzing two pieces of renaissance art (R) 	<ul style="list-style-type: none"> • What was the cultural and economic impact of the enforced migration of slaves to the Americas? • What was the extent of the exchange of arts development? • What was the importance of the development of shipbuilding and navigational devices? • What are the characteristics and significant elements to each 	<p>Astrolabe, Caravel, Columbian Exchange, cash crop, Syncretism, coerced labor (Chattel slavery, Indentured Servitude, Encomienda and Hacienda, Mit'a), bureaucracy, Renaissance, Humanism, Secular, Capitalism, Mercantilism, Laissez-Faire, monopoly, demographics, migration, indentured labor, Bond, Bourse, Joint Stock Company, Huguenot, asiento, commodity, Nation-state, Serf, Enlightened Despot, Jizya, Syncretism, Sikh</p>

		<p>by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3-Knowing the essential historical content of AP WorldHistory</p>	<p>multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and</p>	<p>consequences of the Printing Press by formulating an answer with a practice DBQ (S)</p> <ul style="list-style-type: none"> • Produce a robust thesis on the most important consequence of the printing press (P) • Describe the methods by which Europeans were able to travel and ultimately conquer much of the world by evaluating the effectiveness of an historical argument (K) • Describe the unification of world trade in the Columbian Exchange in economic, social and political terms (K) • Compare the two primary economic systems of the day: capitalism and mercantilism (R) • Evaluate the Spanish mechanism of empire: how did the Spaniards make the colonies pay for 	<p>of the major empires of the time period?</p> <ul style="list-style-type: none"> • How did the Enlightenment period revolutionize thinking in the fields of politics, economics, religion, arts, and the environment? • What was the extent of the Ottoman Empire expansion and other empires reigns? • What were the Protestant Reformation and other religious movements? 	
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			<p>secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.a: Patterns stay the same over a period of time SS.Hist2.a.h</p> <p>Evaluate a variety of primary and secondary sources to</p>	<ul style="list-style-type: none"> • Explain the Columbian Exchange and show positive and negative effects over the short, medium and long term (from multiple POVs) (R) • Describe voluntary and involuntary migration to the “new Europes” (K) • Make comparisons between and among the primary areas of British Settlement: North America, Australia/New Zealand and South Africa (S) • Describe the social and legal implications of transportation in the British empire (K) • Utilize primary source documents to generalize about historical trends (S) • Make relevant direct comparisons between the Ottoman Empire and other empires we’ve studied. (S) • Describe the forced migrations of prisoners and slaves (K) 		
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			<p>apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.b: Patterns change over a period of time SS.Hist2.b.h</p> <p>Evaluate a variety of primary and secondary sources to</p>	<p>transatlantic slave trade and compare to other forms of coercive labor (S)</p> <ul style="list-style-type: none"> • Evaluate the validity of historical arguments from primary sources, and the arguments of others (R) • Describe the motivations for the Reformation (K) • Show how technology enabled new forms of social interactions during the reformation (K) • Identify long-term consequences of the reformation (K) • Identify connections between changes in religious thinking and economics (K) • Explain Capitalism as a new economic concept and apply its lessons to historical events (K) • Complete an excellent DBQ (S) • Finish and self-evaluate a DBQ: students must master the “system” of systematically 		
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			<p>apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.c: Contextualization SS.Hist2.c.h</p> <p>Evaluate how the historical context influenced the process or nature of the continuity or</p>	<p>Document Based Question. (S)</p> <ul style="list-style-type: none"> • Compare and contrast processes of urbanization in four key cities (S) • Describe the secrets of Dutch financial success (S) • Explain why Britain eventually won the battle for world trade (K) • Describe various new products and trading systems from the age of empires (K) • Describe the rise of the Russian Empire and compare it to other empires we have studied. (K) • Describe the rise of the Mughal Empire and compare it to other empires we have studied. (K) • Compare/contrast Chinese and Japanese responses to the arrival of Europeans (S) 		
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took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h**

Analyze
significant
historical
periods and
their
relationship to
present
issues and
events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;**

**current implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.c:
Current Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.a:
Historical
Context
SS.Hist4.a.h**

Analyze how
the historical
context
(situation)
influences a
primary or
secondary
source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to**

historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.b:
Intended Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology**

**Hist4.c:
Purpose
SS.Hist4.c.h**

Analyze the intended purpose of a specific primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).**

**Hist4.d:
Point of View (POV)
SS.Hist4.d.h**

Analyze how the POV of the author can influence the content and intent of a primary or

			<p>source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
Unit 3 - Land Based Empires (Week 14, 2 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies</p> <p>AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12</p> <p>History Standard</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>Hist1.a: Cause</p> <p>SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Describe the rise of the Mughal Empire and compare it to other empires we have studied.(K) Describe the rise of the Safavid Persian Empire and compare it to other empires we have studied.(K) Describe the rise of the Ming and Manchu dynasties in China and compare it to other empires we have studied.(K) Describe the rise of the Ottoman Empire and compare it to other empires we have studied. (K) Describe the motivations for the Reformation (K) Show how technology enabled 	<ul style="list-style-type: none"> What are the characteristics and significant elements to each of the major empires of the time period? What were the Protestant Reformation and other religious movements 	<p>Safavid, Jizya, Syncretism, Sikh Sikhism, Mughal, Songhai, Ottoman, Divine Right, Qing, Ming, Protestant Reformation</p>	

		<p>le Standard 2-Writing like an historian by crafting argument ative essays: Compara tive, Change Over Time, and Documen t Based</p> <p>Reportab le Standard 3- Knowing the essential historical content of AP WorldHis tory</p>	<p>both long- and short- term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short- term perspectives; evaluate how different</p>	<p>new forms of social interactions during the reformation (R)</p> <ul style="list-style-type: none"> • Identify long-term consequences of the reformation (R) • Identify connections between changes in religious thinking and economics (S) 		
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groups and individuals contributed to the effect.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.**

**Hist2.a:
Patterns stay
the same
over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the

community,
the state, the
United States
and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a
variety of
primary and
secondary
sources to
apply
knowledge of
major eras,
enduring
themes,
turning points,
and historical
influences to
analyze the
patterns of
change in the
community,

the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives**

to draw conclusions; and suggest current implications. Hist3.a: Connections SS.Hist3.a.h

Analyze significant historical periods and their relationship to present issues and events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.b: Perspective SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning

current events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended**

			<p>audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.a: Historical Context</p> <p>SS.Hist4.a.h</p> <p>Analyze how the historical context (situation) influences a primary or secondary source.</p> <p>Standard</p> <p>SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.b: Intended</p>			
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**Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).**

**Hist4.c:
Purpose
SS.Hist4.c.h**

Analyze the intended purpose of a specific primary or secondary source.

**Standard
SS.Hist4:**

			<p>Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p> <p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	Unit 4	SS	SS.Hist4.d.h	4. Identify	What was the	Columbian Exchange, each

	<p>Transoceanic Interconnections (Week 16, 5 Weeks)</p>	<p>PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change</p>	<p>Social Studies (2018) Grades 9-12 Economics Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government) Econ5.a: Specialization, Trade, and Interdependence SS.Econ5.a.h</p> <p>Analyze the role of comparative advantage in international trade of goods and services.</p> <p>History Standard SS.Hist1: Wisconsin students will use historical</p>	<p>comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Define the Renaissance and explain advances in political, artistic, social, cultural and economic fields. (K) • Explain this by analyzing two pieces of renaissance art (S) • Evaluate the consequences of the Printing Press by formulating an answer with a practice DBQ (S,R) • Describe the methods by which Europeans were able to travel and ultimately conquer much of the world by evaluating the effectiveness of an historical argument (R) • Describe the unification of world trade in the Columbian Exchange in economic, social and political terms (K) • Compare the two primary economic systems of the day: capitalism and mercantilism (R) • Evaluate the 	<p>cultural and economic impact of the enforced migration of slaves to the Americas?</p> <ul style="list-style-type: none"> • What was the extent of the exchange of arts development? • What was the importance of the development of shipbuilding and navigational devices? • What are the characteristics and significant elements to each of the major empires of the time period? • How did the Enlightenment period revolutionize thinking in the fields of politics, economics, religion, arts, and the environment 	<p>crop, coerced labor (Chattel slavery, Indentured Servitude, Encomienda and Hacienda, Mit'a), bureaucracy, Caravel, Lateen Sail, Compass, Cartography, Syncretism, Czar, Capitalism, Mercantilism, Joint Stock Company, Humanism, Renaissance, Secular</p>
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		<p>Time, and Document Based</p> <p>Reportable Standard 3- Knowing the essential historical content of AP WorldHistory</p>	<p>evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b:</p>	<p>Spanish mechanism of empire: how did the Spaniards make the colonies pay for themselves? (R)</p> <ul style="list-style-type: none"> • Explain the Columbian Exchange and show positive and negative effects over the short, medium and long term (from multiple POVs) (R) • Describe the transatlantic slave trade and compare to other forms of coercive labor (K,R) • Explain why Britain eventually won the battle for world trade (R) • Explain how and why Capitalism eventually overtook Mercantilism as the dominant economic philosophy (R) • Compare and Evaluate the philosophies proposed during the early enlightenment period (R) • Analyze our thinkers along various axes: liberal-conservative, libertarian-authoritarian, left right (S, R) • Compare and contrast processes of urbanization in 		
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			<p>SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.a: Patterns stay</p>	key cities (R)		
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**over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns**

a period of time
SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h**

Analyze significant historical periods and their relationship to present issues and events.

**Standard
SS.Hist3:
Wisconsin
students will**

events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.b: Perspective
SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning current events.

Standard
SS.Hist3:
Wisconsin
students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.c:
Current Implications

Evaluate and justify predictions of potential outcomes of current events based on the past.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.a: Historical Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).

Hist4.b:
Intended
Audience
SS.Hist4.b.h

Analyze how
the intended
audience
influences a
primary or
secondary
source.

Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical

intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.c: Purpose
SS.Hist4.c.h**

Analyze the intended purpose of a specific primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).**

**Hist4.d: Point of View
(SS.Hist4.d.a)**

			<p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	Unit 5 - Revolutions (Week 21, 4 Weeks)	<p>RS: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the</p>	<p>PRIORITY WI: Social Studies (2018)</p> <p>Grades 9-12</p> <p>History</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>Hist1.a: Cause</p> <p>SS.Hist1.a.h</p> <p>Evaluate multiple events from</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Analyze the causes of the American Revolution through the lens of the Enlightenment <i>Philosophes (R)</i> Evaluate the successes and failures of the French Revolution (R) Compare the American and French Revolutions using Gustavson's 6 stages of revolution Describe the 	<ul style="list-style-type: none"> What were the benefits and limitations to democracy as a new world political structure? What was the impact of each of the major political revolutions for independence? How did the new wave of imperialism change the foreign relationships of nations? How did colonization and the Industrial 	<p>Industrialization, stock market, insurance, gold standard, corporation, capitalism, socialism, anarchism, imperialism, nationalism, nation-state, enlightenment, feminism, migration, Congress of Vienna, Balance of Power, Containment, Legitimacy, mulatto, vodoun, maroon, Toussaint L'Overture, mestizo, mazombo, Creole, Mulatto, neo-colonialism, Chartist, Socialism, Laissez-Faire, union, collective bargaining, strike, utilitarianism</p>

		<p>meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3-Knowing the essential historical content of AP WorldHistory</p>	<p>different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and</p>	<p>successful slave revolt in Haiti and its implications for slavery elsewhere (K,R)</p> <ul style="list-style-type: none"> • Describe the various arguments for and against the abolition of the slave trade and slavery (K,R) • Describe and compare the independence movements in Latin America, and compare these revolutions to those in America, France, and Haiti (K,R) • Explain why Britain was the first nation to industrialize (R) • Analyze different legal and social responses to the challenges created by industrial capitalism (R) • Show how the force of nationalism contributed to the formation of nations and a new political order in Europe (K) • Show how nationalism could be a destructive force as well. (S) • Describe Japan's transition to an industrialized, imperial society, 	<p>Revolution impact gender structure in societies?</p> <ul style="list-style-type: none"> • What are the new patterns of world trade in a newly imperialized and nationalized world? • What impact does nationalism have in guiding nations' decisions politically, economically, and socially? 	
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			<p>analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.a: Patterns stay the same over a period of time</p> <p>SS.Hist2.a.h</p> <p>Evaluate a variety of primary and secondary sources to apply knowledge of</p>	<p>and compare that transformation to other regions of the world. (K)</p>		
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major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of

			<p>major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.c: Contextualization</p> <p>SS.Hist2.c.h</p> <p>Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>Standard</p>			
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			<p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>Hist3.a: Connections SS.Hist3.a.h</p> <p>Analyze significant historical periods and their relationship to present issues and events.</p> <p>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>		
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**Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.**

**Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:**

			<p>Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.a: Historical Context SS.Hist4.a.h</p> <p>Analyze how the historical context (situation) influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context,</p>			
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			<p>intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.b: Intended Audience</p> <p>SS.Hist4.b.h</p> <p>Analyze how the intended audience influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.c: Purpose</p>			
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			<p>SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p> <p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify</p>			
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whose voices may be left out.

Political Science

Standard SS.PS1:

Wisconsin students will identify and analyze democratic principles and ideals.

PS1.a:

Values & Principles of American Constitutional

Democracy SS.PS1.a.h

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of

			<p>government.</p> <p>Analyze sources of governmental authority.</p> <p>Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.</p> <p>PS1.b: Origins & Foundation of the Government of the United States</p> <p>SS.PS1.c.h</p> <p>Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States.</p> <p>Analyze the foundational ideas of United States government which are embedded in</p>			
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founding era documents.

**Standard
SS.PS2:
Wisconsin
students will
examine and
interpret
rights,
privileges,
and
responsibilities
in society.
PS2.a: Civil
Rights and
Civil
Liberties
SS.PS2.a.h**

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

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	<p>Unit 6 - Consequences of Industrialization (Week 25, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Cause and Effect</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ Show how the force of nationalism contributed to the formation of nations and a new political order in Europe (R) ○ Show how nationalism could be a destructive force as well. (R) ○ Explain Imperialism as a political and economic concept (K) ○ Explain the social, political, cultural and economic motivations for imperialism. (K) ○ Identify and Explain the causes of the decline of the Ottoman Empire 	<ul style="list-style-type: none"> • <ul style="list-style-type: none"> ○ What were the benefits and limitations to democracy as a new world political structure? ○ What was the impact of each of the major political revolutions for independence? ○ How did the new wave of imperialism change the foreign relationships of nations? ○ How did colonization and the Industrial Revolution impact gender structure in societies? ○ What are the effects of imperialism on the world? 	<p>imperialism, nationalism, nation-state, realpolitik, idealism, social Darwinism, paternalism, cash crop, opium war, Meiji restoration, Conservative, Liberal, Zionism Cash Crop, Terms of Trade, Opium War, Taiping Rebellion, Self-strengthening movement, Boxer Rebellion, Empress Cixi, migration, involuntary migration, cultural syncretism</p>
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		<p>Over Time, and Document Based</p> <p>Reportable Standard 3- Knowing the essential historical content of AP WorldHistory</p>	<p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize,</p>	<p>Ottoman Empire (R)</p> <ul style="list-style-type: none"> ○ Explain the political, social and economic changes brought about in colonized societies. (R) 	<p>patterns of world trade in a newly imperialized and nationalized world?</p> <ul style="list-style-type: none"> ○ What impact does nationalism have in guiding nations' decisions politically, economically, and socially? ○ Identify and explain general features of migration ○ Evaluate and compare two "back and forth" migrations in history 	
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**patterns of continuity and change over time and contextualization of historical events.
Hist2.a:
Patterns stay the same over a period of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin students will analyze, recognize,**

patterns of continuity and change over time and contextualization of historical events.

**Hist2.b: Patterns change over a period of time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate**

**continuity and change over time and contextualization of historical events.
Hist2.c: Contextualization
SS.Hist2.c.h**

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

**Standard
SS.Hist3:
Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.a: Connections
SS.Hist3.a.h**

Analyze significant

periods and their relationship to present issues and events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
Hist3.b: Perspective
SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning current events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the

different perspectives to draw conclusions; and suggest current implications.
Hist3.c:
Current Implications
SS.Hist3.c.h

Evaluate and justify predictions of potential outcomes of current events based on the past.

Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).
Hist4.a:
Historical

SS.Hist4.a.h

Analyze how the historical context (situation) influences a primary or secondary source.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.b: Intended Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).

Hist4.c:
Purpose
SS.Hist4.c.h

Analyze the
intended
purpose of a
specific
primary or
secondary
source.

Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,

			<p>audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d: Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Unit 7 - Global Conflict (Week 29, 3 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP World History</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist1: Wisconsin students will use historical</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Describe the main alliances of WWI (K) • Analyze the causes of WWI (R) • Describe WWI as a total war, the first 	<ul style="list-style-type: none"> • What is the downside of technological progress that is seen during this time? • What are the political, economical, and social effects of global wars? • How was the 	<p>New Scientific Paradigm, theory of relativity, mass consumption, mass entertainment, balance of power, stalemate, trench warfare, war of attrition, industrial war, total war, Pogrom, Bolsheviks, Lenin, Duma, Rasputin, Provisional Government, Soviet, Dictated Peace, Vengeful Peace, Just Peace, Coalition Government,</p>

		<p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3- Knowing the essential</p>	<p>evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect</p>	<p>“industrial war” (K)</p> <ul style="list-style-type: none"> • Explain the main points of the treaty of Versailles (K) • Describe the lasting effects of the war on Western Society (P) • Describe the Russian Revolution and its effects on the war and peace (R) • Evaluate the goals and success of the Russian Revolution (R) • Compare the Russian Revolution to others we have studied (R) • Define and explain hyperinflation and its causes (K) • Summarize the causes of the Great Depression (R) • Analyze how the US, Europe and Japan reacted to the Depression (P) • Compare and evaluate the two dominant ideologies of the day: Fascism and Communism - two forms of totalitarianism (R) • Evaluate the strategies and tactics by nations in the war and make comparisons between the tactics 	<p>balance of powers challenged and maintained during this time?</p> <ul style="list-style-type: none"> • What is the influence of nationalism on the World Wars? • What has been the development of a global community in the time period? • What was the influence of the World Wars on areas outside of Europe? 	<p>Weimar Republic, Hyperinflation, Dawes Plan, Great Depression, Franklin Roosevelt, New Deal, holocaust, United Nations, Iron Curtain, Containment, Truman Doctrine, Marshall Plan, Cold War, NATO, Warsaw Pact</p>
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		<p>historical content of AP WorldHistory</p>	<p>SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.a: Patterns stay the same</p>	<p>and strategies used in WW2 and other conflicts. (R)</p> <ul style="list-style-type: none"> • Identify the turning points of WWII in Europe and the Pacific and describe each turning point for its strategic and tactical value (R) • 		
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**over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over**

**a period of
time
SS.Hist2.b.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h**

Analyze significant historical periods and their relationship to present issues and events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past**

events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.b: Perspective SS.Hist3.b.h

Evaluate historical perspectives to create arguments with evidence concerning current events.

Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.c: Current Implications SS.Hist3.c.h

Evaluate and justify predictions of potential outcomes of current events based on the past.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.a: Historical Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

Standard

SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).

Hist4.b:
Intended
Audience
SS.Hist4.b.h

Analyze how
the intended
audience
influences a
primary or
secondary
source.

Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,

			<p>intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.c: Purpose SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p>			
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			<p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
Unit 8 Cold War and Decolonization (Week 32, 3 Weeks)	<p>RS: Reportable Standards</p> <p>RS: Grades 9-12</p> <hr/> <p>Social Studies</p> <p>AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the</p>	<p>PRIORITY WI: Social Studies (2018)</p> <p>Grades 9-12</p> <hr/> <p>History</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>Hist1.a: Cause</p> <p>SS.Hist1.a.h</p> <p>Evaluate multiple events from</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Describe the alliances the US and USSR used to define the cold war world (K) • Describe the new nations created by the cold war(K) • Analyze proxy wars and other features of the cold war(S) • Describe the independence of China and India, and their experiences after 	<ul style="list-style-type: none"> • How did the cold war impact people around the globe? • What has been the development of a global community in the time period? • Why has the economic gap between the developed and developing world grown? • Why did the cold war end? What impact did this have? • How does globalization affect personal, cultural and 	<p>Cold War, NATO, Warsaw Pact, Satellite State, Client States, Proxy War, MAD, Brinkmanship, Sun Yat-sen, Chiang Kai Shek, Mao Zedong, M.K. Gandhi, Muhammad Ali Jinnah, Jawaharlal Nehru. Third World, Developing Nation, Non-Aligned movement, OPEC, NGO, Perestroika, Glasnost, Tiananmen, Mikhail Gorbachev, Deng Xiaoping, consumerism, multinational corporation, transnational corporation, globalization, cultural imperialism</p>	

		<p>meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3-Knowing the essential historical content of AP WorldHistory</p>	<p>different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary</p>	<ul style="list-style-type: none"> • Analyze the political, social and economic forces at work in China in the 20th century(S) • Identify key Chinese leaders: Sun Yat-sen, Chiang Kai Shek, Mao Zedong(K) • Analyze the political, social and economic forces at work in India in the 20th century(K) • Identify key Indian leaders: M.K. Gandhi, M. Jinnah, J. Nehru(K) <p>Describe the “3rd world” movement(K)</p> <ul style="list-style-type: none"> • 	<p>religious identity?</p>	
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analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

**Hist2.a: Patterns stay the same over a period of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply

major eras,
enduring
themes,
turning points,
and historical
influences to
analyze the
patterns of
continuity in
the
community,
the state, the
United States
and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a
variety of
primary and
secondary
sources to
apply

major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h

Analyze
significant
historical
periods and
their
relationship to
present
issues and
events.

Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current

**Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.**

**Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

Standard

Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.a:
Historical Context
SS.Hist4.a.h**

Analyze how the historical context (situation) influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical**

intended audience, purpose, and/or author's point of view (Historical Methodology).

**Hist4.b:
Intended Audience
SS.Hist4.b.h**

Analyze how the intended audience influences a primary or secondary source.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).**

**Hist4.c:
-**

SS.Hist4.c.h

Analyze the intended purpose of a specific primary or secondary source.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).

Hist4.d: Point of View (POV)

SS.Hist4.d.h

Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and

			<p>whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Unit 9 - Globalization (Week 35, 2 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12</p> <hr/> <p>Social Studies AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning of words and phrases as they are used in a text.</p> <p>Reportable Standard 2-Writing</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12</p> <p>History Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Identify the "most interesting" -by your criteria - time and place we have studied in this course</p> <p>Prepare an effective, brief presentation that addresses the 5 themes of history and 4 historical thinking skills we have reviewed in this course.</p> <ul style="list-style-type: none"> • Analyze global and regional demographic trends in the 20th century(S) • Analyze economic development in the 20th century(K) • Explain the factors that led to 1989 being a “year of global change” especially in the USSR, China, Yugoslavia and 	<p>How does globalization affect personal, cultural and religious identity?</p> <ul style="list-style-type: none"> • Why has the economic gap between the developed and developing world grown? 	<p>OPEC, NGO, Perestroika, Glasnost, Tiananmen, Mikhail Gorbachev, Deng Xiaoping, consumerism, multinational corporation, transnational corporation, globalization, cultural imperialism</p>

		<p>like an historian by crafting argumentative essays: Comparative, Change Over Time, and Document Based</p> <p>Reportable Standard 3- Knowing the essential historical content of AP WorldHistory</p>	<p>term perspectives; evaluate how different groups and individuals contributed to the event or cause.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.b: Effect SS.Hist1.b.h</p> <p>Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals</p>	<p>Poland(K)</p> <ul style="list-style-type: none"> • Analyze political cartoons to better understand history.(S) • Use Demographic Analysis to chart broad trends in history(S) • Identify continuities and changes created by the events of 1989(K) • Evaluate and compare the effects of globalization on Mexico and Iran(S) 		
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contributed to the effect.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.a:
Patterns stay
the same
over a period
of time
SS.Hist2.a.h**

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the

United States
and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.b:
Patterns
change over
a period of
time
SS.Hist2.b.h**

Evaluate a
variety of
primary and
secondary
sources to
apply
knowledge of
major eras,
enduring
themes,
turning points,
and historical
influences to
analyze the
patterns of
change in the
community,
the state, the
United States

and the world.

**Standard
SS.Hist2:
Wisconsin
students will
analyze,
recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.
Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how
the historical
context
influenced the
process or
nature of the
continuity or
change that
took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;**

**and suggest
current
implications.
Hist3.a:
Connections
SS.Hist3.a.h**

Analyze
significant
historical
periods and
their
relationship to
present
issues and
events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate
historical
perspectives
to create
arguments
with evidence
concerning
current

events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.c:
Current
Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,**

			<p>purpose, and/or author's point of view (Historical Methodology). Hist4.a: Historical Context SS.Hist4.a.h</p> <p>Analyze how the historical context (situation) influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.b: Intended Audience</p>			
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			<p>SS.Hist4.b.h</p> <p>Analyze how the intended audience influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.c: Purpose</p> <p>SS.Hist4.c.h</p> <p>Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin</p>			
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			<p>students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV) SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	Post Exam Period	RS: Reportable	PRIORITY WI: Social Studies	1. Identify a comprehensive set of	What is the most interesting time/place we	Will depend on the topic students choose

	<p>(Week 37, 4 Weeks)</p>	<p>Standards RS: Grades 9-12</p> <p>Social Studies American Government</p> <p>Reportable Standard 3- Knowing the essential content of American Government to build context necessary for civic participation.</p> <p>AP World History</p> <p>Reportable Standard 1- Reading like an historian by understanding the meaning</p>	<p>(2018) Grades 9-12</p> <p>Social Studies Inquiry Practices and Processes</p> <p>Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.</p> <p>Inq1.a: Develop questions based on a topic</p> <p>SS.Inq1.a.h</p> <p>Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.</p>	<p>learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Analyzing primary source documents, both text and visual (S) Using maps to explain complex historical interactions (S) Using cause and effect to explain economic relationships (R) Using regional and interregional studies to explain social and cultural phenomena (R) Designing and implementing effective presentations (P) 	<p>have studied this year, and why?</p>	
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of words and phrases as they are used in a text.

inquiry
SS.Inq1.b.h

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard
SS.Inq2:
Wisconsin students will gather and evaluate sources.
Inq2.a:
Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry
SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics,

political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

**Standard
SS.Inq2:
Wisconsin
students will
gather and
evaluate
sources.
Inq2.b:
Evaluate
sources
SS.Inq2.b.h**

Analyze and weigh relevance of source through a disciplinary lens to determine

author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

**Standard
SS.Inq3:
Wisconsin
students will
develop
claims using
evidence to
support
reasoning.
Inq3.a:
Develop
claims to
answer
inquiry
question
SS.Inq3.a.h**

Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

**Standard
SS.Inq3:
Wisconsin
students will
develop
claims using
evidence to**

**reasoning.
Inq3.b: Cite
evidence
from
multiple
sources to
support
claim
SS.Inq3.b.h**

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

**Standard
SS.Inq3:
Wisconsin
students will
develop
claims using
evidence to
support
reasoning.
Inq3.c:
Elaborate
how
evidence
supports
claim
SS.Inq3.c.h**

Analyze the extent to which evidence supports or does not support a

does not,
modify claim
appropriately.

**Standard
SS.Inq4:
Wisconsin
students will
communicat
e and
critique
conclusions.
Inq4.a:
Communicat
e
conclusions
SS.Inq4.a.h**

Communicate
conclusions
while taking
into
consideration
that
audiences
from diverse
backgrounds
(e.g., gender,
class,
proximity to
the event or
issue) may
interpret the
information in
different
ways).

**Standard
SS.Inq4:
Wisconsin
students will
communicat
e and
critique
conclusions.**

**Critique conclusions
SS.Inq4.b.h**

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

**Standard
SS.Inq5:
Wisconsin students will be civically engaged.
Inq5.a: Civic engagement
SS.Inq5.a.h**

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative

engagement with community, school, state, tribal, national, and/or global implications.

History

Standard

SS.Hist1:

Wisconsin

students will use

historical evidence for determining cause and effect.

Hist1.a:

Cause

SS.Hist1.a.h

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and

contributed to the event or cause.

**Standard
SS.Hist1:
Wisconsin
students will
use
historical
evidence for
determining
cause and
effect.
Hist1.b:
Effect
SS.Hist1.b.h**

Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

**Standard
SS.Hist2:
Wisconsin**

analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
Hist2.a: Patterns stay the same over a period of time
SS.Hist2.a.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin ...

analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
Hist2.b: Patterns change over a period of time
SS.Hist2.b.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Standard
SS.Hist2:
Wisconsin
students will

**recognize,
and evaluate
patterns of
continuity
and change
over time
and
contextualiz
ation of
historical
events.**

**Hist2.c:
Contextualiz
ation
SS.Hist2.c.h**

Evaluate how
the historical
context
influenced the
process or
nature of the
continuity or
change that
took place.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.**

**Hist3.a:
Connections**

Analyze significant historical periods and their relationship to present issues and events.

**Standard
SS.Hist3:
Wisconsin
students will
connect past
events,
people, and
ideas to the
present; use
different
perspectives
to draw
conclusions;
and suggest
current
implications.
Hist3.b:
Perspective
SS.Hist3.b.h**

Evaluate historical perspectives to create arguments with evidence concerning current events.

**Standard
SS.Hist3:
Wisconsin
students will**

events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

**Hist3.c:
Current Implications
SS.Hist3.c.h**

Evaluate and justify predictions of potential outcomes of current events based on the past.

**Standard
SS.Hist4:
Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical**

).
**Hist4.a:
Historical
Context
SS.Hist4.a.h**

Analyze how
the historical
context
(situation)
influences a
primary or
secondary
source.

**Standard
SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context,
intended
audience,
purpose,
and/or
author's
point of view
(Historical
Methodology
).**

**Hist4.b:
Intended
Audience
SS.Hist4.b.h**

Analyze how
the intended
audience
influences a

secondary source.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).
Hist4.c: Purpose
SS.Hist4.c.h

Analyze the intended purpose of a specific primary or secondary source.

Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to

			<p>historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>Hist4.d: Point of View (POV)</p> <p>SS.Hist4.d.h</p> <p>Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School	The American West (Week 1, 4 Weeks)	RS: PRIORITY: Reportable Standards	PRIORITY: Pewaukee Advanced U.S. History	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.	How can primary and secondary sources help a student think	Manifest Destiny, frontier, robber baron, moral gilded age

<p>Mixed-grade High US History (D) 2020-2021 5 Curriculum Developers</p>		<p>RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen.</p>	<p>Standards Grades 11-12 Period 6: 1865-1898 Students will understand that... 6.1: From 1865-1898 technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. 6.2: From 1865-1898 the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. 6.3: From 1865-1898 the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</p>	<p><u>Reading Like A Historian:</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Research like a historian by using primary and secondary sources to analyze the impact of America’s progress during the mid-late 1800s on various individuals. (S) • Analyze and interpret historical political cartoons using the Cartoon Analysis Guide. (R) <p><u>Writing Like a Historian:</u></p> <p>Students will</p> <ul style="list-style-type: none"> • incorporate historical background information to build context and reflect knowledge of a key historical figure in Westward Expansion (P) • develop an argumentative topic sentence that answer the question. (P) • develop a context statement that demonstrates a knowledge of the time period. (P) • develop sentences that use evidence supporting the argumentative topic sentence. (P) • develop sentences that analyze the evidence. (P) • develop a sentence that wraps up the paragraph. (P) <p><u>Knowing Historical Content: Westward</u></p>	<p>like a historian?</p> <p>How does a nation create an identity for itself?</p>	
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			<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. Writing Text Types and</p>	<p><u>Expansion</u></p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain the economic, political, social and religious roots of Manifest Destiny and analyze how the concept influenced the nation’s westward expansion (K) • Explore artwork from the 1800s to understand the importance of the landscape as a symbol of national identity. (R) • Examine the impact of Westward expansion on America and specifically on Native Americans. (K) • Examine the push and pull factors of developing the west including geography, cowboys and early farming. (K) • Explain the significance of “the frontier” in American history by analyzing Turner’s Frontier Thesis. (K) • Differentiate between “old” and “new” immigrants and their experiences. (K) • Define Nativism and explain how it impacted immigrants. (K) • Demonstrate basic knowledge of US states by completing an online states assessment. (K) • Examine the immigrant experience by analyzing immigrant quotes and photos. (R) • Identify what life was like in the cities in the turn of the century. (K) • Identify the negative impact of trusts on American society in the 		
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			<p>Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow</p>	<p>early 1900s. (K)</p> <p>Present Like A Historian (formative only for this unit.)</p> <ul style="list-style-type: none"> • Present the impact of America's progress based on the perspective of their historical figure. (S) 		
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			or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.			
Progressivism & Imperialism (Week 5, 4 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 7: 1890-1945 Students will understand that... 7.1: From 1890-1945 growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. 7.2: From 1890-1945 innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will read a political cartoon like a historian and demonstrate this skill by creating their own political cartoon and relating it to the progressive era. (K, P)</p> <p>Students will demonstrate the ability to identify imperialism and evaluate the types and levels of imperialism when confronted with a real-world example. (K, S)</p> <p>2. Label each learning target using the following categories:</p> <ul style="list-style-type: none"> • Knowledge (K)- What I need to know • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)-What I can do with 	<p>How is journalism used to alert the public of the problems?</p> <p>What is the appropriate role of the government in addressing social problems?</p>	<p>muckraker</p> <p>imperialism</p> <p>progressive</p> <p>annex</p>	

		<p>necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>migration patterns.</p> <p>7.3: From 1890-1945 participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p> <p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information,</p>	<p>what I know</p>		
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supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12**

**Reading:
History/Social
Studies
Key Ideas and
Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific

			<p>when writing or speaking to support conclusions drawn from the text.</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p>			
	World War I (Week 9, 3	RS: PRIORITY: Reportable	PRIORITY: Pewaukee Advanced U.S.	1. Identify a comprehensive set of learning targets <u>for each Priority</u>	When is it proper to declare war?	propaganda

	Weeks)	<p>Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>History Standards Grades 11-12 Period 7: 1890-1945 Students will understand that... 7.3: From 1890-1945 participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world. PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</p>	<p><u>Standard in the context of the unit.</u></p> <p>Students will critically read examples of propaganda from World War I and today while identifying the techniques that were used. (K, S)</p> <p>Students will write a timed essay arguing where the ethical line of propaganda should be by using examples of propaganda in their writing. (K, S)</p>	<p>When does government created propaganda become unethical?</p> <p>In what ways has America promoted democracy?</p>	<p>alliances</p> <p>neutrality</p> <p>isolationism</p>
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			<p>appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine</p>			
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what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.**

WHST.11-12.1.
Write arguments

			focused on discipline-specific content.			
	Roaring Twenties & Great Depression (Week 12, 4 Weeks)	RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4-	PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 7: 1890-1945 Students will understand that... 7.1: From 1890-1945 growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. 7.2: From 1890-1945 innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Students will create an original advertisement using techniques of image advertising while demonstrating an understanding of the New Deal. (K, P)	What consequences can excessive consumerism have on a society? How does corporate advertising and image advertising reflect the culture of the time? What role should the government play in shaping the economy?	consumerism Madison Avenue depression overproduction underconsumption Dust Bowl

		<p>a historian in a way that is appropriate and effective for the audience and task.</p>	<p>Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal</p>			
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tasks.
PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies
Key Ideas and
Details
1. Read closely
to determine
what the text
says explicitly
and to make
logical
inferences from
it; cite specific
textual evidence
when writing or
speaking to
support
conclusions
drawn from the
text.
RH.11-12.1. Cite
specific textual
evidence to
support analysis
of primary and
secondary
sources,
connecting
insights gained
from specific
details to an
understanding of
the text as a
whole.
.....

			<p>Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p>			
	<p>Hall of Fame (Week 16, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim.</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <p>Reading like a historian:</p> <p>Research key individuals in American history using primary sources to persuade us why you belong in the History Hall of Fame. (S)</p> <p>Analyze a primary source to identify evidence as to why you belong in the Hall of Fame. (R)</p> <p>Writing like a historian:</p> <p>Create a resume and cover letter highlighting your accomplishments and why</p>	<p>What strategies of research can be used to develop understanding an important individual in history?</p> <p>What strategies can be used to persuade an audience?</p>	<p>Resume</p> <p>Cover Letter</p> <p>Interview</p> <p>Committee</p> <p>Biography</p>

		<p>Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>conclusions drawn from the text. RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained</p>	<p>you belong in the Hall of Fame. (P)</p> <p>Present like a historian:</p> <p>Interview and determine who belongs in the Hall of Fame. (P)</p> <p>Articulate your significance in American history and why you belong in the Hall of Fame by participating in interviews. (P)</p>		
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			<p>research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>PRIORITY WI: CCEE: ELA Grades 11-12 Speaking and Listening EESL.11-12.4. Present information and findings as well as alternative or opposing information, with an organization that is</p>			
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			<p>appropriate to the purpose, audience, and task.</p> <p>Level III AA Students will: EESL.11-12.4. Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	World War II (Week 20, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Reading: Literature 2. Determine central ideas or themes of a text and analyze their</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p><u>Reading like a historian:</u></p> <p>Evaluate various primary and secondary sources to examine the social, economic and political effects of WWII on the home front. (K,P)</p>	<p>What role does the homefront play in supporting a war?</p> <p>When is it justifiable to declare war?</p> <p>Should there be ethical standards when dealing with</p>	<p>appeasement</p> <p>Nazi</p> <p>totalitarian</p> <p>militarism</p> <p>draft</p>

		<p>analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>summarize the key supporting details and ideas. RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. Reading: Informational Text Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI.11-12.1. Cite</p>	<p>Analyze WWII from a variety of perspectives by researching a unique perspective and writing from that point of view. (K,P)</p> <p><u>Knowing historical content:</u></p> <p>Trace the steps from US neutrality to war preparation and involvement. (K,P)</p> <p><u>Writing like a historian:</u></p> <p>Analyze WWII from a variety of perspectives by researching a unique perspective and writing from that point of view.(K,P)</p> <p><u>Presenting like a historian:</u></p> <p>Participate in a discussion from the perspective of someone impacted by WWII.(K,S)</p>	<p>prisoners of war? What is just war?</p>	<p>rationing island hopping</p>
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			<p>thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Cold War & Baby Boom (Week 24, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 8: 1945-1980 Students will understand that... 8.1: From 1945-1980 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will locate an artifact from this era and create a museum display relating this artifact to the time period. The display will be featured in a museum visible to younger students. (K, P)</p>	<p>How can analyzing and looking at artifacts from the time period help us better understand the culture?</p> <p>When is it justifiable to declare war? How do people react when fearing for their safety?</p>	<p>Baby Boom</p> <p>Suburbs</p> <p>Communism</p> <p>Red Scare</p> <p>Nuclear War</p>

		<p>using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>leadership, with far-reaching domestic and international consequences. 8.3: From 1945-1980 postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and</p>			
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			<p>supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</p>		
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			<p>when writing or speaking to support conclusions drawn from the text.</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Reading: Science & Technical Subjects Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats</p>			
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			<p>and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p>			
	Civil Rights (Week 28, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies US History</p> <p>Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards</p> <p>Grades 11-12</p> <p>Period 8: 1945-1980</p> <p>Students will understand that...</p> <p>8.2: From 1945-1980 new movements for civil rights and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will identify the legal and social advancements made in the African American Civil Rights movement as well as other movements during the 1950s-1970s. Students will demonstrate this by creating a formal argumentative writing using primary sources. (K, P)</p>	<p>How do the philosophies for achieving civil rights differ?</p> <p>How has the Civil Rights movement evolved over the years to the present day and what challenges remain?</p> <p>How is social change effectively created?</p>	<p>segregation</p> <p>discrimination</p> <p>civil disobedience</p> <p>boycott</p>

		<p>information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim.</p>	<p>expand the role of government generated a range of political and cultural responses. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained</p>			
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details to an understanding of the text as a whole.

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.11-12.7.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

	<p>Vietnam & 1970's (Week 32, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen.</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 8: 1945-1980 Students will understand that... 8.1: From 1945-1980 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. 8.3: From 1945-1980 postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will analyze protest music from this era and demonstrate their understanding by analyzing a song in a timed writing. (K, S)</p>	<p>When is it justifiable to send American soldiers into war?</p> <p>How and when should the American public protest perceived wrongdoing by the government?</p> <p>When should one branch of government overrule another branch for the good of democracy?</p>	<p>containment</p> <p>proxy war</p> <p>draft dodging</p> <p>protest</p> <p>Vietnamization</p> <p>impeachment</p> <p>inflation</p>
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			<p>Reading: History/Social Studies Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts</p>		
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			<p>using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p>			
	<p>Conservatism & Information Age (Week 36, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 9: 1980-Present Students will understand that... 9.1: From 1980-Present a newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. 9.2: From 1980-Present moving into the 21st century, the nation experienced significant</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will investigate a half-decade from this semester and create a presentation using video and music of the era to argue which events were most significant to reshaping America. (K, P)</p>	<p>How does the balance between conservatism and liberalism impact the development of a country?</p> <p>How should balance the safety of Americans with personal liberty?</p> <p>In what ways have new technologies using the internet altered American culture?</p>	<p>Silicon Valley</p> <p>Entrepreneur</p> <p>Terrorism</p> <p>Diplomacy</p> <p>Partisanship</p>

		<p>context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>economic, and demographic changes.</p> <p>9.3: From 1980- Present the end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p> <p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence,</p>			
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and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12**

WI: Grades 11-12

Reading:

**Science &
Technical
Subjects**

**Integration of
Knowledge and
Ideas**

**7. Integrate and
evaluate content
presented in
diverse formats
and media,
including
visually and
quantitatively, as
well as in words.**

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Writing

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

WHST.11-12.7.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PRIORITY WI:

CCEE: ELA

Grades 11-12

Speaking and Listening

EESL.11-12.4.

Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.

Level III AA

Students will:

EESL.11-12.4.

Present information and findings as well as alternative or opposing information, with an organization that is appropriate to the purpose, audience, and task.

	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Mixed-grade High Advanced US History (D) 2020-2021 Yuskis, Aaron	1.1491-1607 European Arrival (Week 1, 1 Week)	RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen. US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim.	PRIORITY: Pewaukee Advanced U.S. History Grades 11-12 Period 1: 1491-1607 Students will understand that... 1.1: From 1491-1607 as native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. 1.2: From 1491-1607 contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. PRIORITY WI:	1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u> Reading Like A Historian: (formative only for this unit) Writing Like a Historian: (formative only for this unit) Knowing Historical Content: 1491-1607 Students will know: As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments. (K) Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean. (K)	What are the reasons why people move to another area? Examine the push and pull factors. What are the consequences, both intended and unintended, when one people group moves into another group's area?	plains encomienda diversification

			<p>Social Studies (2018) Grades 9-12 Geography Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns. Geog2.b: Reasons People Move SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems</p>			
	<p>2.1607-1754 Colonial America (Week 2, 3 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by .</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 2: 1607-1754 Students will understand that... 2.1: From 1607-1754 Europeans developed a variety of colonization and migration patterns, influenced by .</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like A Historian: (formative only for this unit)</p> <p>Writing Like a Historian:</p> <p>Students will write an argumentative essay following the AP US History guidelines in a Long Essay format. (R)</p>	<p>Why don't all colonization stories look the same? What factors does a historian need to consider when analyzing a group's story?</p>	<p>colonization</p> <p>indentured</p> <p>mercantilism</p> <p>conversion</p> <p>accommodation</p>

		<p>evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.</p>	<p>goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. 2.2: From 1607-1754 the British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.a: Develop claims to answer inquiry question</p>	<p>Knowing Historical Content: 1607-1754</p> <p>Students will know:</p> <p>Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources. (K)</p> <p>The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. (K)</p>		
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			Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.			
	3. 1754-1800 Revolution (Week 5, 5 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.	PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 3: 1754-1800 Students will understand that... 3.1: From 1754-1800 British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. 3.2: From 1754-1800 The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Reading Like A Historian: Students will conduct a Personal History Investigation (PHI) by active listening or active reading a topic of their choice from a menu selected by the teacher. This will allow the student to dig deeper into a content area from our unit. (S) Writing Like a Historian: Students will write an argumentative essay following the AP US History guidelines in a Long Essay format. (S) Knowing Historical Content: 1754-1800 Students will know: British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement	What are the reasons that lead a group of people to revolt against their government? How do people form a new government when there are many views on what it should look like?	boycott revolution federalism precedent tariff

		<p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. Hist2.a: Patterns stay the same over a period of time SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world. Standard SS.Hist2: Wisconsin</p>	<p>and the Revolutionary War. (K)</p> <p>The American Revolution's democratic and republican ideals inspired new experiments with different forms of government. (K)</p> <p>Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations. (K)</p> <p>Presenting Like A Historian:</p> <p>Students will present their PHI's in a small group format. (R)</p>		
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			<p>students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p> <p>Hist2.b: Patterns change over a period of time</p> <p>SS.Hist2.b.h</p> <p>Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>Standard</p> <p>SS.Hist2:</p> <p>Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</p>		
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			<p>Hist2.c: Contextualization SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>Hist3.a: Connections SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.</p>			
	4. 1800-1848 Democracy (Week 10, 5 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable	PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 4: 1800-1848	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Reading Like A Historian: Students will conduct a Personal	What causes some people to be more powerful than others in a nation? How does geography dictate how a nation	xenophobia manifest destiny textiles antebellum

		<p>Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>understand that... 4.1: From 1800-1848 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. 4.2: From 1800-1848 innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. 4.3: From 1800-1848 the U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and</p>	<p>History Investigation (PHI) by active listening or active reading a topic of their choice from a menu selected by the teacher. This will allow the student to dig deeper into a content area from our unit. (S)</p> <p>Students will demonstrate their ability to extend the analysis of a primary source as well as construct a shortened document-based question. (R)</p> <p>Writing Like a Historian:</p> <p>Students will demonstrate their ability to extend the analysis of a primary source as well as construct a shortened document-based question. (R)</p> <p>Knowing Historical Content: 1800-1848</p> <p>Students will know:</p> <p>The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. (K)</p> <p>Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. (K)</p> <p>The U.S. interest in increasing foreign</p>	<p>expands?</p>	<p>compromise</p>
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			<p>private initiatives. PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. Hist1.a: Cause SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short- term perspectives; evaluate how different groups and individuals contributed to the event or cause. Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to</p>	<p>shaped the nation’s foreign policy and spurred government and private initiatives. (K)</p> <p>Presenting Like A Historian:</p> <p>Students will present their PHI's in a small group format. (R)</p>		
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			<p>historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.a: Historical Context SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.b: Intended Audience SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.</p>			
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SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context, intended
audience,
purpose, and/or
author's point of
view (Historical
Methodology).

Hist4.c: Purpose

SS.Hist4.c.h

Analyze the
intended purpose
of a specific
primary or
secondary source.

Standard

SS.Hist4:
Wisconsin
students will
evaluate a
variety of
primary and
secondary
sources to
interpret the
historical
context, intended
audience,
purpose, and/or
author's point of
view (Historical
Methodology).

Hist4.d: Point of
View (POV)

SS.Hist4.d.i

			Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.			
5. 1844-1877 Civil War & Reconstruction (Week 15, 5 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to	PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 5: 1844-1877 Students will understand that... 5.1: From 1844-1877 The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. 5.2: From 1844-1877 intensified by expansion and deepening regional divisions, debates over slavery and other	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Reading Like A Historian: Students will conduct a Personal History Investigation (PHI) by active listening or active reading a topic of their choice from their own selection. This will allow the student to dig deeper into a content area from our unit. (S) Writing Like a Historian: Students will write an argumentative essay following the AP US History guidelines in a Long Essay format.(R) Knowing Historical Content: 1844-1877	Is war alone enough to cause people to change their beliefs and behavior?	secession confederacy manumission reconstruction emancipation	

		<p>be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>economic, cultural, and political issues led the nation into civil war 5.3: From 1844-1877 the Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the</p>	<p>Students will know:</p> <p>The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. (K)</p> <p>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. (K)</p> <p>The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession but left unresolved many questions about the power of the federal government and citizenship rights. (K)</p> <p>Presenting Like a Historian</p> <p>Students will create a presentation regarding their PHI and have a variety of ways to demonstrate their understanding. (P)</p>		
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			<p>research and identify the sources that will be used in the student-developed research proposal.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</p> <p>Inq2.b: Evaluate sources</p> <p>SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>			
	6. 1865-1898 Gilded Age (Week 20, 4 Weeks)	<p>RS: Reportable Standards</p> <p>RS: Grades 9-12</p> <p>Social Studies AP US History</p> <p>Reportable Standard 1- Writing like a historian by using evidence or examples to</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards</p> <p>Grades 11-12</p> <p>Period 6: 1865-1898</p> <p>Students will understand that...</p> <p>6.1: From 1865-1898</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like A Historian:</p> <p>Students will conduct a Personal History Investigation (PHI) by active listening or active reading a topic of their choice from a menu selected by</p>	<p>What role should the government play in promoting business interests?</p> <p>What strategies did underrepresented people use to try to increase their power?</p> <p>How did the urbanization of</p>	<p>gilded</p> <p>monopolies</p> <p>trusts</p> <p>reservations</p> <p>Jim Crow laws</p>

		<p>Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.</p> <p>6.2: From 1865-1898 the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.</p> <p>6.3: From 1865-1898 the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist2: Wisconsin students will analyze,</p>	<p>the teacher. This will allow the student to dig deeper into a content area from our unit. (S)</p> <p>Writing Like a Historian:</p> <p>Students will write an argumentative essay following the AP US History guidelines in a Long Essay format.(R)</p> <p>Knowing Historical Content: 1865-1898</p> <p>Students will know:</p> <p>Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. (K)</p> <p>The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused a dramatic social and cultural change. (K)</p> <p>The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. (K)</p>	<p>America alter the beliefs of Americans?</p>	
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recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

Hist2.a: Patterns stay the same over a period of time

SS.Hist2.a.h

Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

Standard

SS.Hist2:

Wisconsin students will analyze,

recognize, and evaluate patterns of continuity and change over time and contextualization of historical

			<p>Hist2.b: Patterns change over a period of time SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p>			
	<p>7. 1890-1945 World Wars & Great Depression (Week 24, 7 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 7: 1890-1945 Students will understand that... 7.1: From 1890-1945 growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. 7.2: From 1890-</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like A Historian:</p> <p>Students will demonstrate their ability to read like a historian by analyzing primary sources for their full-length document based question. (R)</p> <p>Writing Like a Historian:</p> <p>Students will demonstrate their ability to</p>	<p>What role should America play in other parts of the world?</p> <p>How large of a role should the government take to intervene during a time of crisis?</p> <p>Should the government be able to restrict liberties during a time of war?</p>	<p>imperialism</p> <p>progressive</p> <p>economic depression</p> <p>socialism</p> <p>alliances</p> <p>boondoggling</p>

		<p>information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.</p>	<p>1945 innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. 7.3: From 1890-1945 participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience,</p>	<p>write a full-length document based question. (R)</p> <p>Knowing Historical Content: 1890-1945</p> <p>Students will know:</p> <p>Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.(K)</p> <p>Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.(K)</p> <p>Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.(K)</p>		
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			<p>purpose, and/or author's point of view (Historical Methodology). Hist4.a: Historical Context SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source. Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.b: Intended Audience SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source. Standard SS.Hist4: Wisconsin students will</p>		
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			<p>evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.c: Purpose SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.</p> <p>Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.d: Point of View (POV) SS.Hist4.d.h Analyze how the POV of the author can influence the</p>		
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			content and intent of a primary or secondary source, and identify whose voices may be left out.			
	8. 1945-1980 Cold War & Baby Boom (Week 31, 5 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.	PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 8: 1945-1980 Students will understand that... 8.1: From 1945-1980 The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. 8.2: From 1945-1980 new movements for civil rights and liberal efforts to expand the role of government generated a range of political and	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Reading Like A Historian: Students will begin researching the topic of their contribution PHI which is a more intensive PHI with a product that will benefit an audience outside of our classroom. (S) Knowing Historical Content: 1945-1980 Students will know: The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. (K)	How does fear impact behavior and decisions? How is change most effectively made in the United States?	Red Scare McCarthyism satellite countries containment segregation civil disobedience entitlement

		<p>Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task. Test</p>	<p>responses. 8.3: From 1945-1980 postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. PRIORITY WI: Social Studies (2018) Grades 9-12 History Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. Hist3.a: Connections SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events. Standard SS.Hist4: Wisconsin ...</p>	<p>New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. (K)</p> <p>Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. (K)</p> <p>Presenting Like A Historian:</p> <p>Students will argue the role of one of the 4 sides of the Cuban Missile Crisis in an in-class simulation. (R)</p>		
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			<p>evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). Hist4.a: Historical Context SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.</p>			
	<p>9. Conservatism & Information Age (Week 36, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP US History Reportable Standard 1- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 2- Reading like a historian by analyzing and</p>	<p>PRIORITY: Pewaukee Advanced U.S. History Standards Grades 11-12 Period 9: 1980-Present Students will understand that... 9.1: From 1980-Present a newly ascendant conservative movement achieved several political and policy goals during the</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like A Historian:</p> <p>Students will demonstrate critical reading through their research of their Contribution PHI. (S)</p> <p>Writing Like a Historian:</p>	<p>How has technology reshaped the American story?</p> <p>Where should the balance be between personal freedoms and government protection?</p> <p>How can I contribute to telling the story of American history to a particular audience?</p>	<p>microchip</p> <p>supply-side econom</p> <p>tea party</p> <p>domestic terrorism</p> <p>international terrori</p> <p>pandemic</p>

		<p>evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of US History from exploration to the present to build context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>1980s and continued to strongly influence public discourse in the following decades.</p> <p>9.2: From 1980-Present moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.</p> <p>9.3: From 1980-Present the end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.a: Develop questions based</p>	<p>Students will write an argumentative within their Contribution PHI demonstrating their mastery of the content and connections to the narrative of US History. (P)</p> <p>Knowing Historical Content: 1980-Present</p> <p>Students will know:</p> <p>A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. (K)</p> <p>Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. (K)</p> <p>The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. (K)</p> <p>Presenting Like A Historian:</p> <p>Students will create and present their Contribution PHI in a unique and creative</p>		
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			<p>on a topic SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h</p>	format. (P)		
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			<p>Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>Standard SS.Inq5: Wisconsin students will be civically engaged. Inq5.a: Civic engagement SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School	Thinking like an Economist (Week 1, 5	RS: PRIORITY: Reportable Standards	PRIORITY WI: English Language Arts 6-12	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.	<ul style="list-style-type: none"> • What principles guide economic 	<ul style="list-style-type: none"> • Opportunity • Thinking at Margin

<p>Mixed-grade High Economics (D) 2020-2021 Reuter, James</p>	<p>Weeks)</p>	<p>RS: Grades 9-12 Social Studies Economics Reportable Standard 1- Reading like an economist by integrating and evaluating multiple sources of information. Reportable Standard 2- Writing like an economist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Economics to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like an economist in a way that is appropriate and effective for the audience and task.</p>	<p>WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and</p>	<p>1. 1. Identify each learning target for the Priority Standard in the context of the unit.</p> <p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> • Read an economics article to determine what the author's claims and/or arguments. (S) <p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <ul style="list-style-type: none"> • State whether you agree/disagree with the stance of an economics author on an issue and to what extent and why (R) <p>CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • Apply economic decision making to a scenario (R) • Argue to what degree the government should be involved 	<p>thinking?</p> <ul style="list-style-type: none"> • What goals and values affect how a society answers the key economic questions? • What are the characteristics of free market, centrally planned and mixed economies? • What is the appropriate role of the government in a mixed free market economy? 	<ul style="list-style-type: none"> • Public Good • Externality • Capitalism • Free Market • Laissez-faire • Socialism • Economic
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			<p>range or formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 11-12</p> <p>Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and</p>	<p>problems(R)</p> <ul style="list-style-type: none"> • Construct an ongoing economics blog that deals with current events. (P) • Interact using technology with other students on economic current events through blog comments (S) • Take a stance on an economic issue and argue its validation (P) <p>D2.Eco.2.9-12. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</p> <ul style="list-style-type: none"> • Understand the concept of “unlimited wants but limited resources” (K) • Analyze personal economics choices to determine their effectiveness (S) • Analyze what, how and why a nation chooses to produce what it does (R) • Differentiate between free market, centrally planned and mixed economies. (S) <p>2. Label each learning target using the following categories:</p>		
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			<p>sufficiency of the evidence. RH.11-12.8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 12 Dimension 2 - Economics Economic Decision Making D2.Eco.2.9-12. Use marginal benefits and</p>	<p>know</p> <ul style="list-style-type: none"> • Skill (S)- What I can demonstrate • Product (P)-What I can make to show my learning • Reasoning (R)-What I can do with what I know 		
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			<p>construct an argument for or against an approach or solution to an economic issue. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>How Markets Work (Week 5, 6 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Economics Reportable Standard 1- Reading like an economist by integrating and evaluating multiple sources of information. Reportable Standard 2- Writing like an economist by using evidence or examples to prove a claim. Reportable Standard 3-</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <ul style="list-style-type: none"> • Present economic arguments using data (S) 	<ul style="list-style-type: none"> • How can a producer maximize profits? • What factors affect prices? • What roles do prices pay in a free market economy? • What are the characteristics of perfect competition? 	<ul style="list-style-type: none"> • Demand • Supply • Determinants of Demand • Determinants of Supply • Production • Equilibrium • Price Floor • Price Ceiling • Surplus • Shortage • Perfect Competition • Monopolistic Competition • Monopoly • Oligopoly

		<p>Knowing the essential content of Economics to build context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like an economist in a way that is appropriate and effective for the audience and task.</p>	<p>information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <ul style="list-style-type: none"> • Analyzing current events and how market forces are at play with them (R) • Interpret and analyze supply and demand graphs (S) <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> • Write a persuasive argument about minimum wage (P) <p>D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</p> <ul style="list-style-type: none"> • Understand how individuals and business respond to positive and negative incentives (K) • Explain interactions between buyers and sellers and how it determines market prices and allocates scarce goods and services (R) • Understand adjustments in price 		
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			<p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and</p>	<p>based on supply and demand (R)</p> <ul style="list-style-type: none">• Describe competition's affect on sellers and producers (R)• Interpret and analyze supply and demand graphs (S)• Analyze personal economic choices (R)		
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			<p>relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 12 Dimension 2 - Economics Exchange and Markets D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Measuring an Economy (Week 10, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p>	<ul style="list-style-type: none"> • What factors affect the phases of a business cycle? • How does 	<ul style="list-style-type: none"> • Macroecon • Gross Dom • Product • Inflation • Unemployr • Business C

		<p>Economics Reportable Standard 1- Reading like an economist by integrating and evaluating multiple sources of information. Reportable Standard 3- Knowing the essential content of Economics to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like an economist in a way that is appropriate and effective for the audience and task.</p>	<p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal</p>	<p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> • Read and interpret graphs demonstrating macroeconomic data (S) • Perform an assessment demonstrating content knowledge (K) <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <ul style="list-style-type: none"> • Evaluate a classmate's economic arguments in the economics blog (R) <p>D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy. (R)</p> <ul style="list-style-type: none"> • Using income, employment and prices to determine the interaction of spending and production decisions made by economic participants • The effect of unemployment on individuals and nations • The effect of inflation on individuals and nations • Federal government budgetary 	<p>the economy grow?</p> <ul style="list-style-type: none"> • What are the causes of unemployment? How can it be fixed? 	<ul style="list-style-type: none"> • Gini coefficient
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			<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>policies</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <ul style="list-style-type: none"> • Prepare a presentation on the strengths and weaknesses of an country's economy that includes data-drive analysis (P) 		
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			<p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 12 Dimension 2 - Economics The National Economy D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Fiscal and Monetary Policy (Week 12, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Economics</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <p>SL.11-12.4. Present information,</p>	<ul style="list-style-type: none"> • What are the goals and limits of fiscal policy? • What economic ideas have 	<ul style="list-style-type: none"> • Debt • Deficit • Fiscal Policy • Monetary Policy • Government • Federal Reserve • Reserve Ratio

		<p>Reportable Standard 1- Reading like an economist by integrating and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Writing like an economist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Economics to build context necessary to be an informed citizen.</p> <p>Reportable Standard 4- Presenting like an economist in a way that is appropriate and effective for the audience and task.</p>	<p>Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>PRIORITY WI:</p>	<p>findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>-Present a plan like an economist in fictional scenario to the president utilizing potentials tools of both the Federal Reserve and fiscal policy (P)</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>-Read, interpret and analyze meeting minutes and reports from the Federal Reserve and the FOMC, along with other economic analysis in the federal government (S)</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>-Read and react with our classmate's blog post on the economics blog (R)</p>	<p>shaped fiscal policy?</p> <ul style="list-style-type: none"> • What are the effects of budget deficits and national debt? • What does the Federal Reserve do? Is it more helpful or harmful for the United States? 	<ul style="list-style-type: none"> • Federal Fu • Discount R • Bonds/Ope • Operations • Discretionary Spending • Mandatory
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			<p>Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RH.11-12.8. Evaluate an</p>	<div data-bbox="1031 168 1541 282" style="border: 1px solid black; padding: 5px;"> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> </div> <p>-Practice scenarios of what fiscal and/or monetary policies that the Federal Reserve could utilize to fix various economic problems (S) -Take a stance on the impact and severity of the US Federal debt and deficit. (S)</p> <div data-bbox="1031 532 1541 721" style="border: 1px solid black; padding: 5px;"> <p>D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> </div> <p>-Students will work to "fix" the debt and deficit in an interactive activity, and then analyze what possible consequences may arise because of their decisions (R) -Students will analyze all the different ways that government utilize taxation, and further which types of taxation are most effective (R) -Students will demonstrate how policy decisions by the Federal Reserve can have an impact on their own lives (R)</p> <div data-bbox="1031 1062 1541 1208" style="border: 1px solid black; padding: 5px;"> <p>D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</p> </div> <p>-Students will demonstrate their fiscal/monetary policy knowledge proficiency on a content assessment (K) -</p>		
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			<p>author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 12 Dimension 2 - Economics Exchange and Markets</p> <p>D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve</p>			
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			<p>market outcomes. The National Economy D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>International Trade (Week 16, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Economics Reportable Standard 1- Reading like an economist by integrating and evaluating multiple sources of information. Reportable Standard 2- Writing like an economist by</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks</p> </div>	<ul style="list-style-type: none"> • Why do nations trade? • What are the arguments for and against trade barriers and agreements ? • How has economic change affected different countries? • What are the effects 	<ul style="list-style-type: none"> • Free Trade • Trade Barriers • Quota • Import • Export • Tariff • Subsidy • Embargo • Trade Wars • Comparative Advantage • Absolute Advantage

		<p>using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Economics to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like an economist in a way that is appropriate and effective for the audience and task.</p>	<p>appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their</p>	<ul style="list-style-type: none"> Students will take a stand and articulate arguments both for and against international free trade (R) Students will create a final project that is interactive, thorough and takes a stance on United States trade policies, advocating for certain policies over others (P) <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <ul style="list-style-type: none"> Students will take quizzes on textbook and other secondary source readings (K) Students will read and analyze statements about international trade that come from both politicians and government analysts (R) <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <ul style="list-style-type: none"> Students will continue to read and 	<p>globalization? Is it mostly a positive or negative for countries?</p>	
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			<p>development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Writing Text Types and Purposes 1. Write arguments to</p>	<p>their classmates on the economics blog (R)</p> <div data-bbox="1031 334 1543 448" style="border: 1px solid black; padding: 5px;"> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> </div> <ul style="list-style-type: none"> • Students will prepare both oral and written pieces advocating for/against various trade barriers and free trade (S) • Students will analyze to what degree nations such seek to be self-sufficient vs. how much they should try to engage in free trade (<div data-bbox="1031 842 1543 992" style="border: 1px solid black; padding: 5px;"> <p>D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.</p> </div> <ul style="list-style-type: none"> • This standard doubles as a learning target (S) • Students will demonstrate proficiency on a content assessment (K) • Students will use gift cards to benefit how free trade can benefit many people (P) • Students will differentiate comparative and absolute advantage (R) 		
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			<p>an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY C3: C3 Framework for Social Studies C3: By the End of Grade 12 Dimension 2 - Economics The Global Economy</p> <p>D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
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<p>Pewaukee District School Mixed-grade High Economics 202/203 (D) 2020-2021 Straub, Sharon</p>	<p>Unit 1: Economic Way of Thinking (Week 1, 2 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like an Economist:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Use current event articles to show the difference between positive and normative economics. (S) (Module 1) • Use current event articles to show the difference between micro and macroeconomics. (S) (Module 1) <p>Communicating Like an Economist:</p> <p>Students will:</p> <ul style="list-style-type: none"> • Correctly draw, label and interpret a production possibilities curve applying it to efficiency, opportunity cost and economic growth. (P) (Module 3) • Explain why increases in the availability of resources and improvements in technology are the two sources of economic growth and show this on the production possibilities curve. (R) (Module 3) 	<ol style="list-style-type: none"> 1. How do individuals and economies confront the problem of scarcity? 2. How do nations, businesses and individuals make optimal decisions? 3. Why do people and countries trade with one another? 	<p>Module 1: The Study of Economics</p> <p>Economics</p> <p>Market Economy</p> <p>Command Economy</p> <p>Property Rights</p> <p>Marginal Analysis</p> <p>Resources-land, labor, capital, entrepreneurship</p> <p>Scarce</p> <p>Opportunity Cost</p> <p>Microeconomics</p> <p>Macroeconomics</p> <p>Positive Economics</p> <p>Normative Economics</p> <p>Module 3: Production Possibilities Curve</p> <p>Trade-Off</p> <p>Production Possibilities Curve</p>
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			<p>sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Knowing Economic Content: Basic Economic Concepts</p> <p>Students will:</p> <ul style="list-style-type: none"> • Explain how scarcity and choice are central to the study of economics. (K) (Module 1) • Apply the concept of opportunity cost in individual choice and decision making. (R) (Module 1) • Explain the importance of trade-offs in economic analysis. (R) (Module 3) • Explain how trade leads to gains for an individual or an economy. (R) (Module 4) • Explain the difference between absolute advantage and comparative advantage (K). (Module 4) • Describe how comparative advantage leads to gains from trade in the global marketplace (R). (Module 4) <p>Aligned to Revised AP Economics Curriculum:</p> <p>1.1: Scarcity</p> <ul style="list-style-type: none"> • 1.A Define resources and the cause(s) of their scarcity • 1.2: Resource Allocation and Economic Systems 1.B Define how resource allocation is influenced by the economic system adopted by society • 1.3: Production Possibilities Curve 		<p>Curve-Key Graph</p> <p>Productive Efficiency</p> <p>Allocative Efficiency</p> <p>Module 4: Comparative Advantage and Trade</p> <p>Gains from Trade</p> <p>Specialization</p> <p>Comparative Advantage</p> <p>Absolute Advantage</p> <p>Terms of Trade</p>
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			<p>PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events</p> <p>D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade</p> <p>© Copyright 2010.</p>	<p>1.C (a) Define (using graphs as appropriate) the production possibilities curve and related terms</p> <p>(b) Explain (using graphs as appropriate) how the production possibilities curve illustrates opportunity costs, Trade-offs, inefficiency, efficiency and economic growth or contraction under various conditions.</p> <p>(c) Calculate (using data from PPCs or tables as appropriate) opportunity cost</p> <p>1.4: Comparative Advantage and Trade</p> <p>2.A (a) Define absolute advantage and comparative advantage</p> <p>(b) Determine (using data from PPCs or tables as appropriate) absolute and comparative advantage</p> <p>1.5: Cost-Benefit Analysis</p> <p>CBA 1.A (a) Define opportunity cost</p> <p>(b) Explain and calculate the opportunity costs associated with choices</p> <p>1.6: Marginal Analysis and Consumer Choices</p> <p>CBA 2.A (a) Define the key assumptions of consumer choice theory</p> <p>(b) Explain and calculate how a rational consumer's decision making involves the use of marginal benefits and marginal costs</p>		
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	Unit 2: Supply/Demand and Consumer Choice (Week 3, 3 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context	PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and	Module 5: Introduction and Demand Communicating like an Economist: <ul style="list-style-type: none"> Explain what a competitive market is and how it is illustrated by the supply and demand model (K) Draw a demand curve and interpret its meaning (S) Explain and illustrate the difference between movements along the demand curve (change in quantity demanded) and shifts in the demand curve (changes in demand) (S) Know Economic Content: <ul style="list-style-type: none"> Explain the factors that will shift the demand curve and be able to illustrate this on a graph. ❖ Graphs: Demand Module 6: Supply Communicating like an Economist: <ul style="list-style-type: none"> Draw a supply curve and interpret 	<ol style="list-style-type: none"> How does society decide what to produce and who gets the goods and services? How are prices determined? What is the appropriate role of the government in the economy? 	Module 5: Introduction and Demand Competitive Markets Supply and Demand Quantity Demanded Law of Demand Change in Demand Substitutes Complements Normal Goods Inferior Goods Module 6: Supply Quantity Supplied

		<p>necessary to be an informed citizen.</p>	<p>Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve</p>	<ul style="list-style-type: none"> • Explain and illustrate the difference between movements along the supply curve (change in quantity supplied) and shifts in the supply curve (changes in supply) (S) <p>Know Economic Content:</p> <ul style="list-style-type: none"> • Explain the factors that shift the supply curve and be able to illustrate this on a graph. (R) • Graphs: Supply <p>Module 7: Equilibrium</p> <p>Know Economic Content:</p> <ul style="list-style-type: none"> • Explain how supply and demand curves determine a market's equilibrium price and quantity (K) • Describe how price moves the market back to equilibrium in the case of a shortage or surplus (R) • Explain how equilibrium price and quantity are affected when there is a change in either supply or demand (R) • Explain how equilibrium price and quantity are affected when there is a simultaneous change in both supply and demand (R) <p>❖ Graphs: Supply and Demand together</p> <p>Module 8 & 9: Price Controls (Ceilings</p>		<p>Law of Supply</p> <p>Change in Supply</p> <p>Input</p> <p>Module 7: Equilib</p> <p>Equilibrium</p> <p>Surplus</p> <p>Shortage</p> <p>Modules 8-9: Price Controls (Price Ceilings, Price Floors and Deadweight Loss)</p> <p>Price Controls</p> <p>Price Ceiling</p> <p>Price Floor</p> <p>Deadweight loss</p> <p>Module 46: Income Elasticity</p> <p>Substitution Effect</p>
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			<p>or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and</p>	<p>and Floors) and Quantity Controls</p> <p>Communicating like an Economist:</p> <ul style="list-style-type: none"> Explain and graph the workings of price floors, price ceilings and quantity controls. (S) Describe and identify on a graph how price floor, price ceilings and quantity controls can lead to inefficiencies in the market. (S) <p>❖ Graphs: Be able to illustrate a price floor, price ceiling and quantity controls on the Supply & Demand</p> <p>Graph</p> <p>Know Economic Content:</p> <ul style="list-style-type: none"> Identify who benefits and who loses from price floors, price ceilings and quantity controls. (R) <p>Module 46: Income Effects, Substitution Effects and Elasticity</p> <ul style="list-style-type: none"> Explain why the demand curve is downward sloping due to the income and substitution effects. (K) Define, Calculate and Apply the price elasticity of demand. (S) <p>Module 47: Interpreting Price Elasticity of Demand</p> <ul style="list-style-type: none"> Explain the difference between elastic and inelastic demand. (K) 		<p>Income Effect</p> <p>Price Elasticity of D</p> <p>Module 47: Interpreting Price Elasticity of Demand</p> <p>Perfectly Inelastic</p> <p>Perfectly Elastic</p> <p>Elastic</p> <p>Inelastic</p> <p>Unit-elastic</p> <p>Module 48: Other Important Elasticities</p> <p>Cross-Price Elasticity of Demand</p> <p>Income Elasticity of Demand</p> <p>Price Elasticity of S</p> <p>Module 49: Consumer and Producer Surplus</p> <p>Consumer Surplus</p>
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			<p>economies across time and at the present time D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>	<ul style="list-style-type: none"> Describe the relationship between elasticity and total revenue. (K) Illustrate how price elasticity changes along the demand curve. (S) Identify the factors that determine price elasticity of demand. (K) <p>Module 48: Other Important Elasticities</p> <ul style="list-style-type: none"> Measure the responsiveness of demand of one good to changes in the price of another good using the cross-price elasticity of demand. (R) Measure the responsiveness of demand to changes in income using the income elasticity of demand. (R) Explain the significance of the price elasticity of supply, which measures the responsiveness of the quantity supplied to changes in the price. (R) <p>Module 49: Consumer and Producer Surplus</p> <ul style="list-style-type: none"> Explain the meaning of consumer surplus and its relationship to the demand curve.(K) Explain the meaning of producer surplus and its relationship to the supply curve. (K) 		<p>Producer Surplus</p> <p>Module 50: Efficiency and Deadweight Loss</p> <p>Total Surplus</p> <p>Progressive Tax</p> <p>Regressive Tax</p> <p>Proportional Tax</p> <p>Tax Incidence</p> <p>Deadweight Loss</p> <p>Lump-sum Tax</p> <p>Module 51: Utility Maximization</p> <p>Marginal Utility</p> <p>Marginal Utility Curve</p> <p>Principle of Diminishing Marginal Utility</p> <p>Marginal Utility Per Person</p> <p>Optimal Consumption</p>
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				<p>Module 50: Consumer Surplus, Producer Surplus and Efficiency</p> <ul style="list-style-type: none"> Define total surplus and explain its relevance to market efficiency. (K) Explain how taxes affect total surplus and can create deadweight loss. (R) <p>Module 51: Utility Maximization</p> <ul style="list-style-type: none"> Explain why the principle of diminishing marginal utility applies to the consumption of most goods and services. (R) 		
	<p>Unit 3: Profit, Production Costs and Perfect Comp (Week 6, 5 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine</p>	<p>Communicating Like an Economist:</p> <p>Students will:</p> <ul style="list-style-type: none"> Explain how a firm's costs generate marginal cost curves and average cost curves. (K) Draw and interpret short-run and 	<p>What drives producers' decision making?</p>	<p>Module 52: Defini</p> <p>Explicit Costs</p> <p>Implicit Costs</p>

		<p>economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge</p>	<p>long-run graphs for perfect competition. (S, R)</p> <p>Knowing Economic Content:</p> <ul style="list-style-type: none"> • Explain the difference between explicit and implicit costs and their importance in decision making. (K) • Describe and be able to calculate accounting profit, economic profit and normal profit. (K, S) • Determine the profit-maximizing level of output using the optimal output rule. (R) • Explain why production is subject to diminishing marginal returns. (R) • Describe the various types of cost a firm faces, including fixed cost, variable cost and total cost. (K) • Explain why a firm’s costs may differ between the short run and the long run. (R) • Apply economies of scale and diseconomies of scale to a firm’s production. (R) • Describe the four types of market structure: perfect competition, monopolistic competition, oligopoly and monopoly. (K) • Determine a perfectly competitive firm’s profit or loss and explain when they should shut down. (S, R) • Explain why industry behavior differs between the short run and long run (R) 	<p>Economic Profit</p> <p>Accounting Profit</p> <p>Normal Profit</p> <p>Module 53: Profit Maximization</p> <p>Marginal Revenue</p> <p>Optimal Output Rule</p> <p>Marginal Cost Curve</p> <p>Marginal Revenue</p> <p>Module 54: The Profit Function</p> <p>Fixed Input</p> <p>Variable Input</p> <p>Long Run</p> <p>Short Run</p> <p>Marginal Product</p> <p>Diminishing Return to Input (Diminishing returns)</p>
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			<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so</p>			<p>Module 55: Firm Costs</p> <p>Fixed Cost</p> <p>Variable Cost</p> <p>Total Cost</p> <p>Marginal Cost</p> <p>Average Cost</p> <p>Average Fixed Cost</p> <p>Average Variable Cost</p> <p>Average Total Cost</p> <p>Curves for each of</p> <p>Minimum-cost output</p> <p>Module 56: Long-run and Economies of Scale</p> <p>Long-run average total cost curve</p> <p>economies of scale</p> <p>diseconomies of scale</p> <p>increasing returns to scale</p>
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			<p>that they can make informed economic decisions. D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			<p>decreasing returns constant returns to sunk cost</p> <p>Module 57: Introduction to Market Structure</p> <p>Perfectly competitive Monopoly Oligopoly Imperfect Competition Concentration Ratios Monopolistic Competition Perfect Competition</p> <p>Module 58: Introduction to Perfect Competition</p> <p>Price-taking firm's output rule</p> <p>Module 59: Graphs of Perfect Competition</p> <p>Know how to graph and interpret graphs for</p>
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						<p>and long run in perfect competition</p> <p>shut down price</p> <p>short run individual firm cost curve</p> <p>Module 60: Long-Run Outcomes in Perfect Competition</p> <p>Industry supply curve</p> <p>Short run industry supply curve</p> <p>short-run market equilibrium</p> <p>long run market equilibrium</p> <p>long run industry supply curve</p> <p>constant cost industry</p> <p>increasing cost industry</p> <p>decreasing cost industry</p>
	Unit 4: Imperfect Competition	RS: PRIORITY: Reportable Standards	PRIORITY WI: Literacy in History/Social Studies, Science	Identify the profit-maximizing price and	What drives producers' decision making?	

	(Week 11, 4 Weeks)	<p>RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>& Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments</p>	<p>quantity for a monopolist. (K)</p> <p>Determine whether a monopoly is earning a profit or a loss. (R)</p> <p>Compare the effects of monopoly and perfect competition on society's welfare. (R)</p> <p>Explain and evaluate how policy makers address the problems posed by monopoly. (R)</p> <p>Explain and apply the concept of price discrimination. (K, R)</p> <p>Use game theory to explain the behavior of oligopolists. (S, R)</p> <p>Determine dominant strategies and Nash equilibria in a variety of game theory examples. (S, R)</p> <p>Explain the causes and effects of price wars, product differentiation, price leadership and nonprice competition using industry examples when appropriate. (R)</p> <p>Determine prices and profit in monopolistic competition, both in the short run and in the long run. (S)</p> <p>Explain how monopolistic competition can lead to inefficiency and excess capacity. (R)</p>	<p>What is the appropriate role of the government in the economy?</p>	<p>Monopoly (Modules 67-68)</p> <p>Monopoly Graph Know how to draw and interpret monopoly breaking even, loss</p> <p>Monopoly Profit Maximization Output and Price</p> <p>Socially Optimal Price</p> <p>Fair Return Price</p> <p>Price Discrimination</p> <p>Oligopoly (Modules 69-71)</p> <p>Interdependence</p> <p>Collusion</p> <p>Game Theory</p> <p>Payoff Matrix-know how to draw and interpret</p> <p>Dominant Strategy</p> <p>Nash Equilibrium</p> <p>Antitrust Policy</p> <p>Monopolistic Competition (Modules 72-74)</p>
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			<p>focused on discipline-specific content.</p> <p>Research to Build and Present Knowledge</p> <p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>PRIORITY WI: Social Studies Grade 12</p> <p>— .</p>			<p>interpret graph</p> <p>Zero-profit equilibrium</p> <p>Excess Capacity</p>
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Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.

D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies

			<p>individuals and families in the United States and the world</p> <p>D.12.10 Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 5: Resource Markets (Week 15, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the</p>	<p>Reading Like an Economist:</p> <ul style="list-style-type: none"> Students will read and respond to blog posts connecting economic theory to real-world applications. (P) <p>Communicating Like an Economist:</p> <p>Students will:</p>	<p>How are prices for resources determined? How are wages determined?</p> <p>How will technology impact resource markets?</p> <p>What is the appropriate role of the government in the economy?</p>	<p>Module 69: Introduction and Factor Demand</p> <p>Factors of production: labor, physical capital, human capital, entrepreneurship</p> <p>derived demand</p> <p>$MRP = MRC$</p>

		<p>sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based</p>	<ul style="list-style-type: none"> • Draw a labor supply/demand graph for both perfect competition and monopsony. (S) <p>Knowing Economic Content: Basic Economic Concepts</p> <ul style="list-style-type: none"> • Students will define derived demand and explain why demand for resources is derived from the product market. (K, R) • Explain and draw shifts of the demand curve in the factor market. (S) • Determine supply and demand in the markets for resources by applying $MRC=MRP$. (S, R) • Determine the equilibrium wage and level of employment in the labor market by applying $MRC=MRP$. (R) • Explain and draw shifts in the labor supply curve. (S, R) • Apply the cost-minimization rule for employing inputs MP of labor/P of labor=MP of capital/P of capital. (S, R) • Apply the profit-maximizing rule for employing inputs. (R) • Identify and describe sources of wage disparities and the role of discrimination. (R) 		<p>Module 70: The M Land and Capital</p> <p>$MRP=MRC$ as it ap rent, capital</p> <p>economic rent</p> <p>Module 71: The M Labor</p> <p>$MRP=MRC$ as it ap labor and wages</p> <p>monopsony</p> <p>labor graphs for bo competition and mo</p> <p>Module 72: The C Minimizing Input Combination</p> <p>cost-minimization r labor/P of labor=M capital/P of capital</p> <p>profit-maximizing combination of res</p> <p>Module 73: Theor</p>
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			<p>on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. D.12.1 Explain</p>			<p>Income Distribution compensating diffe</p>
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			<p>how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices</p> <p>D.12.2 Use basic economic concepts (such as supply and demand; production, distribution, and consumption; labor, wages, and capital; inflation and deflation; market economy and command economy) to compare and contrast local, regional, and national economies across time and at the present time</p> <p>D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies</p>		
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			<p>and on the lives of individuals and families in the United States and the world</p> <p>D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 6: Market Failure and the Role of the Gov't (Week 17, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the</p>	<p>Explain what externalities are and why they can lead to inefficiency in a market economy. (K)</p> <p>Evaluate the appropriate policy response and role of the government in addressing market failures. (P, R)</p> <p>Characterize public goods and explain why markets fail to supply efficient quantities of public goods. (K)</p> <p>Describe the causes and effects of poverty and include inequality. Evaluate the government's role in addressing these</p>	<p>What is the appropriate role of the government in the economy?</p> <p>How can economic reasoning be used to address market failures?</p>	<p>Marginal private be</p> <p>Marginal social be</p> <p>Marginal External b</p> <p>Marginal private co</p> <p>Marginal social cos</p> <p>Marginal external o</p> <p>Internalize the cost</p>

		<p>information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based</p>	<p>market failures. (K, R)</p>		<p>Excludable: Rival in consumption: Private good: Nonexcludable: Nonrival in consumption: Public good: Free Rider Problem: Poverty threshold: Poverty rate: Lorenz curve: Gini coefficient:</p>
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questions, demonstrating understanding of the subject under investigation.

WHST.11-12.7.

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**PRIORITY WI:
Social Studies
Grade 12
Economics
Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.**

D.12.1 Explain

about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world

D.12.7 Compare, contrast, and evaluate different types of economies (traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events

			<p>National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 7: Measurements of Economic Performance (Week 19, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and</p>	<p>Reading Like an Economist:</p> <p>Students will:</p> <ul style="list-style-type: none"> Interpret and explain business cycle and why policy makers seek to diminish the severity of business cycles (S, R) Interpret the circular-flow diagram of the economy (S) <p>Communicating Like an Economist:</p> <p>Students will:</p> <ul style="list-style-type: none"> Use aggregate measures to track the performance of the economy (S) <p>Knowing Economic Content: Basic Economic Concepts</p> <p>Students will:</p>	<ul style="list-style-type: none"> How do nations measure economic performance ? What are the pros/cons of using these measurements? What economic goals should nations work towards? How is the US doing at meeting its economic goals? 	<p>Required Vocab and Graphs:</p> <p>Module 2: Introduction to Macroeconomics</p> <p>business cycle</p> <p>depression</p> <p>recession</p> <p>expansion</p> <p>aggregate output</p> <p>inflation</p> <p>deflation</p> <p>price stability</p> <p>economic growth</p> <p>Module 10: The Circular Flow</p>

		<p>build context necessary to be an informed citizen.</p>	<p>Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow</p>	<ul style="list-style-type: none"> • Describe how employment and unemployment are measured and how they change over the business cycle (S, R) • Define aggregate output and explain how it changes over the business cycle (K) • Define inflation and deflation and explain why price stability is preferred (K, R) • Define and calculate GDP (K, S) • Differentiate between real and nominal GDP (K, S) • Calculate the unemployment rate (S) • Explain the three different types of unemployment and their causes (K) • Calculate the rate of inflation (S) • Identify who is helped and who is hurt by inflation (R) • Differentiate between real and nominal values of income, wages and interest rates (K) • Explain what a price index is and how it is calculated (K,S) 		<p>Flow and GDP</p> <p>National Accounts</p> <p>Circular Flow Diagram</p> <p>Household, firm, government</p> <p>Resource Market, Labor Market</p> <p>Import, export, investment</p> <p>Gross Domestic Product</p> <p>Final goods and services</p> <p>Intermediate goods and services</p> <p>value-added approach</p> <p>income approach</p> <p>expenditures approach</p> <p>how to use</p> <p>aggregate spending</p> <p>net exports</p> <p>Module 11: Interper Real GDP</p> <p>Aggregate Output</p>
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			<p>or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>D.12.1 Explain how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices</p> <p>D.12.7 Compare, contrast, and evaluate different types of economies</p>			<p>Real GDP</p> <p>Nominal GDP</p> <p>GDP per capita</p> <p>Module 12: The Measurement and Calculation of Unemployment</p> <p>Employed</p> <p>Unemployed</p> <p>Labor Force</p> <p>Labor Force Participation Rate</p> <p>Unemployment Rate</p> <p>Discouraged Workers</p> <p>Underemployed</p> <p>Module 13: Causes and Categories of Unemployment</p> <p>Frictional Unemployment</p> <p>Structural Unemployment</p> <p>Cyclical Unemployment</p> <p>Natural Rate of</p>
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			<p>(traditional, command, market, and mixed) and analyze how they have been affected in the past by specific social and political systems and important historical events</p> <p>D.12.12 Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security, and growth, influence decisions in different economic systems</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			<p>Unemployment</p> <p>Module 14: Inflation Overview</p> <p>Real Wage</p> <p>Real Income</p> <p>Inflation Rate</p> <p>Nominal Interest Rate</p> <p>Real Interest Rate</p> <p>Module 15: The Measurement and Calculation of Inflation</p> <p>aggregate price index</p> <p>market basket</p> <p>price index</p> <p>consumer price index</p> <p>GDP deflator</p>
	Unit 8: Macro Models & Fiscal	RS: PRIORITY	PRIORITY WI: Literacy in		What is the appropriate role of	Required Vocabulary

	<p>Policy (Week 21, 5 Weeks)</p>	<p>Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> Describe the multiplier process by which initial changes in spending lead to further changes in spending (K, S) Identify the determinants of investment spending (K) Use the aggregate demand curve to illustrate the relationship between the aggregate price level and the quantity of aggregate output demanded in the economy. (S) Explain how the wealth effect and the interest rate effect give the aggregate demand curve a negative slope.(K) Identify and apply the determinants that shift the aggregate demand curve. (K, R) Use the aggregate supply curve to illustrate the relationship between the aggregate price level and the quantity of aggregate output supplied in the economy. (S) Identify and apply the determinants that shift the aggregate supply curve. (K, R) Explain the difference between short-run and long-run macroeconomic equilibrium (R) Describe the causes and effects of demand shocks and supply shocks (S, K, R) Determine if an economy is experiencing a recessionary gap or an inflationary gap and explain how to calculate the size of an output gap (K, S) Discuss how the AD-AS model is used to formulate macroeconomic policy (R) Explain the rationale for 	<p>the government in the economy?</p> <p>How do government policies regarding taxation and spending affect an economy and households?</p> <p>How do spending and production decisions made by households, businesses, the government and rest of the world affect an economy?</p>	<p>Graphs:</p> <p>Module 16: Income Expenditure</p> <p>Marginal propensity to consume (MPC)</p> <p>Marginal propensity to save (MPS)</p> <p>Autonomous change in aggregate spending</p> <p>Spending multiplier</p> <p>Inventory investment</p> <p>Module 17: Aggregate Demand: Introduction to Determinants</p> <p>Aggregate Demand</p> <p>Wealth Effect</p> <p>Interest Rate Effect</p> <p>Fiscal Policy</p> <p>Monetary Policy</p> <p>Module 18: Aggregate Supply: Introduction to Determinants</p>
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			<p>WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. PRIORITY WI:</p>	<ul style="list-style-type: none"> • Describe the importance of fiscal policy as a tool for managing economic fluctuations (R) • Identify the policies that constitute expansionary fiscal policy and those that constitute contractionary fiscal policy (R) • Explain why fiscal policy has a multiplier effect (R) • Describe how automatic stabilizers influence the multiplier effect (R) 		<p>Aggregate Supply (AS) Curve Nominal Wage Sticky Wages Short-run aggregate demand curve Long-run aggregate demand curve Potential Output</p> <p>Module 19: Equilibrium in the Aggregate Demand-Aggregate Supply Model</p> <p>AD-AS Model (definition and graph) Short-run macroeconomic equilibrium Short-run equilibrium aggregate price level short-run equilibrium aggregate output demand shock supply shock stagflation long-run macroeconomic equilibrium</p>
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			<p>Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices</p> <p>D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States and the world</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State Officers</p>			<p>equilibrium</p> <p>recessionary gap (define graph)</p> <p>inflationary gap (define graph)</p> <p>output gap (define graph)</p> <p>self-correcting</p> <p>Demand Pull Inflation</p> <p>Cost Push Inflation</p> <p>Module 20: Economic policy and the Aggregate Demand-Aggregate Supply Model</p> <p>stabilization policy</p> <p>expansionary fiscal policy</p> <p>contractionary fiscal policy</p> <p>Module 21: Fiscal Policy and Multiplier Effects</p> <p>tax multiplier</p> <p>balanced budget multiplier</p>
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			Officers. All rights reserved.			<p>lump-sum taxes</p> <p>automatic stabilizers</p> <p>discretionary fiscal</p>
Unit 9: The Financial Sector and Monetary Policy (Week 26, 5 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics</p> <p>Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to</p>		<p>Module 23: Definition and Measurement of Money</p> <ul style="list-style-type: none"> Identify the functions of money. (K) Describe how the amount of money in the economy is measured. (K) <p>Module 25: Banking and Money Creation</p> <ul style="list-style-type: none"> Describe the role of banks in the economy. (k) Explain how banks create money. (S, R) <p>Module 26: The Federal Reserve System: History and Structure</p> <ul style="list-style-type: none"> Describe the history and structure of the Federal Reserve. (K) <p>Module 27: The Federal Reserve System: Monetary Policy</p> <ul style="list-style-type: none"> Describe the functions of the Federal Reserve System. (K) Explain the primary tools the Federal Reserve uses to influence the economy. (R) <p>Module 28: The Money Market</p> <ul style="list-style-type: none"> Illustrate the relationship between 	<p>What is the appropriate role of the government in the economy?</p> <p>How does the Federal Reserve affect financial decision making and the economy?</p>	<p>Module 23: Definition and Measurement of Money</p> <p>Money</p> <p>Medium of exchange</p> <p>Store of value</p> <p>Unit of account</p> <p>Fiat money</p> <p>liquidity of money</p> <p>Module 25: Banking and Money Creation</p> <p>bank reserves</p> <p>T-account</p> <p>reserve ratio</p> <p>required reserve ratio</p>

		<p>citizen.</p>	<p>support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p>the demand for money and the interest rate with a graph. (S, P)</p> <p>Module 29: The Market for Loanable Funds</p> <ul style="list-style-type: none"> Identify and apply the determinants of supply and demand in the loanable funds market. (K, S, R) <p>Module 31: Monetary Policy and the Interest Rate</p> <ul style="list-style-type: none"> Describe how the Federal Reserve implements monetary policy, moving the interest rate to affect aggregate output. (R) Explain why monetary policy is the main tool for stabilizing the economy. (R) <p>Module 32: Money, Output and Prices in the Long Run</p> <ul style="list-style-type: none"> Explain the concept of monetary neutrality and its relationship to long-term economic effects of monetary policy (R) <p>Module 34: Inflation and Unemployment: The Phillips Curve</p> <ul style="list-style-type: none"> Use the Phillips Curve to show the nature of the short-run trade-off between inflation and unemployment. (K, S) Explain why there is no long-run trade-off between inflation and unemployment. (R) 		<p>deposit insurance</p> <p>reserve requirements</p> <p>discount window</p> <p>money multiplier</p> <p>Modules 26/27: The Federal Reserve System and Monetary Policy</p> <p>Central Bank</p> <p>Federal Funds Market</p> <p>Federal Funds Rate</p> <p>Discount Rate</p> <p>Open Market Operations</p> <p>Module 28: The Money Market</p> <p>Money demand curve</p> <p>Money supply curve</p> <p>Module 29: The Market for Loanable Funds</p>
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			<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>PRIORITY WI: Social Studies Grade 12 Economics Students in Wisconsin will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions.</p> <p>D.12.5 Explain how federal budgetary policy and the Federal Reserve System's monetary policies influence overall levels of employment, interest rates, production, and prices</p> <p>D.12.6 Use economic concepts to analyze historical and contemporary questions about economic development in the United States</p>			<p>interest rate</p> <p>Loanable funds market</p> <p>rate of return</p> <p>crowding out</p> <p>Module 31: Monetary Policy and the Interest Rate</p> <p>Target Federal Funds Rate</p> <p>Expansionary Monetary Policy (define, draw)</p> <p>Contractionary Monetary Policy (define, draw)</p> <p>Module 32: Money and Prices in the Economy</p> <p>Monetary Neutrality</p> <p>Apply and draw monetary policy from the short-run to the long-run</p> <p>Module 34: Inflation and Unemployment: The Phillips Curve</p> <p>Phillips Curve-Definition</p>
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			<p>and the world</p> <p>D.12.9 Explain the operations of common financial instruments (such as stocks and bonds) and financial institutions (such as credit companies, banks, and insurance companies)</p> <p>D.12.11 Explain how interest rates are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials</p> <p>D.12.14 Analyze the economic roles of institutions, such as corporations and businesses, banks, labor unions, and the Federal Reserve System</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief</p>			<p>Apply</p> <p>Short-Run Phillips</p> <p>Long-Run Phillips C</p>
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			State School Officers. All rights reserved.			
	Unit 10: International Trade & Finance (Week 31, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of</p>	<p>Module 41: Capital Flows and the Balance of Payments</p> <ul style="list-style-type: none"> • Explain the meaning of the balance of payments accounts (K) • Identify the determinants of international capital flows (K) <p>Module 42: The Foreign Exchange Market</p> <ul style="list-style-type: none"> • Explain the rate of the foreign exchange market and the exchange rate (K) • Evaluate the importance of real exchange rates and their role in the current account R) <p>Module 43: Exchange Rate Policy and Macroeconomic Policy</p> <ul style="list-style-type: none"> • Describe the effects of currency devaluation and revaluation under a fixed exchange rate system.(R) • Explain how macroeconomic policy affects exchange rates under a floating exchange rate regime. (R) 	<p>How is voluntary trade mutually beneficial?</p> <p>How does free trade and trade barriers impact the US?</p> <p>What is the role of the US in the global economy?</p> <p>What is the appropriate role of the government in the economy?</p>	<p>Module 41:</p> <p>Balance of payments accounts</p> <p>Current Account</p> <p>Financial Account</p> <p>Trade balance</p> <p>Module 42:</p> <p>Foreign Exchange Market (define, and graph)</p> <p>Foreign Exchange Rates</p> <p>Appreciates</p> <p>Depreciates</p> <p>Equilibrium exchange rate</p>

			<p>topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources</p>	<p>Module 44: Barriers to Trade</p> <ul style="list-style-type: none"> • Evaluate the pros and cons of protectionism (R) • Illustrate the effects of a tariff and import quota (S) 		<p>Real exchange Purchasing power parity</p> <p>Module 43: Fixed exchange Floating exchange</p> <p>Exchange market intervention</p> <p>Module 44: Protectionism Tariffs Import quota</p>
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demonstrating understanding of the subject under investigation.

**PRIORITY WI:
Social Studies**

Grade 12

Economics

Students in

Wisconsin will

learn about

production,

distribution,

exchange, and

consumption so

that they can

make informed

economic

decisions.

D.12.3 Analyze and evaluate the role of Wisconsin and the United States in the world economy

D.12.4 Explain and evaluate the effects of new technology, global economic interdependence, and competition on the

development of national policies and on the lives of individuals and families in the United States and the world

D.12.6 Use economic

			<p>analyze historical and contemporary questions about economic development in the United States and the world D.12.8 Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 11: Post Exam Application Project (Week 35, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Economics Reportable Standard 1- Reading like an economist by analyzing and</p>	<p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their</p>	<p>Students will connect economic content from the semester to a topic of their choice.</p> <p>Students will present their research and economic connections in a manner of their choice.</p>	<p>How can economics be used to better understand the world around us?</p>	<p>Students will identify... applies to their topic</p>

		<p>evaluating multiple sources of information. Reportable Standard 2- Communicating like an economist by using evidence, graphs and examples to prove a claim. Reportable Standard 3- Knowing the essential content of economics to build context necessary to be an informed citizen.</p>	<p>development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments focused on discipline-specific content. Research to Build and Present Knowledge 7. Conduct short as well as more sustained</p>			
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			<p>research projects based on focused questions, demonstrating understanding of the subject under investigation. WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
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<p>Pewaukee District School Mixed-grade High Current Issues (D) 2020-2021 2 Curriculum Developers</p>	<p>Analyzing Sources (Week 1, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.a: Develop questions based on a topic SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will read and research like an informed citizen by analyzing and evaluating multiple sources of information.</p> <ul style="list-style-type: none"> when reviewing and analyzing news articles about current events. when analyzing online information in regards to its credibility, relevance, intended audience, purpose and point of view. when describing what an informed citizen should know about the credibility, relevance, intended audience, purpose and point of view of online sources. when using the "CRAP" test to analyze online sources/information. (Credibility, reliability, authority, purpose/point of view) <p>Students will know what an informed citizen knows:</p> <ul style="list-style-type: none"> when completing a background essay on the topic that they choose. when describing how their topic influences individuals, groups and institutions in our society. 	<p>Is the topic newsworthy? How can you tell? (News Determinants)</p> <p>Why does an informed citizen need to know about your topic?</p> <p>What does an informed citizen need to know about your topic?</p> <p>How can an informed citizen utilize a variety of online sources in order to understand the topic?</p> <p>How does an informed citizen analyze sources?</p>	<p>Credibility</p> <p>Reliability</p> <p>Authority</p> <p>Purpose</p> <p>Point of View</p> <p>Timeliness</p> <p>Proximity</p> <p>Prominence</p> <p>Significance</p> <p>Human Interest</p>
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questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard

SS.Inq2:

Wisconsin students will gather and evaluate sources.

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family

variety of sources including primary and secondary sources and media resources.

Standard

SS.Inq2:

Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard

SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.a: Develop claims to answer inquiry question

SS.Inq3.a.h

Develop a defensible claim to provide focus for

based upon the analysis of sources.

Standard SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim

SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.c: Elaborate how evidence supports claim

SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it

			claim appropriately. Copyright © 2015 Wisconsin Department of Education. All right reserved.			
	Democracy and Political Issues (Week 5, 4 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation	PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Students will read like an informed citizen by analyzing and evaluating multiple sources of information: <ul style="list-style-type: none"> when analyzing the preamble of the United States Constitution. when reviewing and analyzing news articles about current events. when locating and analyzing newsworthy online news articles. when researching swing states in the United States. Students will write like an informed citizen by using evidence or examples to prove a claim: <ul style="list-style-type: none"> when creating a persuasive speech about a timely current issues. when drafting a persuasive speech on the government's 	Is the government reaching its goals in the Preamble to the Constitution? How will citizens in "swing states" vote in upcoming elections? What is most newsworthy about the past two presidencies?	Preamble of United Constitution Form a more perfect Ensure domestic tr Provide for commo Promote the gener Secure the blessing liberty Establish justice Constitution Swing state Democrat Republican Electoral College Conservative

		<p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>organization, development, substance, and style are appropriate to purpose, audience, and task. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features</p>	<p>goals.</p> <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task:</p> <ul style="list-style-type: none"> • when presenting a persuasive speech on the government’s goals. • when creating a video that describes a swing state and makes a prediction about how citizens in that state will vote in an upcoming election. • when creating an authentic textbook chapter describing newsworthy events from recent presidencies. <p>Students will know the essential content of Current Issues to build context necessary for civic participation:</p> <ul style="list-style-type: none"> • when using the news determinants and evaluating online sources. • when identifying our government’s actions as they relate to the preamble of the United States Constitution. • when engaging with multiple news sources to keep updated with local, national and international occurrences. • when creating an authentic textbook chapter describing newsworthy events from recent 		<p>Liberal Demographics</p>
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			<p>as the date and origin of the information.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p>	<p>presidencies.</p>		
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			<p>RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Political Science Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. PS1.a: Values &</p>		
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			<p>Principles of American Constitutional Democracy SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p> <p>Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals.</p> <p>PS1.b: Origins & Foundation of the Government of the United States</p> <p>SS.PS1.c.h Evaluate the work and actions of</p>		
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historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

Standard
SS.PS2:

			<p>Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p> <p>PS2.a: Civil Rights and Civil Liberties</p> <p>SS.PS2.a.h</p> <p>Critique the struggle for suffrage and citizenship since the founding period.</p> <p>Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.</p> <p>Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.</p> <p>Standard</p> <p>SS.PS3:</p> <p>Wisconsin students will analyze and evaluate the powers and</p>		
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			<p>processes of political and civic institutions. PS3.b: Linkage Institutions SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups). Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.d: Public</p>		
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			<p>Policy SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes. Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Social Issues (Week 9, 6 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable	PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Students will read like an informed citizen by analyzing and evaluating	What is the best solution to obesity and its negative effects on American society? What are the	gun rights open carry/conceal

		<p>Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10 Reading: History/Social Studies</p>	<p>multiple sources of information:</p> <ul style="list-style-type: none"> when using the “evaluating news sources” document. when reviewing and analyzing news articles about current events. when locating and analyzing newsworthy online news articles. when reading and providing meaningful feedback to their peers about their persuasive writing. when analyzing an article about obesity in America. when analyzing a variety of sources that relate to obesity in America (visuals, text, film). when researching reliable sources on the issue of education in America. when analyzing the presentations created by their peers on the problems in the US education system. <p>Students will write like an informed citizen by using evidence or examples to prove a claim:</p> <ul style="list-style-type: none"> when completing a newspaper column as an exercise in persuasive writing. when creating a response that describes a solution to the obesity epidemic. when writing a response to the issue of the Affordable Care Act and America’s healthcare system. 	<p>problems of the American education system? What are the solutions?</p> <p>How can we prevent gun violence and mass shootings in the United States?</p> <p>What does the future of police-community relations look like in the United States?</p>	<p>assault rifles</p> <p>gun control</p> <p>2nd amendment</p> <p>Obamacare</p> <p>obesity</p> <p>health insurance</p>
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			<p>Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape</p>	<p>education and writing a response on the most important problem.</p> <ul style="list-style-type: none"> when writing a 30 second Opening Argument for a debate. <p>Students will present like an informed citizen in a way that is appropriate and effective for the audience and task</p> <ul style="list-style-type: none"> when verbally and visually communicating a presentation on a problem in education and potential solutions. when verbally debating the issue of gun control in the United States <p>Students will know the essential content of Current Issues to build context necessary for civic participation:</p> <ul style="list-style-type: none"> when using the news determinants and evaluating online sources. when learning about the obesity epidemic in America. when engaging with multiple news sources to keep updated with local, national and international occurrences. when understanding the facts, public opinion and pros/cons of the Affordable Care Act (Obamacare). when identifying and analyzing problems in the U.S. education system when demonstrating their knowledge of the issue of gun control in the United States. 		
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meaning or tone.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive

using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1.
Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

**Grades 9-12
Political Science
Standard**

**SS.PS1:
Wisconsin
students will
identify and
analyze
democratic
principles and
ideals.**

**PS1.a: Values &
Principles of
American
Constitutional
Democracy**

SS.PS1.a.h
Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to

circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

Standard

SS.PS2:

Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

PS2.a: Civil Rights and Civil Liberties

SS.PS2.a.h

Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

Standard

SS.PS3:

Wisconsin students will analyze and evaluate the powers and processes of political and

PS3.b: Linkage Institutions
SS.PS3.b.h
Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).
Standard
SS.PS3:
Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PS3.d: Public Policy
SS.PS3.d.h

effectiveness of public policy actions and processes.
Standard:
SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.a:
Argumentation
SS.PS4.a.h
Create arguments by researching and interpreting claims and counterclaims.
Standard:
SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.b:
Compromise, Diplomacy, and Consensus Building
SS.PS4.b.h
Analyze the effects of a political compromise with major historical impact.
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Terrorism (Week 15, 5 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation Reportable Standard 4-</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development,</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Identify the causes of terrorism (K) Identify some of the major actions taken by our federal government to combat terrorism/terrorist organizations (K) What are the most significant events and trends related to terrorism in the past 10 years? (K) Research in order to come up with a detailed plan for keeping the United States safe (Safe America Amendment) (P) Present the solutions in your Safe America Amendment to our class, clearly explaining your ideas, fielding questions and making compromises. (S/R) 	What is the best course of action we can take in order to prevent terrorism ?	<p>War on Terror</p> <p>Al-Qaeda</p> <p>ISIS</p> <p>Guantanamo Bay</p> <p>Enemy combatant</p>	

		<p>Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the</p>		
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information.
Craft and Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7.

Integrate

			<p>quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Political Science Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. PS2.b: Fundamentals of Citizenship</p>		
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			<p>SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p> <p>Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p> <p>PS2.c: Asserting and Reaffirming of Human Rights SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater</p>		
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			<p>rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p> <p>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.d: Public Policy SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p> <p>Standard: SS.PS4: Wisconsin students will develop and</p>		
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			<p>employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Year in Review (Week 19, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Identify the most newsworthy stories of the previous year (using news determinants as your guide). (K) • Research the most newsworthy stories of the previous year (K) • Create a product that summarizes and informs viewers about the newsworthiness of the topic news stories of the year (P) 	<p>What are the most newsworthy topics of the year?</p>	

		<p>informed citizen by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation</p> <p>Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence</p>			
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speaking to support conclusions drawn from the text.

RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects

science.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
RH.9-10.7.
Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
WHST.9-10.1.
Write arguments focused on discipline-specific content.

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	<p>Economic Issues (Week 22, 5 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Current Issues necessary for</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Watch a short video in order to understand economic productivity and economic growth (K) • Identify the characteristics of a "good" and "bad" economy. (K) • Research economic actions and economic data from previous administrations (K) • Create a background essay for your "Economic Issues DBQ" (K) • Identify a series of documents that will give the reader of your "Economic Issues DBQ" a variety of perspectives and points of view related to your topic. (K/P/R) 	<p>To what extent have the actions of past presidents impacted the economy?</p> <p>Should we raise the minimum wage?</p> <p>Is the cost of college worth it?</p>	<ul style="list-style-type: none"> • Gross Domestic Product • Inflation • Unemployment • Income inequality • Poverty • Economic growth • Economic productivity • Capitalism • Socialism

		<p>civic participation Reportable Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 9-10 Reading: History/Social Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending</p>		
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			<p>to such features as the date and origin of the information.</p> <p>Craft and Structure</p> <p>4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RH.9-10.4.</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>Integration of Knowledge and Ideas</p> <p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as</p>		
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			<p>well as in words. RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that</p>		
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			<p>initiate an inquiry. Inq1.a: Develop questions based on a topic SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. Standard SS.Inq2: Wisconsin students will gather and evaluate</p>		
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			<p>sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources</p>		
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			<p>SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>Inq3.a: Develop claims to answer inquiry question SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>Inq3.b: Cite evidence from multiple sources</p>		
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			<p>to support claim SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.c: Elaborate how evidence supports claim SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately. Economics Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and</p>		
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			<p>resources (Role of Government). Econ4.a: Economic Systems and Allocation of Resources SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief</p>		
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Immigration (Week 28, 5 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation Reportable Standard 4- Presenting like</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Research our country's history related to immigration, immigration policy and political views of immigration. • Identify current dilemmas related to immigration. • Identify differing political views and plans related to immigration. • Research and present solutions to current immigration dilemmas in our country 	What is the best course of action in reforming our immigration system?	<p>illegal immigration</p> <p>border control</p> <p>border security</p> <p>DACA</p> <p>dreamers</p> <p>pathway to citizens</p>	

		<p>citizen in a way that is appropriate and effective for the audience and task.</p>	<p>appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>			
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Structure
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7.

Integrate quantitative or

(e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.9-10.1.
Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

**Grades 9-12
Social Studies
Inquiry Practices
and Processes
Standard**

**SS.Inq1:
Wisconsin
students will
construct
meaningful
questions that
initiate an
inquiry.**

**Inq1.a: Develop
questions based**

SS.Inq1.a.h

Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

Standard

SS.Inq1:

Wisconsin students will construct meaningful questions that initiate an inquiry.

Inq1.b: Plan inquiry

SS.Inq1.b.h

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard

SS.Inq2:

Wisconsin students will gather and evaluate sources.

Inq2.a: Gather diverse sources (electronic,

			<p>other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h Analyze and weigh relevance of source through</p>			
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to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard

SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.a: Develop claims to answer inquiry question

SS.Inq3.a.h

Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Standard

SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim

SS.Inq3.b.h

Support claim with evidence using

multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard

SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.c: Elaborate how evidence supports claim

SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard

SS.Inq4:

Wisconsin students will communicate and critique conclusions.

Inq4.a:

Communicate conclusions

SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from ..

backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard

SS.Inq4:

Wisconsin students will communicate and critique conclusions.

Inq4.b: Critique conclusions

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Political Science Standard

SS.PS3:

Wisconsin students will analyze and evaluate the powers and processes of political and

			<p>PS3.d: Public Policy SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes. Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	Energy and Environmental Issues (Week 32, 4 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable	PRIORITY WI: English Language Arts 6-12 WI: Grades 9-10 Speaking & Listening Presentation of Knowledge and	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. <ul style="list-style-type: none"> Research in order to understand our nation's history related to 	Is the "Green New Deal" as good idea for the United States?	Renewable energy Oil refineries emissions green house gases

		<p>Standard 1- Reading like an informed citizen by analyzing and evaluating multiple sources of information. Reportable</p> <p>Standard 2- Writing like an informed citizen by using evidence or examples to prove a claim. Reportable</p> <p>Standard 3- Knowing the essential content of Current Issues necessary for civic participation Reportable</p> <p>Standard 4- Presenting like an informed citizen in a way that is appropriate and effective for the audience and task.</p>	<p>Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 9-10</p> <p>Reading: History/Social</p>	<p>energy and energy consumption</p> <ul style="list-style-type: none"> • Identify the main components of the "Green New Deal" • Identify the political claims related to the "Green New Deal" • Research in order to create an informed opinion on the essential question • Create an opening argument related to your position on the "Green New Deal" • Prepare notes in order to contribute to a discussion related to the "Green New Deal" 		<p>infrastructure</p> <p>Green New Deal</p>
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			<p>Studies Key Ideas and Details 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RH.9-10.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Craft and Structure 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word</p>		
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choices shape meaning or tone.

RH.9-10.4.

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.9-10.7.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive

			<p>topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.9-10.1. Write arguments focused on discipline-specific content.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and</p>			
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			<p>multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources.</p> <p>Inq2.b: Evaluate sources</p> <p>SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence</p>			
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			<p>to support reasoning. Inq3.a: Develop claims to answer inquiry question SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.b: Cite evidence from multiple sources to support claim SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p>		
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			<p>Inq3.c: Elaborate how evidence supports claim SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.</p> <p>Political Science Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.d: Public Policy SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p> <p>Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h Create arguments by researching</p>		
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			<p>and interpreting claims and counterclaims. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
	<p>Informed to Engaged Citizen (Week 36, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Current Issues Reportable Standard 3- Knowing the essential content of Current Issues necessary for civic participation</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Political Science Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. PS3.a: Political Participation SS.PS3.a.h Evaluate their role in government at the local, state, tribal, and federal levels. Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Identify a newsworthy topic/issue that you are passionate about (K) • Research that topic/issue (K) • Utilize your knowledge the issue in order to plan your action(s) in the community (K, R) • Plan, coordinate and execute your community improvement plan (S, P) 	<p>How can I use my knowledge, passion and energy to improve our community?</p>

	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Mixed-grade High Experience Wisconsin (D) 2020-2021 2 Curriculum Developers	1. Early History (Week 1, 4 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Experience Wisconsin Reportable Standard 3- Knowing the essential historical, geographical, political, and social content of Wisconsin to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>PRIORITY: Wisconsin Content Standard Social Studies Grades 9-12 Historical Eras & Themes While studying Wisconsin students will learn: the prehistory and the early history of Wisconsin's native people early explorers, traders, and settlers to 1812 immigration and settlement mining, lumber, and agriculture PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Knowing the Essential History of Wisconsin</p> <p>Students will learn and apply their knowledge of early Wisconsin history and geography. (K)</p> <p>Presenting Like A Historian</p> <p>Students will create and present a unique presentation to an elementary audience demonstrating their knowledge of the topic and their ability to create an interactive presentation. (P)</p>	<p>How has acculturation (when a culture borrows from another culture) become evident in Wisconsin?</p> <p>How did the geographic regions of Wisconsin affect the diverse development of the state?</p>	<p>acculturation</p> <p>middle ground</p> <p>driftless area</p> <p>subcontinental divi</p> <p>frac sand</p> <p>voyageur</p>

			<p>the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq5: Wisconsin students will be</p>			
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			<p>civically engaged. Inq5.a: Civic engagement SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Geography Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. Geog1.a: Tools of Geography SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data</p>		
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			<p>and representations to understand real world problems.</p> <p>Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns.</p> <p>Geog2.a: Population and Place</p> <p>SS.Geog2.a.h Evaluate population policies by analyzing how governments affect population change.</p> <p>PRIORITY WI: Social Studies Grade 12 History Students in Wisconsin will learn about the history of Wisconsin, the United States, and the world, examining change and continuity over time in order to develop historical perspective, explain historical relationships, and analyze</p>		
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			<p>issues that affect the present and the future. B.12.9 Select significant changes caused by technology, industrialization, urbanization, and population growth, and analyze the effects of these changes in the United States and the world</p>			
	<p>3. Experiencing Community (Week 5, 4 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 4- Presenting like</p>	<p>PRIORITY: Wisconsin Content Standard Social Studies Grades 9-12 Historical Eras & Themes While studying Wisconsin students will learn: immigration and settlement Wisconsin's response to 20th century change PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Reading: Literature Key Ideas and Details</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Reading Like A Historian</p> <p>Students will use local resources including the Waukesha County GIS to discover what something in their community used to be. (S)</p> <p>Writing Like A Historian</p> <p>Students will create a written explanation of their research on an interactive map that demonstrates their understanding of the</p>	<p>How does our local history reflect the development of Wisconsin history?</p> <p>How can we investigate our local history by reading architecture, headstones, human resources and artifacts?</p>	<p>epitaph</p> <p>artifacts</p> <p>rural</p> <p>suburban</p> <p>immigration</p>

		<p>way that is appropriate and effective for the audience and task.</p>	<p>to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1. Write</p>	<p>local landmark. (P)</p> <p>Presenting Like A Historian</p> <p>Students will create an interactive map with multimedia functions and their writing. (P)</p>		
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support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Speaking & Listening
Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are

			the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.			
	4. Experiencing Democracy (Week 9, 4 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.	PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. Students will research who their local government leaders are and what their responsibilities include while demonstrating their learning by creating a personalized slideshow. (K, P)	What are the functions and structures of government? How do our government institutions demonstrate democracy?	municipal town city village democracy legislation county judicial

			<p>perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	2. State History (Week 13, 6 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies US History Reportable Standard 1- Reading like a historian by analyzing and evaluating</p>	<p>PRIORITY: Wisconsin Content Standard Social Studies Grades 9-12 Historical Eras & Themes While studying Wisconsin students will learn: the transition from</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Students will identify a historic event or important geographical location in Wisconsin that is not currently represented with a historical marker and create a marker using the state guidelines. (K, P)</p>	<p>How can we identify bias when reading history?</p> <p>How can we try to tell history without including bias?</p>	<p>territory</p> <p>manufacturing</p> <p>agriculture</p> <p>settlement</p> <p>progressive</p> <p>dairy</p>

		<p>sources of information. Reportable Standard 2- Writing like a historian by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of US History from 1865 to the present to build context necessary to be an informed citizen. Reportable Standard 4- Presenting like a historian in a way that is appropriate and effective for the audience and task.</p>	<p>statehood, 1787-1848 PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. Speaking & Listening Presentation of</p>	<p>Students will analyze the state flag and select which symbols and which historic people, things or events should be added to the flag. (K, P)</p>	<p>people group into a shared identity?</p>	
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Ideas
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4.

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

PRIORITY WI:

			<p>(2018) Grades 9-12 Geography Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place. Geog4.a: Characteristics of Place SS.Geog4.a.h Evaluate the effect of culture on a place over time.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee High School Mixed- grade High Leadership Principles (D) 2020-2021 Hassman, Paul	Defining Leadership (Week 1, 6 Weeks)	RS: Reportable Standards RS: Grades 9-12 Social Studies Leadership Principles Reportable Standard 1- Read like a leader Reportable Standard 2- Write like a leader Reportable Standard 3- Present/communicatio n like a leader Reportable Standard 4- Know what a leader knows Test	PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4. Produce clear and coherent writing in which the development,	1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u> <ul style="list-style-type: none"> • Key traits of leaders (K) • Difference between leading and managing (K) • What the the frustrations of leaders? (K) • What are the satisfactions of leaders? (K) • What are the motives of leaders? (K) • What can you learn from a leader you are personally connected to ? (Interview a Leader) (K) 	How do you define leadership? What traits are essential for effective leadership? What are the most important lessons you have learned from other leaders? How have leadership theories evolved over time?	Shared resp Leading Managing Leadership Satisfaction Frustrations Followership

organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- What can you learn from a prominent leader (Profile of a Leader) **(K)**
- Synthesize information from all of our class activities in order to articulate your personal definition of leadership (Defining Leadership Discussion) **(R)**
- Create a video highlighting the most important insight about leadership from a prominent leader (Profile of a Leader) **(P)**

			<p>Comprehension and Collaboration 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to</p>		
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task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies
Key Ideas and
Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence

when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**PRIORITY WICTE:
Business and Information Technology (B&IT)
WICTE: 9-12
WCCTS:
LE/Leadership**

LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.

LE1.a: Implement leadership skills to accomplish team goals and objectives.

LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.

LE1.c: Identify the role of community service and service learning in family,

			community and business and industry. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.			
Leadership of Self (Week 7, 2 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Leadership Principles Reportable Standard 1- Read like a leader Reportable Standard 2- Write like a leader Reportable Standard 3- Present/communication like a leader Reportable Standard 4- Know what a leader knows Test</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Demonstrate new learning related to leadership skills, concepts and application from the book study. (K) • Identify textual evidence from your book study in order to participate in book discussions (S) • Effective participation in book discussions; summarizing your learning while building upon the learning communicated by your peers. (S/R) 	<p>What habits are most essential in order to develop leadership skills?</p> <p>What motivates you to lead?</p> <p>What is the relationship between character and leadership?</p> <p>What are your most important "takeaways" (insight) from your leadership book?</p> <p>What has challenged, confirmed or changed your thinking about leadership from the book you are reading?</p>	<p>Core values</p> <p>Mission/mis</p> <p>Ethics</p> <p>Morals</p> <p>Integrity</p> <p>Social resp</p>	

strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building

and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can

reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies
Key Ideas and
Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary

insights gained from specific details to an understanding of the text as a whole.
PRIORITY WICTE: Business and Information Technology (B&IT)
WICTE: 9-12
WCCTS: LE/Leadership

LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.

LE1.a: Implement leadership skills to accomplish team goals and objectives.

LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.

LE1.c: Identify the role of community service and service learning in family, community and business and industry.

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	<p>Leadership of Group(s) (Week 9, 5 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Leadership Principles Reportable Standard 1- Read like a leader Reportable Standard 2- Write like a leader Reportable Standard 3- Present/communicate like a leader Reportable Standard 4- Know what a leader knows Test</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Identify and differentiate between leadership styles (K/R) • Identify key features of social groups and formal organizations (K) • Determine the best course of action in fictional/realistic leadership scenarios (R) • Describe your personal leadership mission and philosophy (P) • Conduct a SWOT analysis based upon your current leadership skills and circumstances (K/R) 	<p>To what extent should your leadership change based upon the type of group you lead?</p> <p>Which leadership style best fits your personality?</p> <p>Which situations are each leadership style best suited for?</p> <p>How can you turn the knowledge and concepts learned in this course into future action?</p>	<p>Social groups</p> <p>Formal organizations</p> <p>Authoritarian</p> <p>Democratic</p> <p>Laissez-Faire</p>
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focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades

11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal

tasks.
PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies
Key Ideas and
Details
1. Read closely to
determine what
the text says
explicitly and to
make logical
inferences from it;
cite specific
textual evidence
when writing or
speaking to
support
conclusions drawn
from the text.
RH.11-12.1. Cite
specific textual
evidence to support
analysis of primary
and secondary
sources, connecting
insights gained from
specific details to an
understanding of
the text as a whole.
PRIORITY WICTE:
Business and
Information
Technology (B&IT)
WICTE: 9-12
WCCTS:
LE/Leadership

LE1: Students will

			<p>apply leadership skills in real-world, family, community and business and industry applications.</p> <p>LE1.a: Implement leadership skills to accomplish team goals and objectives.</p> <p>LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.</p> <p>LE1.c: Identify the role of community service and service learning in family, community and business and industry.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Leadership in our Community (Week 14, 7 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Leadership Principles Reportable Standard 1- Read like a leader Reportable Standard 2- Write like a leader Reportable Standard 3- Present/communicate</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Writing Production and Distribution of Writing 4. Produce clear and coherent writing in which</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Identify your community's opportunities for improvement. (K) Create an action plan for addressing a need in our 	<ul style="list-style-type: none"> How can you utilize your leadership knowledge and skills in our community? What does our community need ? 	<p>consensus</p> <p>community</p> <p>cooperation</p> <p>networking</p> <p>social respo</p>

		<p>n like a leader Reportable Standard 4- Know what a leader knows Test</p>	<p>the development, organization, and style are appropriate to task, purpose, and audience. W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9. Draw evidence from literary or informational texts to support analysis,</p>	<ul style="list-style-type: none"> • Utilize your leadership skills in order to address a need in our community (S) • Working with a small group, plan and execute a community service project (K,S, P,R) 		
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research.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening Comprehension and Collaboration
1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Presentation of Knowledge and Ideas

4. Present

findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies**

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**PRIORITY WICTE:
Business and Information Technology (B&IT)
WICTE: 9-12
WCCTS:
LE/Leadership**

LE1: Students will apply leadership skills in real-world, family, community and business and industry applications.

LE1.a: Implement leadership skills to accomplish team goals and

			<p>LE1.b: Employ teamwork skills to achieve collective goals and use team members/ talents effectively.</p> <p>LE1.c.6.h: Assess the roles and responsibilities of citizenship and formulate an activity or event to showcase community service.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
<p>Pewaukee District School Mixed-grade High Model UN (D) 2020-2021 Douglass, Andrew</p>	<p>Understanding the UN (Week 1, 38 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Model United Nations</p> <p>Reportable Standard 1- Reading like a diplomat</p> <p>Reportable Standard 2- Writing like a diplomat</p> <p>Reportable Standard 4- Knowing essential international relations facts and skills to build context necessary to be an informed global citizen</p>	<p>PRIORITY WI: Social Studies Grade 12 Geography Students in Wisconsin will learn about geography through the study of the relationships among people, places, and environments.</p> <p>A.12.1 Use various types of atlases and appropriate vocabulary to describe the</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> What is the basic structure and function of the UN and its agencies? (K,R) 	<p>What is the history that brought the UN into existence?</p> <p>What are the main bodies and organs of the United Nation?</p> <p>What are the tasks of the UN and its agencies?</p> <p>What is the overall mission of the UN?</p> <p>What are the limits to what these agencies can do (or, not do)?</p>	<p>United Nations Soup of sub and agencies SC, etc)</p>

			<p>physical attributes of a place or region, employing such concepts as climate, plate tectonics, volcanism, and landforms, and to describe the human attributes, employing such concepts as demographics, birth and death rates, doubling time, emigration, and immigration</p> <p>A.12.3 Construct mental maps of the world and the world's regions and draw maps from memory showing major physical and human features</p> <p>Political Science and Citizenship Students in Wisconsin will learn about political science and acquire the knowledge of political systems necessary for developing individual civic responsibility by studying the history and contemporary uses of power, authority, and governance.</p> <p>C.12.1 Identify the sources, evaluate</p>		<p>To what extent is the UN successful in its mission?</p>	
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the justification, and analyze the implications of certain rights and responsibilities of citizens

C.12.2 Describe how different political systems define and protect individual human rights

C.12.3 Trace how legal interpretations of liberty, equality, justice, and power, as identified in the Constitution, the Bill of Rights, and other Constitutional Amendments, have changed and evolved over time

C.12.4 Explain the multiple purposes of democratic government, analyze historical and contemporary examples of the tensions between those purposes, and illustrate how governmental powers can be acquired, used, abused, or legitimized

C.12.8 Locate, organize, analyze, and use information from various sources to understand an issue of public concern,

			<p>take a position, and communicate the position</p> <p>C.12.9 Identify and evaluate the means through which advocates influence public policy, and identify ways people may participate effectively in community affairs and the political process</p> <p>C.12.12 Explain the United States' relationship to other nations and its role in international organizations, such as the United Nations, North Atlantic Treaty Organization, World Bank, International Monetary Fund, and North American Free Trade Agreement</p> <p>Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>			
	<p>Understanding a Model UN (Week 1, 38 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Model United Nations</p> <p>Reportable Standard 1- Reading like a diplomat</p> <p>Reportable Standard 2- Writing like a diplomat</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Effectively speak a new language: Parliamentary Procedure in formal and informal debate (S)</p>	<p>In what ways is a Model UN similar to or different from a "real" UN delegation?</p> <p>In what ways does one prepare for a Model UN simulation?</p>	<p>Parliamentary Procedure: Position Paper, Debate, Negotiation, Resolution</p>

		<p>Reportable Standard 3- Speaking like a diplomat</p> <p>Reportable Standard 4- Knowing essential international relations facts and skills to build context necessary to be an informed global citizen</p>	<p>students will construct meaningful questions that initiate an inquiry.</p> <p>Inq1.a: Develop questions based on a topic</p> <p>SS.Inq1.a.h</p> <p>Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>Standard SS.Inq1:</p> <p>Wisconsin students will construct meaningful questions that initiate an inquiry.</p> <p>Inq1.b: Plan inquiry</p> <p>SS.Inq1.b.h</p> <p>Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>Standard SS.Inq2:</p> <p>Wisconsin students will gather and evaluate sources.</p> <p>Inq2.a: Gather diverse sources (electronic, digital, print, and other</p>	<p>Effectively write in the formal language for UN Resolutions (S)</p> <p>Construct an effective negotiation strategy to bring other delegates together (R)</p> <p>Effectively speak publicly in formal speeches and in unmoderated caucuses (P)</p>	<p>What are the key terms and phrases needed to speak and write in parliamentary procedure?</p> <p>What is the most effective technique for negotiation in large and small groups?</p> <p>What are the skills needed for effective public speaking?</p>	
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applicable to the inquiry

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Wisconsin students will develop claims using evidence to support reasoning.

**Inq3.a: Develop claims to answer inquiry question
SS.Inq3.a.h**

Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

**Inq3.b: Cite evidence from multiple sources to support claim
SS.Inq3.b.h**

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.c: Elaborate how evidence supports claim

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.a:

Communicate conclusions

SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard SS.Inq4:

Wisconsin students will communicate and critique conclusions.

Inq4.b: Critique conclusions

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of

evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Standard SS.Inq5:

Wisconsin

students will be civically engaged.

Inq5.a: Civic engagement

SS.Inq5.a.h

Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Behavioral Sciences

Standard SS.BH2:

Wisconsin

students will investigate and interpret interactions between individuals and groups

(Sociology).

BH2.a:

Relationship of people and groups

SS.BH2.a.h

that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).

**BH3.a: Social Interactions
SS.BH3.a.h**

Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

**Geography
Standard
SS.Geog1:
Wisconsin students will use geographic tools and ways of thinking to analyze**

Geog1.a: Tools of Geography

SS.Geog1.a.h

Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems.

Standard

SS.Geog1:

Wisconsin

students will use geographic tools and ways of thinking to analyze the world.

Geog1.b: Spatial Thinking (map interpretation)

SS.Geog1.b.h

Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

Standard

SS.Geog1:

Wisconsin

students will use geographic tools and ways of thinking to analyze

Geog1.c: Mental Mapping/Maps from Memory

SS.Geog1.c.h

Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives.

Standard

SS.Geog4:

Wisconsin

students will evaluate the relationship between identity and place.

Geog4.a:

Characteristics of Place

SS.Geog4.a.h

Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity).

Political Science

Standard SS.PS1:

Wisconsin

students will identify and analyze democratic principles and ideals.

PS1.a: Values & Principles of American Constitutional Democracy

SS.PS1.a.i

Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

Standard SS.PS2:
Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

PS2.c: Asserting and Reaffirming of Human Rights
SS.PS2.c.h

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Standard SS.PS3:
....

students will analyze and evaluate the powers and processes of political and civic institutions.

**PS3.c: Power in Government
SS.PS3.c.h**

Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels.

Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Standard SS.PS3:

Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

PS3.d: Public Policy

SS.PS3.d.h

Evaluate the effectiveness of public policy actions and processes.

			<p>Wisconsin students will develop and employ skills for civic literacy. PS4.a: Argumentation SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims. Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.b: Compromise, Diplomacy, and Consensus Building SS.PS4.b.h Analyze the effects of a political compromise with major historical impact. Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Understanding International Relations and Diplomacy (Week 1, 38 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Model United Nations Reportable Standard 4- Knowing essential international relations facts and skills to build</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Political Science Standard SS.PS1: Wisconsin students will identify and</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> The nature of states and 	<ul style="list-style-type: none"> How do states interact with each other? Why has the USA chosen to remain a part of the UN? Why do states 	<p>International Nation-state Idealism, Libertarianism, Authoritarianism of Power, Deterrence Trade</p>

		<p>context necessary to be an informed global citizen</p>	<p>analyze democratic principles and ideals. PS1.a: Values & Principles of American Constitutional Democracy SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority. Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. PS2.a: Civil Rights and Civil Liberties SS.PS2.a.h Analyze the constitutional tension between protecting individual</p>	<p>nations (K)</p> <ul style="list-style-type: none"> • War and Peace (K) • International Security(K) • The nature of power and influence(K) • International conflict and resolution(K) • International anarchy(K) • Regional and global security(K) 	<p>behave as they do?</p> <ul style="list-style-type: none"> • What tools to states have to influence each other? • Why do countries sometimes break treaties? 	
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rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights.

Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

**PS2.b: Fundamentals of Citizenship
SS.PS2.b.h**

Assess the difference in constitutional and legal protections for citizens vs. noncitizens.

Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

Standard SS.PS2: Wisconsin

students will examine and interpret rights, privileges, and responsibilities in society.

**PS2.c: Asserting and Reaffirming of Human Rights
SS.PS2.c.h**

Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

**Standard SS.PS3:
Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.**

**PS3.b: Linkage Institutions
SS.PS3.b.h**

Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).

Standard SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and civic
institutions.

PS3.c: Power in
Government
SS.PS3.c.h

Evaluate the
structure and
functions of
governments at the
local, state, tribal,
national, and global
levels.

Evaluate the
purpose of political
institutions at the
local, state, tribal,
national, global, and
supranational/non-
government
organization (NGO)
levels distinguishing
their roles, powers,
and limitations.

Standard SS.PS3:
Wisconsin
students will
analyze and
evaluate the
powers and
processes of
political and civic
institutions.

PS3.d: Public
Policy
SS.PS3.d.h

Evaluate the
effectiveness of
public policy actions

			<p>and processes. Standard: SS.PS4: Wisconsin students will develop and employ skills for civic literacy. PS4.b: Compromise, Diplomacy, and Consensus Building SS.PS4.b.h Analyze the effects of a political compromise with major historical impact. Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>			
	<p>Country Research (Week 1, 38 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Model United Nations Reportable Standard 1- Reading like a diplomat Reportable Standard 2- Writing like a diplomat Reportable Standard 3- Speaking like a diplomat Reportable Standard 4- Knowing essential international relations facts and skills to build context necessary to be an informed global citizen</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.a: Develop questions based on a topic SS.Inq1.a.h Frame</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Identify and articulate your country's foreign policy goals (P)</p> <p>Identify and articulate your country's foreign policy strategy (R)</p>	<ul style="list-style-type: none"> • How does your country see itself and its role in the world? • What nations does your country ally with, and why? • What countries would your country find an adversary or enemy, and why? 	<p>Ideology, d foreign, eth GDP, interg organization</p>

complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

Inq1.b: Plan inquiry

SS.Inq1.b.h

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political

multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Standard SS.Inq2:

Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3:

Wisconsin students will develop claims using evidence to support reasoning.

Inq3.a: Develop claims to answer inquiry question

SS.Inq3.a.h

Develop a

provide focus for an inquiry that is based upon the analysis of sources.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim
SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.c: Elaborate how evidence supports claim
SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard SS.Inq4: Wisconsin students will

critique conclusions.
Inq4.a:
Communicate conclusions
SS.Inq4.a.h
Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
Standard SS.Inq4:
Wisconsin students will communicate and critique conclusions.
Inq4.b: Critique conclusions
SS.Inq4.b.h
Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.
Standard SS.Inq5:
Wisconsin

			<p>civically engaged. Inq5.a: Civic engagement SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Topic Research (Week 1, 38 Weeks)</p>	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Model United Nations Reportable Standard 1- Reading like a diplomat Reportable Standard 2- Writing like a diplomat Reportable Standard 3- Speaking like a diplomat Reportable Standard 4- Knowing essential international relations facts and skills to build context necessary to be an informed global citizen</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.a: Develop questions based on a topic SS.Inq1.a.h Frame researchable, complex, and open-</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <p>Identify the groups and subgroups most affected by the topic (and how) (K)</p> <p>Identify the essential facts of the topic (K)</p> <p>Identify where in the world the topic is most relevant (K)</p> <p>Identify the history of the topic (how did we get here?) (K)</p> <p>Identify why this topic is important</p>	<p>What are the WHO, WHAT, WHERE, WHEN and WHY of your topic?</p> <p>What are the range of opinions on your topic you are likely to hear in committee?</p> <p>What has already been tried as a solution to your topic?</p> <p>To what extent have these solutions been successful?</p>	<p>Students w key vocabu topic based</p>

ended questions, integrating multiple social studies strands that call for investigation.

Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.

Inq1.b: Plan inquiry

SS.Inq1.b.h

Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry

SS.Inq2.a.h

Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple

(K)

Identify solutions that have already been tried and to what extent were are successful (K)

perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.a: Develop claims to answer inquiry question

SS.Inq3.a.h

Develop a defensible claim to provide focus for an

inquiry that is based upon the analysis of sources.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim
SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.c: Elaborate how evidence supports claim
SS.Inq3.c.h

Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

Standard SS.Inq4: Wisconsin students will communicate and critique

			<p>conclusions. Inq4.a: Communicate conclusions SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). Standard SS.Inq4: Wisconsin students will communicate and critique conclusions. Inq4.b: Critique conclusions SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. Standard SS.Inq5: Wisconsin students will be civically engaged.</p>		
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			<p>Inq5.a: Civic engagement SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>Economics Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). Econ2.b: Supply, Demand, and Competition SS.Econ2.b.h Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in</p>		
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			<p>various markets can affect price, quantity, and variety.</p> <p>Standard SS.Econ3: Wisconsin students will analyze how an economy functions as a whole (Macroeconomics)</p> <p>·</p> <p>Econ3.a: Economic Indicators</p> <p>SS.Econ3.a.h</p> <p>Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices. Use economic indicators to analyze the current and future state of the economy.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Reflection and Evaluation: how well are we</p>	<p>RS: Reportable Standards RS: Grades 9-12</p>	<p>PRIORITY WI: Social Studies (2018)</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context</p>	<p>How can you learn from your experiences at the conference to get better at</p>	<p>The key vo depend on conference</p>

	<p>simulat (Week 1, 38 Weeks)</p>	<p>Social Studies Model United Nations Reportable Standard 1- Reading like a diplomat Reportable Standard 2- Writing like a diplomat Reportable Standard 3- Speaking like a diplomat Reportable Standard 4- Knowing essential international relations facts and skills to build context necessary to be an informed global citizen</p>	<p>Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq5: Wisconsin students will be civically engaged. Inq5.a: Civic engagement SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. Political Science Standard SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. PS2.c: Asserting and Reaffirming of Human Rights SS.PS2.c.h Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations</p>	<p><u>of the unit.</u></p> <p>Identify a personal highlight and lowlight of the conference (K)</p> <p>Identify the areas of greatest personal growth for you at the conference (P)</p> <p>Identify knowledge and skills that transfer to your life outside Model UN (R)</p>	<p>being a Model UN delegate?</p> <p>How can you transfer these experiences to your wider life to be a better person, student and citizen?</p>	<p>the delegat in that com</p>
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Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Standard SS.PS3:

Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

PS3.b: Linkage Institutions

SS.PS3.b.h

Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).

Standard SS.PS3:

Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.

PS3.c: Power in Government

SS.PS3.c.h

Evaluate the structure and functions of governments at the local, state, tribal,

levels.
Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
Standard SS.PS3:
Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PS3.d: Public Policy
SS.PS3.d.h
Evaluate the effectiveness of public policy actions and processes.
Standard: SS.PS4:
Wisconsin students will develop and employ skills for civic literacy.
PS4.a:
Argumentation
SS.PS4.a.h
Create arguments by researching and interpreting claims and counterclaims.
Standard: SS.PS4:
Wisconsin students will

			<p>employ skills for civic literacy. PS4.b: Compromise, Diplomacy, and Consensus Building SS.PS4.b.h Analyze the effects of a political compromise with major historical impact. Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Mixed-grade High Psychology (D) 2020-2021 Budde, Amy	Unit 1: Methods Domain (Week 1, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Presenting like a psychologist in a way that is appropriate and effective for the audience and task. Reportable Standard 4-</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Explain the basis of psychological behavior as the study of human and animal behavior and mental processes. (K) <p>Topics include:</p> <ul style="list-style-type: none"> • Major historical figures in psychology • Theoretical approaches to describing behavior • Branches of psychology • Explain how psychologists 	<ul style="list-style-type: none"> • What is psychology's historic big issue? Is it nature or nurture that guides us? • How do psychologists use the biopsychosocial approach, and how can it help us understand our diverse world? • How do theories advance psychological science? • How do psychologists use case studies, naturalistic observation, and 	<p>Introduction - Contemporary Perspectives</p> <p>psychology</p> <p>psychiatry</p> <p>psycho-biology</p> <p>behaviorism</p> <p>cognitive psychology</p> <p>humanistic psychology</p> <p>psychoanalysis</p> <p>sociocultural</p>

		<p>Knowing the systematic and scientific study of behavior and mental processes to be an informed global citizen.</p>	<p>developed research proposal. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h Analyze and weigh</p>	<p>design and conduct research (K)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • A variety of research methods used by psychologists • The application of research design and statistical analysis in psychology • Ethical guidelines • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 	<p>surveys to observe and describe behavior, and why is random sampling important?</p> <ul style="list-style-type: none"> • What are the characteristics of experimentation that make it possible to isolate cause and effect? 	<p>biopsychos</p> <p><u>Scientific M</u> <u>Psychology</u></p> <p>scientific m</p> <p>critical think</p> <p>theory</p> <p>hypothesis</p> <p>sample</p> <p>random sel</p> <p>variables</p> <p>operational</p> <p>replication</p> <p>APA Ethica</p> <p>naturalistic</p> <p>case study</p> <p>correlationa</p> <p>survey</p> <p>correlation</p> <p>positive cor</p>
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relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim
SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.a: Communicate conclusions
SS.Inq4.a.h

Communicate conclusions while taking into consideration that

negative co

zero correla

controlled e

independen

dependent

random ass

descriptive

central tend

mean

median

mode

normal distr

skewed dist

standard de

inferential s

audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard SS.Inq4:

Wisconsin students will communicate and critique conclusions.

Inq4.b: Critique conclusions

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Behavioral Sciences

Standard SS.BH1:

Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

BH1.a: Individual cognition,

perception, and behavior

SS.BH1.a.h

Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.

Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

BH1.b: Personal identity and empathy

SS.BH1.b.h

Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.

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	Unit 2: Biopsychological Domain (Week 4, 4 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Writing like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Presenting like a psychologist in a way that is appropriate and effective for the audience and task.</p> <p>Reportable Standard 4- Knowing the systematic and scientific study of behavior and mental processes to be an informed global citizen.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h</p> <p>Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h</p> <p>Explore evidence discovered through</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Study behaviors and mental processes from a biological perspective and explore the efforts of interaction between human biology and our environment. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Structures and functions of biological systems, including the endocrine system and nervous system Brain function, neural firing, and the influence of medication The study of the brain and research techniques for studying its structure and function <ul style="list-style-type: none"> States of consciousness, including sleeping and dreaming Examine how humans perceive and process the world around them and convert those 	<ul style="list-style-type: none"> Why are psychologists concerned with human biology, in particular, the nervous and endocrine systems? How does this quote apply "Everything psychological is simultaneously biological"? How do sensation and perception work together for an individual to experience the world around them? 	<p>plasticity</p> <p>neuron</p> <p>cell body</p> <p>dendrites</p> <p>axon</p> <p>action potential</p> <p>glial cells (g)</p> <p>synapse</p> <p>neurotransmitter</p> <p>acetylcholine</p> <p>dopamine</p> <p>serotonin</p> <p>norepinephrine</p> <p>GABA</p> <p>glutamate</p> <p>endorphins</p> <p>nervous system</p> <p>central nervous system</p>

			<p>personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to</p>	<p>perceptions that influence how we think and behave. (K)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Basic principles of how humans experience and process stimuli • The role of experience and culture in perception • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p>peripheral n</p> <p>nerves</p> <p>sensory ne</p> <p>motor neuro</p> <p>interneuron</p> <p>somatic ner</p> <p>autonomic</p> <p>sympathetic system</p> <p>parasympa system</p> <p>reflex</p> <p>endocrine s</p> <p>hormones</p> <p>adrenal gla</p> <p>pituitary gla</p> <p>EEG - electroence</p> <p>PET - posit tomography</p> <p>MRI - magn imaging</p> <p>brainstem</p>
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Inq3.b: Cite evidence from multiple sources to support claim
SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.a: Communicate conclusions
SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.b: Critique

cerebellum

cerebrum/c

thalamus

limbic system

frontal lobe

parietal lobe

occipital lobe

temporal lobe

corpus callosum

split brain

twin and ad

sensation

perception

sensory rec

Gestalt law

binocular d

monocular

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Behavioral Sciences

Standard SS.BH1:

Wisconsin

students will examine individual cognition, perception, behavior, and identity

(Psychology).

BH1.a: Individual cognition, perception, and behavior

SS.BH1.a.h

Analyze biological and environmental factors that influence a person's cognition, perception, and behavior.

Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on

			<p>Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).</p> <p>BH1.b: Personal identity and empathy</p> <p>SS.BH1.b.h</p> <p>Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p> <p>Copyright © 2015 Wisconsin Department of Education. All right reserved.</p>			
	<p>Unit 3: Developmental Domain (Week 8, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2-</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Examine how physical and social changes over humans' lifespans can influence behavior and mental processes from a 	<ul style="list-style-type: none"> How do we develop physically, socially, and cognitively? How does the theories of Piaget, Freud, Erikson, and Kohlberg describe child development? How does they compare and 	<p>heredity</p> <p>environmen</p> <p>interaction</p> <p>temperame</p> <p>critical perio</p>

		<p>Writing like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Presenting like a psychologist in a way that is appropriate and effective for the audience and task. Reportable Standard 4- Knowing the systematic and scientific study of behavior and mental processes to be an informed global citizen.</p>	<p>questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary</p>	<p>variety of perspectives. (K)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Theories of social development in childhood • Theories of cognitive development in childhood • Adolescent development and challenges • Adulthood and aging • Theories of moral development • Study personality through the lens of behavior and mental processes and how they interact to produce an individual's personality. (K) <p>Topics include:</p> <ul style="list-style-type: none"> • Conceptions of personality, including behaviorist, social cognitive, humanistic, and trait theories • Research and assessments to measure personality • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 	<p>contrast?</p>	<p>cognition</p> <p>schema</p> <p>sensorimotor</p> <p>object permanence</p> <p>preoperational</p> <p>egocentrism</p> <p>conservation</p> <p>concrete operations</p> <p>formal operations</p> <p>scaffold</p> <p>theory of mind</p> <p>adolescence</p> <p>levels of moral development</p> <p>stages of psychosocial development</p> <p>basic trust</p> <p>identity</p> <p>intimacy</p> <p>emerging adulthood</p>
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sources and media resources.

Standard SS.Inq2: Wisconsin students will gather and evaluate sources.

Inq2.b: Evaluate sources

SS.Inq2.b.h

Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim

SS.Inq3.b.h

Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq4: Wisconsin students will

communicate and critique conclusions.

Inq4.a:

Communicate conclusions

SS.Inq4.a.h

Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Standard SS.Inq4:

Wisconsin

students will communicate and critique conclusions.

Inq4.b: Critique conclusions

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Behavioral Sciences

**Standard SS.BH1:
Wisconsin
students will
examine individual
cognition,
perception,
behavior, and
identity
(Psychology).**

**BH1.a: Individual
cognition,
perception, and
behavior**

SS.BH1.a.h

Analyze biological
and environmental
factors that
influence a person's
cognition,
perception, and
behavior.

Explain the
interaction of
biology and
experience (i.e.,
nature and nurture)
and its influence on
behavior.

Using scientific
practices, conduct
research related to
a problem or issue
affecting individuals
and/or society.

**Standard SS.BH1:
Wisconsin
students will
examine individual
cognition,
perception,
behavior, and
identity
(Psychology).**

**BH1.b: Personal
identity and**

			<p>empathy SS.BH1.b.h Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias. Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>			
	<p>Unit 4: Cognitive Domain (Week 12, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Presenting like a psychologist in a way that is appropriate and effective for the audience and task. Reportable Standard 4- Knowing the systematic and scientific study of behavior and mental processes to be an informed global citizen.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. Standard SS.Inq2: Wisconsin students will gather and</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Examine how this field of psychology studies how humans and other animals learn as well as how learning changes over a lifetime. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Influential researchers and theories of learning Results of famous learning experiments Types of learning Types of conditioning and their effects Social and cognitive factors in learning Examine the complex 	<ul style="list-style-type: none"> Why do I do what I do? How do humans learn? How do we process information? When do I learn? 	<p>learning</p> <p>habituation</p> <p>associative</p> <p>classical c</p> <p>behaviorism</p> <p><i>uncondition (UR)</i></p> <p><i>uncondition (US)</i></p> <p><i>conditione</i></p> <p><i>conditione</i></p> <p>acquisition</p> <p>higher-order</p> <p>extinction</p>

			<p>evaluate sources. Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p> <p>Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context,</p>	<p>intelligence and other mental processes impact human behavior (K)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • The cognitive and physiological processes that make up memory • Forgetting and typical memory errors • The biological basis of short- and long-term memory • Creative thinking and problem-solving strategies <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p>spontaneous</p> <p>generalization</p> <p>discrimination</p> <p>learned helplessness</p> <p>respondent</p> <p>operant conditioning</p> <p>operant behavior</p> <p>law of effect</p> <p>operant conditioning</p> <p>shaping</p> <p>discrimination</p> <p>reinforcer</p> <p>positive reinforcement</p> <p>negative reinforcement</p> <p>conditioned</p> <p><i>continuous</i></p> <p><i>partial (intermittent) reinforcement</i></p> <p><i>fixed-ratio schedule</i></p> <p><i>variable-ratio schedule</i></p>
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purpose affect the reliability, limitations, and usefulness of a source.

Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.

Inq3.b: Cite evidence from multiple sources to support claim

SS.Inq3.b.h
Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.

Inq4.a: Communicate conclusions

SS.Inq4.a.h
Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the

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variable-int

punishment

cognitive m

latent learn

insight

intrinsic mo

extrinsic mo

biofeedback

observatio

modeling

mirror neur

prosocial be

interpret the information in different ways).

Standard SS.Inq4:

Wisconsin students will communicate and critique conclusions.

Inq4.b: Critique conclusions

SS.Inq4.b.h

Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Behavioral Sciences

Standard SS.BH1:

Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

BH1.a: Individual cognition, perception, and behavior

SS.BH1.a.h

Analyze biological and environmental

influence a person's cognition, perception, and behavior.

Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.

Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).

BH1.b: Personal identity and empathy
SS.BH1.b.h

Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.

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	<p>Unit 5: Behavior Domain (Week 16, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Presenting like a psychologist in a way that is appropriate and effective for the audience and task. Reportable Standard 4- Knowing the systematic and scientific study of behavior and mental processes to be an informed global citizen.</p>	<p>PRIORITY WI: Social Studies (2018) Grades 9-12 Social Studies Inquiry Practices and Processes Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. Inq1.b: Plan inquiry SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal. Standard SS.Inq2: Wisconsin students will gather and evaluate sources. Inq2.b: Evaluate sources SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Identify how psychologists evaluate, study and treat a range of psychological disorders. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Standards for diagnosing and approaches to explaining psychological disorders Neurodevelopmental and schizophrenic spectrum disorders Bipolar, depressive, anxiety, and obsessive-compulsive disorders Dissociative, somatic, and trauma- and stress-related disorders Substance abuse, eating disorders, personality disorders, and related conditions Identify how psychologists evaluate, study and treat a range of psychological disorders. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Historical developments in psychological treatment Modern treatment options 	<ul style="list-style-type: none"> How do psychologists define "abnormal"? How are the various psychological disorders identified and studied? What is the best method of treatment for psychological disorders? How are individuals affected by groups? Under what conditions do people obey, conform, and help others? 	<p>psychologic attention-de hyperactivit (ADHD) medical mo <i>DSM-IV-TR</i> anxiety disc generalizec disorders panic disor phobia obsessive-c disorder(O post-trauma disorder (P post-trauma somatoform conversion hypochondr dissociative dissociative disorder (D mood disor</p>
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		<p>Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. Inq3.b: Cite evidence from multiple sources to support claim SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).</p> <p>Standard SS.Inq4: Wisconsin students will communicate and critique conclusions. Inq4.a: Communicate conclusions SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>Standard SS.Inq4: Wisconsin</p>	<p>and methods</p> <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p>major depressive mania bipolar disorder schizophrenia delusions personality antisocial personality disorder organic disorders (Organic Mental Disorders) Disturbances of thought psychodynamic insight therapy client-centered active listening unconditional regard behavior therapy counterconditioning exposure therapy systematic desensitization virtual reality</p>
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			<p>students will communicate and critique conclusions. Inq4.b: Critique conclusions SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p> <p>Behavioral Sciences Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology). BH1.a: Individual cognition, perception, and behavior SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the</p>			<p>therapy</p> <p>aversive co</p> <p>token econ</p> <p>cognitive th</p> <p>cognitive-be</p> <p>therapy</p> <p>family thera</p>
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			<p>interaction of biology and experience (i.e., nature and nurture) and its influence on behavior.</p> <p>Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>Standard SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).</p> <p>BH1.b: Personal identity and empathy</p> <p>SS.BH1.b.h</p> <p>Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p> <p>Copyright © 2015 Wisconsin Department of Education. All rights reserved.</p>			
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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School	Unit 1: Psychology's History and Approaches	RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies	PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12	1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context</u>	<ul style="list-style-type: none"> How and why did psychology develop as a science? 	<p>empiricism</p> <p>structuralism</p>

grade High
Psycholog
y 102 (D)
2020-2021
Budde,
Amy

(Week 1, 1
Week)

AP Psychology

Reportable Standard 1-
Reading like a
psychologist by
analyzing and
evaluating multiple
sources of information.
Reportable Standard 2-
Communicating like a
psychologist by using
evidence or examples
to prove a claim.
Reportable Standard 3-
Knowing the
systematic and
scientific study of
behavior and mental
processes to build
context necessary to
be an informed global
citizen.

**Speaking &
Listening
Presentation of
Knowledge and
Ideas**

**4. Present
information,
findings, and
supporting
evidence such that
listeners can
follow the line of
reasoning and the
organization,
development, and
style are
appropriate to
task, purpose, and
audience.**

SL.11-12.4. Present
information,
findings, and
supporting
evidence, conveying
a clear and distinct
perspective, such
that listeners can
follow the line of
reasoning,
alternative or
opposing
perspectives are
addressed, and the
organization,
development,
substance, and
style are
appropriate to
purpose, audience,
and a range or
formal and informal
tasks.

**PRIORITY WI:
Literacy in**

of the unit.

- Explain the basis of psychological behavior as the study of human and animal behavior and mental processes. (K)

Topics include:

- Major historical figures in psychology
- Theoretical approaches to describing behavior
- Branches of psychology

- Connect psychological concepts and theories to real-life scenarios (R)
- Analyzing research studies in psychology (P)
- Understand and interpret data (S)

- What is psychology's historic big issue? Is it nature or nurture that guides us?
- What do psychologists in various professions do, and where do they work?

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Studies, Science, & Technical Subjects 6-12
WI: Grades 11-12
Reading:
History/Social Studies
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RH.11-12.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RH.11-12.5.
Analyze in detail how a complex primary source is

personality
social psych
applied res
industrial-or
(I/O) psych
human fact
counseling
clinical psy
psychiatry

how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by

editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**PRIORITY WI:
Social Studies
Grade 12
Behavioral
Sciences
Students in
Wisconsin will
learn about the
behavioral
sciences by
exploring
concepts from the
discipline of
sociology, the
study of the
interactions
among individuals,
groups, and
institutions; the
discipline of
psychology, the
study of factors
that influence
individual identity
and learning; and
the discipline of
anthropology, the
study of cultures**

and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation

contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.16 Identify and analyze factors that influence a person's mental health

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	<p>Unit 2: Research Methods (Week 2, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Explain how psychologists design and conduct research (K) <p>Topics include:</p> <ul style="list-style-type: none"> • A variety of research methods used by psychologists • The application of research design and statistical analysis in psychology • Ethical guidelines • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 	<p>How do hindsight bias, overconfidence, and the tendency to perceive order in random events illustrate why science-based answers are more valid than those based on intuition and common sense?</p> <p>How do theories advance psychological science?</p> <p>How do psychologists use case studies, naturalistic observation, and surveys to observe and describe behavior, and why is random sampling important?</p> <p>What are the characteristics of experimentation that make it possible to isolate cause and effect?</p> <p>How do we describe data using three measures of central tendency, and what is the relative usefulness of the two measures of variation?</p> <p>How do we know whether an observed difference can be generalized to other populations?</p>	<p>hindsight bi theory hypothesis operational replication case study survey population random sam naturalistic survey sampling bi population random sam correlation correlation scatterplot illusory corr experiment random ass</p>
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tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RH.11-12.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
RH.11-12.5.

double-blind
placebo effect
experiment
control group
independence
confounding
dependent
longitudinal
cross-sectional
validity
descriptive
mode
mean
median
skewed distribution
range
standard deviation
normal curve
Inferential statistics
statistical significance

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

culture

informed co

debriefing

meta analy

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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among individuals,
groups, and
institutions; the
discipline of
psychology, the
study of factors
that influence
individual identity
and learning; and**

the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.16 Identify and analyze factors that influence a person's mental health

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	Unit 3: Biological Bases of Behavior (Week 5, 3 Weeks)	RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.	PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development	1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit. <ul style="list-style-type: none"> Study behaviors and mental processes from a biological perspective and explore the efforts of interaction between human biology and our environment. (K) <p>Topics include:</p> <ul style="list-style-type: none"> The interaction of inherited traits, environment, and evolution in shaping behavior Structures and functions of biological systems, including the endocrine system and nervous system Brain function, neural firing, and the influence of medication The study of the brain and research techniques for studying its structure and function Connect psychological concepts and theories to 	<ul style="list-style-type: none"> Why are psychologists concerned with human biology, in particular, the nervous and endocrine systems? How does this quote apply "Everything psychological is simultaneously biological"? How does new technology allow us to study the brain's connections to behavior and mind? What do split brains reveal about the functions of our two brain hemisphere? How do twin and adoption studies aid us in understanding the role of genetics and our environment? 	biological p neuron sensory (af motor (effe interneuron dendrite axon myelin shea action pote threshold all-or-none refractory p synapse neurotrans reuptake endorphins nervous sys central nerv

			<p>substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 11-12 Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of</p>	<ul style="list-style-type: none"> Analyzing research studies in psychology (P) Understand and interpret data (S) 		<p>(CNS)</p> <p>peripheral n (PNS)</p> <p>nerves</p> <p>somatic ner</p> <p>autonomic n</p> <p>sympathetic system</p> <p>parasympa system</p> <p>reflex</p> <p>endocrine s</p> <p>hormones</p> <p>adrenal gla</p> <p>pituitary gla</p> <p>lesion</p> <p>electroence (EEG)</p> <p>CT (comput tomography)</p> <p>PET (positr tomography)</p> <p>MRI (magn</p>
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			<p>section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and</p>			<p>imaging)</p> <p>fMRI (function)</p> <p>brainstem</p> <p>pons</p> <p>medulla</p> <p>reticular formation</p> <p>thalamus</p> <p>cerebellum</p> <p>limbic system</p> <p>amygdala</p> <p>hypothalamus</p> <p>cerebral cortex</p> <p>glial cells</p> <p>frontal lobe</p> <p>parietal lobe</p> <p>occipital lobe</p> <p>temporal lobe</p> <p>motor cortex</p> <p>sensory cortex</p> <p>association cortex</p>
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evidence.
WHST.11-12.1.
Write arguments
focused on
discipline-specific
content.
**5. Develop and
strengthen writing
as needed by
planning, revising,
editing, rewriting,
or trying a new
approach.**
WHST.11-12.5.
Develop and
strengthen writing
as needed by
planning, revising,
editing, rewriting, or
trying a new
approach, focusing
on addressing what
is most significant
for a specific
purpose and
audience.
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aphasia
Broca's area
Wernicke's
angular gyrus
plasticity
neurogenesis
corpus callosum
split brain
brain lateralization
consciousness
cognitive neuroscience
dual processing
behavior genetics
environment
chromosomes
DNA (deoxyribose
acid)
genes
genome

discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.
E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior
E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development
E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue
E.12.16 Identify and

identical tw
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evolutionary
natural sele
mutation

			influence a person's mental health © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.			
Unit 4: Sensation and Perception (Week 8, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning,</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Examine how humans perceive and process the world around them and convert those observations into perceptions that influence how we think and behave. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Basic principles of how humans experience and process stimuli The role of experience and culture in perception The mechanisms of the 5 senses and sensory disorders Connect psychological concepts and theories to real-life scenarios (R) Analyzing research studies in psychology (P) 	<ul style="list-style-type: none"> How do the five senses receive and translate signals to the brain? How does each of the senses affect behavior? What are the limitations of each sense? How do sensation and perception work together? How does the brain process sensory signals accurately? Inaccurately? 	<p>sensation</p> <p>perception</p> <p>bottom-up p</p> <p>top-down p</p> <p>selective at</p> <p>inattentiona</p> <p>change blin</p> <p>psychophys</p> <p>absolute thr</p> <p>signal detec</p> <p>subliminal</p> <p>priming</p> <p>difference t</p> <p>Weber's lav</p> <p>sensory ad</p>	

			<p>alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts,</p>	<ul style="list-style-type: none"> • Understand and interpret data (S) 		transduction wavelength hue intensity pupil iris lens retina accommoda rods cons optic nerve blind spot fovea feature dete parallel pro Young-Helm trichromatic opponent-p audition
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		<p>including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes</p> <p>1. Write arguments to support claims</p>			<p>frequency</p> <p>pitch</p> <p>middle ear</p> <p>cochlea</p> <p>inner ear</p> <p>place theory</p> <p>frequency theory</p> <p>conduction</p> <p>sensorineural</p> <p>cochlear implant</p> <p>kinesthesia</p> <p>vestibular system</p> <p>gate-control theory</p> <p>sensory interaction</p> <p>Gestalt - Laws of Perception</p> <p>figure-ground</p> <p>grouping</p> <p>depth perception</p> <p>visual cliff</p>
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in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data

			<p>from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 5: States of Consciousness (Week 11, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Study behaviors and mental processes from a biological perspective and explore the efforts of interaction between human biology and our environment. (K) <p>Topics include:</p> <ul style="list-style-type: none"> States of consciousness, including sleeping and dreaming Addiction and drug dependence Connect psychological concepts and theories to 	<ul style="list-style-type: none"> How do psychologists define consciousness? What happens during the sleep cycle? What roles do REM and NREM sleep play in behavior? How do psychoactive drugs affect behavior? How do we know whether hypnosis is a real psychological phenomenon? 	<p>consciousness</p> <p>circadian rhythm</p> <p>REM sleep</p> <p>alpha waves</p> <p>sleep</p> <p>hallucinations</p> <p>delta waves</p> <p>NREM sleep</p> <p>insomnia</p> <p>narcolepsy</p> <p>sleep apnea</p> <p>night terrors</p>

			<p>evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate</p>	<ul style="list-style-type: none"> Analyzing research studies in psychology (P) Understand and interpret data (S) 		<p>dream</p> <p>manifest co</p> <p>latent conte</p> <p>REM rebou</p> <p>hypnosis</p> <p>posthypnoti</p> <p>dissociation</p> <p>psychoactiv</p> <p>tolerance</p> <p>withdrawal</p> <p>physical de</p> <p>addiction</p> <p>depressant</p> <p>barbiturates</p> <p>opiates</p> <p>stimulants</p> <p>amphetami</p> <p>methamph</p> <p>Ecstasy (M</p> <p>hallucinoge</p>
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			<p>makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them</p>			LSD near-death THC
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information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

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**PRIORITY WI:
Social Studies**

Grade 12

**Behavioral
Sciences**

Students in ...

learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the

			<p>procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 6: Learning (Week 13, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Examine how this field of psychology studies how humans and other animals learn as well as how learning changes over a lifetime. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Influential researchers and theories of learning Results of famous learning experiments 	<ul style="list-style-type: none"> Why do I do what I do? How do humans learn? How do we process information? When do I learn? 	<p>learning</p> <p>habituation</p> <p>associative</p> <p>classical c</p> <p>behaviorism</p> <p><i>uncondition (UR)</i></p> <p><i>uncondition (US)</i></p> <p><i>conditionea</i></p>

		<p>processes to build context necessary to be an informed global citizen.</p>	<p>task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the</p>	<ul style="list-style-type: none"> • Types of learning • Types of conditioning and their effects • Social and cognitive factors in learning • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p><i>conditioned</i> <i>acquisition</i> <i>higher-order</i> <i>extinction</i> <i>spontaneous</i> <i>generalization</i> <i>discrimination</i> <i>learned helplessness</i> <i>respondent</i> operant conditioning <i>operant behavior</i> <i>law of effect</i> <i>operant chamber</i> <i>shaping</i> <i>discrimination</i> <i>reinforcer</i> <i>positive reinforcement</i> <i>negative reinforcement</i> <i>conditioned</i> <i>continuous</i></p>
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			<p>central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RH.11-12.8. Evaluate an</p>			<p><i>partial (inte</i> <i>reinforceme</i></p> <p><i>fixed-ratio s</i></p> <p><i>variable-rat</i></p> <p><i>fixed-interv</i></p> <p><i>variable-int</i></p> <p>punishment</p> <p>cognitive m</p> <p>latent learn</p> <p>insight</p> <p>intrinsic mo</p> <p>extrinsic mo</p> <p>biofeedback</p> <p>observatio</p> <p>modeling</p> <p>mirror neur</p> <p>prosocial be</p>
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author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PRIORITY WI:

**Social Studies
Grade 12
Behavioral
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study of the
interactions
among individuals,
groups, and
institutions; the
discipline of
psychology, the
study of factors
that influence
individual identity
and learning; and
the discipline of
anthropology, the
study of cultures
in various times
and settings.**

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and

			<p>motivation contribute to individual identity and development</p> <p>E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
Unit 7: Memory and Cognition (Week 17, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Examine the complex nature of how memory, intelligence and other mental processes impact human behavior (K) 	<ul style="list-style-type: none"> How do humans encode, store, and retrieve information from memory? How can humans enhance memory encoding, storage, and retrieval? In what ways is thinking flawed or constrained? How do humans acquire language? 	<p>memory</p> <p>encoding</p> <p>storage</p> <p>retrieval</p> <p>sensory me</p> <p>long-term m</p> <p>working me</p>	

		<p>to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text</p>	<p>Topics include:</p> <ul style="list-style-type: none"> • The cognitive and physiological processes that make up memory • Forgetting and typical memory errors • The biological basis of short- and long-term memory • Creative thinking and problem-solving strategies • The processes of learning and using language <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p>parallel pro automatic p effortful pro rehearsal spacing effe serial posit visual enco acoustic en semantic er imagery mnemonics chunking iconic mem echoic men long-term p (LTP) flashbulb m amnesia (re anterograd implicit men explicit men</p>
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			<p>development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including</p>			<p>hippocampus</p> <p>recall</p> <p>recognition</p> <p>relearning</p> <p>priming</p> <p>deja vu</p> <p>mood-congruence</p> <p>proactive interference</p> <p>retroactive interference</p> <p>repression</p> <p>misinformation effect</p> <p>source amnesia</p> <p>cognition</p> <p>concept</p> <p>prototype</p> <p>algorithm</p> <p>heuristic</p> <p>insight</p> <p>creativity</p>
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reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new

confirmation

fixation

mental set

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intuition

framing

language

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semantics

syntax

babbling sta

one-word s

two-word s

on addressing what is most significant for a specific purpose and audience.

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E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as

telegraphic

linguistic de

			<p>and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</p> <p>E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 8: Motivation and Emotion (Week 16, 1 Week)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Study personality through the lens of behavior and 	<ul style="list-style-type: none"> • In what ways are humans motivated to behave? • What methods of motivation are more effective than others? • What is the role of hunger in 	<p>motivation</p> <p>instinct</p> <p>drive-reduc</p> <p>homeostasi</p>

		<p>evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading:</p>	<p>mental processes and how they interact to produce an individual's personality. (K)</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Theories of motivation behind human and animal behavior • Major theories of emotion • The effects of stress • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 	<p>motivating behavior?</p> <ul style="list-style-type: none"> • What role do emotions play in behavior? • How do cognitions affect emotions? 	<p>incentive hierarchy of Stages of the Needs glucose set point basal metabolic anorexia nervosa bulimia nervosa binge-eating sexual response refractory period estrogens testosterone sexual orientation emotion James-Lange Cannon-Baird two-factor theory polygraph</p>
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			<p>History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p>			<p>facial feedb</p> <p>catharsis</p> <p>feel-good, c phenomeno</p> <p>well-being</p> <p>adaptation- phenomeno</p> <p>relative dep</p> <p>behavioral r</p> <p>health psych</p> <p>stress</p> <p>general ada syndrome</p> <p>coronary he</p> <p>Type A</p> <p>Type B</p> <p>psychophys</p> <p>psychoneur</p> <p>lymphocyte</p>
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8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and

strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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E.12.1 Summarize research that helps explain how the brain's structure and

			<p>function influence learning and behavior</p> <p>E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</p> <p>E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 9: Development</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12</p>	<p>PRIORITY WI: English Language Arts 6-12</p>	<p>1. Identify a comprehensive set of learning targets <u>for each</u> Priority Standard in the context</p>	<ul style="list-style-type: none"> • How do we develop physically, socially, and 	<p>Developme</p>

	<p>Weeks)</p>	<p>Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. PRIORITY WI:</p>	<p><u>of the unit.</u></p> <ul style="list-style-type: none"> Examine how physical and social changes over humans' lifespans can influence behavior and mental processes from a variety of perspectives. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Physical and social development in childhood Theories of cognitive development in childhood Adolescent development and challenges Adulthood and aging Theories of moral development Gender and sexual orientation Connect psychological concepts and theories to real-life scenarios (R) Analyzing research studies in psychology (P) Understand and interpret data (S) 	<p>cognitively?</p> <ul style="list-style-type: none"> How does the theories of Piaget, Freud, Erikson, and Kohlberg describe child development? How does they compare and contrast? How do children develop a idea of self-concept? 	<p>zygote embryo fetus teratogens fetal alcohol (FAS) habituation maturation cognition schema assimilation accommoda <i>sensorimot</i> object perm <i>preoperatio</i> conservatio egocentris theory of m <i>concrete op</i> <i>formal oper</i></p>
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			<p>History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RH.11-12.5. Analyze in detail how a complex</p>			autism stranger an attachment critical perio imprinting temperame basic trust self-concep gender aggression X chromoso Y chromoso testosteron role gender role gender iden gender typi social learn adolescenc puberty
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structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing

primary sex

secondary s
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WHST.11-12.5.

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E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

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E.12.16 Identify and analyze factors that influence a person's mental health

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			reserved.			
Unit 10: Personality (Week 23, 3 Weeks)	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Study personality through the lens of behavior and mental processes and how they interact to produce an individual's personality. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Conceptions of personality, including behaviorist, social cognitive, humanistic, and trait theories Research and assessments to measure personality Connect psychological concepts and theories to real-life scenarios (R) Analyzing research studies in psychology (P) Understand and interpret data (S) 	<ul style="list-style-type: none"> How do psychologists define and study personality? What advantages and limitations exist for each theory's description of personality? How do psychologists reliably measure personality and interpret personality's role in behavior? 	<p>personality</p> <p>free association</p> <p>psychoanalysis</p> <p>unconscious</p> <p>id</p> <p>ego</p> <p>superego</p> <p>psychosexual development</p> <p>Oedipus complex</p> <p>identification</p> <p>fixation</p> <p>defense mechanism</p> <p>repression</p> <p>regression</p> <p>reaction formation</p> <p>projection</p> <p>rationalization</p> <p>displacement</p>	

			<p>purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 11-12</p> <p>Reading: History/Social Studies</p> <p>2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each</p>			<p><i>sublimation</i></p> <p><i>denial</i></p> <p>collective u</p> <p>projective te</p> <p><i>Thematic A</i> <i>Test (TAT)</i></p> <p><i>Rorschach</i></p> <p>terror-mana</p> <p>self-actualiz</p> <p>uncondition</p> <p>regard</p> <p>self-concep</p> <p>trait</p> <p>personality</p> <p><i>Minnesota</i> <i>Personality</i> <i>(MMPI)</i></p> <p>empirically</p> <p>social-cogn</p> <p>perspective</p> <p>reciprocal o</p> <p>personal co</p> <p>external loc</p>
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			<p>other and the whole. RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. WHST.11-12.1. Write arguments</p>			<p>internal loc</p> <p>positive psy</p> <p>self</p> <p>spotlight eff</p> <p>self-esteem</p> <p>self-serving</p> <p>individualism</p> <p>collectivism</p>
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focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**PRIORITY WI:
Social Studies
Grade 12**

**Behavioral Sciences
Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors**

that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue

E.12.16 Identify and analyze factors that influence a person's mental health

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	<p>Unit 11: Testing and Individual Differences (Week 26, 1 Week)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Examine the complex nature of how memory, intelligence and other mental processes impact human behavior (K) <p>Topics include:</p> <ul style="list-style-type: none"> Biases and errors in thinking Defining and measuring intelligence Connect psychological concepts and theories to real-life scenarios (R) Analyzing research studies in psychology (P) Understand and interpret data (S) 	<ul style="list-style-type: none"> How do psychologists define and study intelligence? How did the use of intelligence tests evolve throughout the last two centuries? How do testing scores differ between group administrations and individual administrations of intelligence tests? How do psychologists know whether a test is reliable and/or valid? 	<p>intelligence intelligence general inte factor analy savant syno emotional in mental age Stanford-Bi intelligence achievement aptitude tes Wechsler A Scale (WAI standardiza normal curv reliability</p>

addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12
WI: Grades 11-12
Reading:
History/Social
Studies**

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.2.
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

5. Analyze the structure of texts, including how specific

validity

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Down synd

stereotype

paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.5.
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics

valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.
Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**PRIORITY WI:
Social Studies
Grade 12
Behavioral
Sciences
Students in Wisconsin will learn about the behavioral sciences by exploring concepts from the discipline of sociology, the study of the**

among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop

			<p>on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 12: Abnormal Psychology (Week 27, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Identify how psychologists evaluate, study and treat a range of psychological disorders. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Standards for diagnosing and approaches to explaining psychological disorders Neurodevelopmental and schizophrenic spectrum disorders Bipolar, depressive, anxiety, and obsessive-compulsive disorders Dissociative, somatic, and trauma- and stress-related disorders Substance abuse, eating disorders, personality 	<ul style="list-style-type: none"> How are the various psychological disorders identified and studied? What impact do these psychological disorders have on individuals? Why do some psychologists criticize the use of diagnostic labels? 	<p>psychologic</p> <p>attention-de</p> <p>hyperactivit</p> <p>(ADHD)</p> <p>medical mo</p> <p><i>DSM-IV-TR</i></p> <p>anxiety disc</p> <p>generalized</p> <p>disorders</p> <p>panic disor</p> <p>phobia</p> <p>obsessive-c</p> <p>disorder(O</p> <p>post-trauma</p> <p>disorder (P</p> <p>post-trauma</p>

			<p>that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and</p>	<p>disorders, and related conditions</p> <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 		<p>somatoform conversion hypochondria dissociative dissociative disorder (D mood disorder major depressive mania bipolar disorder schizophrenia delusions personality antisocial personality disorder organic disorder (Organic Mental Disturbance)</p>
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ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.5.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**Writing
Text Types and**

Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.
Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**PRIORITY WI:
Social Studies
Grade 12
Behavioral
Sciences
Students in
Wisconsin will
learn about the
behavioral
sciences by**

exploring concepts from the discipline of sociology, the study of the interactions among individuals, groups, and institutions; the discipline of psychology, the study of factors that influence individual identity and learning; and the discipline of anthropology, the study of cultures in various times and settings.

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development

E.12.14 Use the research procedures and skills of the behavioral sciences

			<p>(such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 13: Treatment of Psychological Disorders (Week 29, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SI 11-12.4 Present</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Identify how psychologists evaluate, study and treat a range of psychological disorders. (K) <p>Topics include:</p> <ul style="list-style-type: none"> Historical developments in psychological treatment Modern treatment options and methods Connect psychological concepts and theories to real-life scenarios (R) 	<p>How do psychotherapy, biomedical therapy, and an eclectic approach to therapy differ?</p> <p>What is the best method of treatment for psychological disorders?</p>	<p>eclectic approach</p> <p>psychotherapy</p> <p>resistance</p> <p>interpretation</p> <p>transference</p> <p>psychodynamic</p> <p>insight therapy</p> <p>client-centered</p> <p>active listening</p> <p>unconditional regard</p>

		<p>citizen.</p>	<p>information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RH.11-12.2. Determine the central ideas or information of a</p>	<p>studies in psychology (P)</p> <ul style="list-style-type: none"> Understand and interpret data (S) 		<p>behavior th</p> <p>countercon</p> <p>exposure th</p> <p>systematic</p> <p>virtual realit</p> <p>therapy</p> <p>aversive co</p> <p>token econ</p> <p>cognitive th</p> <p>cognitive-be</p> <p>therapy</p> <p>family thera</p> <p>regression</p> <p>mean</p> <p>meta-analy</p> <p>evidence-ba</p> <p>biomedical</p> <p>psychophar</p> <p>antipsychot</p> <p>tardive dysl</p> <p>antianxiety</p> <p>antidepress</p>
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secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH.11-12.5.

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH.11-12.8.

Evaluate an author's premises, claims, and

electroconvulsive therapy (ECT)

repetitive transcranial magnetic stimulation (rTMS)

psychosurgery

lobotomy

resilience

corroborating or challenging them with other information.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

WHST.11-12.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**PRIORITY WI:
Social Studies
Grade 12**

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**Sciences
Students in
Wisconsin will
learn about the
behavioral
sciences by
exploring
concepts from the
discipline of
sociology, the
study of the
interactions
among individuals,
groups, and
institutions; the
discipline of
psychology, the
study of factors
that influence
individual identity
and learning; and
the discipline of
anthropology, the
study of cultures
in various times
and settings.**

E.12.1 Summarize research that helps explain how the brain's structure and function influence learning and behavior

E.12.2 Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to ...

			<p>and development</p> <p>E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 14: Social Psychology (Week 32, 2 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12 Social Studies AP Psychology</p> <p>Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information.</p> <p>Reportable Standard 2- Communicating like a psychologist by using evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 11-12 Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <p>Examine how humans interact in groups and social situations, as well as how others can affect an individual's behavior and mental processes. (K)</p>	<ul style="list-style-type: none"> • How do people explain (or attribute) the behavior of others? • What impact do these attributions have on individuals and society? • How are individuals affected by groups? • Under what conditions do people obey, conform, and help others? • How do attitudes 	<p>social psych</p> <p>attribution t</p> <p>fundamenta</p> <p>error</p> <p>attitude</p> <p>central rout</p> <p>peripheral r</p> <p>foot-in-the-c</p> <p>phenomeno</p>

		<p>systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details</p>	<p>Topics may include:</p> <ul style="list-style-type: none"> • How social and cultural categories like gender and race can impact self-concept and behavior • The factors that lead people to form and change attitudes • Group dynamics, including conformity, compliance, and obedience to authority • Types of behavior caused by the presence of others • Bias, prejudice, and discrimination • Altruism and aggression • The variables that contribute to attraction <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research studies in psychology (P) • Understand and interpret data (S) 	<p>and actions influence individual and group behavior?</p>	<p>role cognitive di theory conformity normative s information influence social facilit social loafin deindividua group polar groupthink culture norm personal sp prejudice stereotype discriminati ingroup outgroup ingroup bias</p>
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			<p>and ideas. RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of</p>			<p>scapegoat t</p> <p>other-race e</p> <p>just-world p</p> <p>aggression</p> <p>frustration-a principle</p> <p>mere expos</p> <p>passionate</p> <p>companions</p> <p>equity</p> <p>self-disclos</p> <p>altruism</p> <p>bystander e</p> <p>social exch</p> <p>reciprocity r</p> <p>social-respo</p> <p>conflict</p> <p>social trap</p> <p>mirror-imag</p> <p>self-fulfilling</p>
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			<p>the evidence. RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>Writing Text Types and Purposes 1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p>WHST.11-12.1. Write arguments focused on discipline-specific content.</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific</p>			<p>superordina</p> <p>GRIT</p>
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purpose and audience.
**PRIORITY WI:
Social Studies
Grade 12
Behavioral
Sciences
Students in
Wisconsin will
learn about the
behavioral
sciences by
exploring
concepts from the
discipline of
sociology, the
study of the
interactions
among individuals,
groups, and
institutions; the
discipline of
psychology, the
study of factors
that influence
individual identity
and learning; and
the discipline of
anthropology, the
study of cultures
in various times
and settings.**
E.12.1 Summarize
research that helps
explain how the
brain's structure and
function influence
learning and
behavior
E.12.2 Explain how
such factors as
physical endowment
and capabilities,
family, gender,
ethnicity, religion,

			<p>socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development</p> <p>E.12.14 Use the research procedures and skills of the behavioral sciences (such as gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue</p> <p>E.12.16 Identify and analyze factors that influence a person's mental health</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Unit 15: End of the Year Final Project (Week 34, 5 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies AP Psychology Reportable Standard 1- Reading like a psychologist by analyzing and evaluating multiple sources of information. Reportable Standard 2-</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Connect psychological concepts and theories to real-life scenarios (R) • Analyzing research 	<p>How can I learn more about a topic from this school year?</p> <p>What driving question do I have about psychology now that the 14 units are completed?</p> <p>How can I demonstrate and share my findings with</p>	

		<p>Communicating like a psychologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the systematic and scientific study of behavior and mental processes to build context necessary to be an informed global citizen.</p>	<p>supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading: History/Social Studies</p>	<ul style="list-style-type: none"> Understand and interpret data (S) 	<p>others? How can I touch other people in regards to my topic?</p>	
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central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH.11-12.2.

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

Write arguments focused on discipline-specific content.

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	Unit	Reportable Standards	Priority Standards	Learning Targets	Essential Questions	Key Vocabulary
Pewaukee District School Mixed-grade High Sociology (D) 2020-2021 Hassman, Paul	Culture and Social Structure (Week 20, 5 Weeks)	<p>RS: Reportable Standards RS: Grades 9-12 Social Studies Sociology</p> <p>Reportable Standard 1- Reading like a sociologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a sociologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Sociology in order to effectively understand the way in which groups impact individuals. Reportable Standard 4- Presenting like a sociologist in a way that is appropriate and effective for the audience and task.</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> • Know what a sociologist knows; about the traits of a sociologist and the value of sociology. • Know what a sociologist knows; about researching social issues. • Know what a sociologist knows; about the difference between common sense and sociology. • Write like a sociologist; when creating a written piece that describes a familiar aspect of society using a sociologist's imagination. • Know what a sociologist knows; when utilizing your sociological imagination in the Creating your own Nacirema assignment. • Know what a sociologist knows; when identify, explaining and applying the major theoretical perspectives in Sociology. • Read like a sociologist; when analyzing an article that describes participant research. • Know what a sociologist knows; while applying content specific vocabulary related to culture. • Read like a sociologist; 	<p>1. How can "thinking like a sociologist" provide insight in understanding the behaviors of individuals and groups in society?</p> <p>2. How can the theoretical perspectives help sociologists understand social phenomenon?</p> <p>3. How do the elements of culture vary in societies around the world ?</p> <p>4. How do groups influence the behavior of individuals in a variety of settings in society?</p> <p>5. How do defined statuses and roles help to produce a stable social system?</p>	<p>sociological</p> <p>social phen</p> <p>personal pr issue</p> <p>technology</p> <p>norms</p> <p>values</p> <p>language</p> <p>symbols</p> <p>folkway</p> <p>more</p> <p>material cul</p> <p>non materia</p> <p>status</p> <p>roles</p> <p>ascribed sta</p> <p>achieved st</p> <p>countercult</p>

formal and informal tasks.

**PRIORITY WI:
Literacy in
History/Social
Studies, Science,
& Technical
Subjects 6-12**

**WI: Grades 11-12
Reading:
History/Social
Studies
Key Ideas and
Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

**Craft and
Structure**

4. Interpret words and phrases as they are used in a text, including determining technical,

when researching a subculture.

- Know what a sociologist knows; when applying content specific vocabulary related to our culture at PHS.
- Know what a sociologist knows; when applying content specific concepts and vocabulary in the “Week in the Life Of..” project.
- Present like a sociologist; when creating a presentations for the “Week in the Life Of...” project.
- Know what a sociologist knows; about the elements of cultures or subcultures.
- Present like a sociologist; when creating the “A Week in the Life of..” assignment.
- Write like a sociologist; when describing the impact of multiculturalism on our culture.
- Know what a sociologist knows; when reviewing terminology and concepts from Unit One with a practice quiz.
- Write like a sociologist; when describing how multiculturalism has impacted American culture.
- Read like a sociologist; when researching current events in order to determine whether

connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.11-12.4.
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas
7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7.
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a

traditional American values are thriving or in decline.

- Read like a sociologist; when researching current events in order to determine whether traditional American values are thriving or in decline.
- Write like a sociologist; when describing your position on the status of traditional American values in our society.
- Know what a sociologist knows; when applying knowledge about statuses and roles in society.
- Know what a sociologist knows; when preparing and taking the Unit One Quiz .
- Know what a sociologist knows; when analyzing the impact of population trends in our country.
- Know what a sociologist knows; about groups and the way in which they impact behavior in society.

problem.
Writing
Text Types and Purposes
1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
WHST.11-12.1.
Write arguments focused on discipline-specific content.
PRIORITY WI:
Social Studies (2018)
Grades 9-12
Behavioral Sciences
Standard SS.BH2:
Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
BH2.a:
Relationship of people and groups
SS.BH2.a.h
Investigate how language and culture can unify a group of people.
Evaluate the factors that contribute to cooperation and

			<p>conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>BH2.b: Cultural patterns</p> <p>SS.BH2.b.h</p> <p>Critique interpretations of how different cultures interact with their environment.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Social Institutions (Week 25, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12</p>	<p>1. Identify a comprehensive set of learning targets <u>for each Priority Standard in the context</u></p>	<p>How do social institutions impact the behavior of groups and individuals in</p>	<p>theoretical functionalis</p>

		<p>Sociology Reportable Standard 1- Reading like a sociologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a sociologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Sociology in order to effectively understand the way in which groups impact individuals. Reportable Standard 4- Presenting like a sociologist in a way that is appropriate and effective for the audience and task.</p>	<p>Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. PRIORITY WI: Literacy in</p>	<p>of the unit.</p> <ul style="list-style-type: none"> Define social institution (K) Conduct in-depth study and analysis on one social institution and describe how it impacts our society and will need to evolve in the future. (K/R) Create a video that displays in-depth knowledge on one social institution. (P) 	<p>our society?</p> <p>How will social institutions need to evolve in the future?</p> <p>How do social institutions influence and impact each other ?</p>	<p>conflict pers</p> <p>interactions</p> <p>social instit</p> <p>social netwo</p> <p>formal orga</p> <p>bureaucrac</p> <p>informal org</p>
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**Studies, Science,
& Technical**

Subjects 6-12

WI: Grades 11-12

Reading:

**History/Social
Studies**

**Key Ideas and
Details**

**1. Read closely to
determine what
the text says
explicitly and to
make logical
inferences from it;
cite specific
textual evidence
when writing or
speaking to
support
conclusions drawn
from the text.**

RH.11-12.1. Cite
specific textual
evidence to support
analysis of primary
and secondary
sources, connecting
insights gained from
specific details to an
understanding of
the text as a whole.

**Craft and
Structure**

**4. Interpret words
and phrases as
they are used in a
text, including
determining
technical,
connotative, and
figurative
meanings, and
analyze how**

choices shape meaning or tone.

RH.11-12.4.

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

**Writing
Text Types and Purposes**

to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.
Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

**Grades 9-12
Behavioral
Sciences
Standard SS.BH2:
Wisconsin
students will
investigate and
interpret
interactions
between
individuals and
groups
(Sociology).**

**BH2.a:
Relationship of
people and groups
SS.BH2.a.h**

Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion,

			<p>ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>BH2.b: Cultural patterns</p> <p>SS.BH2.b.h</p> <p>Critique interpretations of how different cultures interact with their environment.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>The Individual in Society (Week 28, 4 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards</p> <p>RS: Grades 9-12 Social Studies</p> <p>Sociology</p> <p>Reportable Standard 1- Reading like a sociologist by analyzing and</p>	<p>PRIORITY WI: English Language Arts 6-12</p> <p>WI: Grades 11-12 Speaking & Listening</p> <p>Presentation of Knowledge and Ideas</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> Know what a sociologist knows; about culture and social structure when reviewing the Unit 1 quiz. 	<p>1. How does socialization impact personality development?</p> <p>2. How does society impact personality development?</p> <p>3. How can sanctions be</p>	<p>socialization</p> <p>agents of s</p> <p>reference g</p> <p>The Life Co</p> <p>(socializatio</p>

		<p>evaluating multiple sources of information. Reportable Standard 2- Writing like a sociologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Sociology in order to effectively understand the way in which groups impact individuals. Reportable Standard 4- Presenting like a sociologist in a way that is appropriate and effective for the audience and task.</p>	<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks. PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12 WI: Grades 11-12 Reading:</p>	<ul style="list-style-type: none"> • Read like a sociologist; when analyzing evidence related to sociological issues. • Know what a sociologist knows; about socialization and personality development. • Know what a sociologist knows; about socialization and personality development while reviewing the theories of socialization and analyzing video clips. • Read like a sociologist; when analyzing video clips related to socialization. • Know what a sociologist knows; about socialization and how resocialization occurs in different life stages. • Present like a sociologist; when creating a persuasive presentation seeking grant money relating to a teen challenge. • Reading like a sociologist; when analyzing a text related to social media use in our society. • Reading like a sociologist; when researching a challenge that is prominent in society for adolescents. • Present like a sociologist; when creating a presentation describing teen challenges and possible solutions. 	<p>used in order create an effective system of corrections?</p> <p>4. How can schools help to address social issues that impact teens?</p>	<p>the life course deviance social control conformity sanctions formal sanctions informal sanctions corrections corrections, incarceration recidivism stigma labeling theory strain theory cultural transmission</p>
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History/Social Studies
Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.11-12.4. Determine the meaning of words

- Reading like a sociologist; when analyzing a text and identifying sociological concepts.
- Reading like a sociologist; when researching a teen challenge.
- Present like a sociologist; when creating a presentation describing teen challenges and possible solutions.
- Present like a sociologist; when communicating to the guidance department about a teen challenge and possible solutions.
- Write like a sociologist; when describing how to spend grant money to solve teen problems.
- Know what a sociologist knows; about social control and deviance.
- Know what a sociologist knows; about social control and the role of deviance in our society.
- Read like an informed citizen; when analyzing a text and applying our knowledge of deviance and social control.
- Know what a sociologist knows; personality development and socialization.
- Read like a sociologist; when analyzing a text related to incarceration in the United States.
- Read and write like a sociologist; when analyzing a documentary

and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning

film related to incarceration in the United States.

- Know what a sociologist knows; about the types of corrections used in society.
- Write like a sociologist; when analyzing a documentary film related to incarceration in the United States.
- Know what a sociologist knows; about social stratification and inequality.

and relevant and sufficient evidence.

WHST.11-12.1.
Write arguments focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)**

**Grades 9-12
Behavioral
Sciences**

**Standard SS.BH2:
Wisconsin**

students will investigate and interpret interactions between individuals and groups (Sociology).

**BH2.a:
Relationship of people and groups
SS.BH2.a.h**

Investigate how language and culture can unify a group of people.
Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources,

			<p>economics, environment).</p> <p>Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>BH2.b: Cultural patterns</p> <p>SS.BH2.b.h</p> <p>Critique interpretations of how different cultures interact with their environment.</p> <p>© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Social Inequality (Week 32, 3 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Sociology</p> <p>Reportable Standard 1- Reading like a sociologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a sociologist by using</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas</p> <p>4. Present information, findings, and supporting evidence such that</p>	<p>1. Identify a comprehensive set of learning targets for each Priority Standard in the context of the unit.</p> <ul style="list-style-type: none"> Read like a sociologist when researching social mobility in the United States. Know what a sociologist knows about the role of race in our society and 	<ul style="list-style-type: none"> What are the causes of social inequality (wealth, gender, race, etc)? What causes poverty? Do you think affirmative action programs are still needed and/or relevant today? What makes an anti-poverty program effective? 	<ul style="list-style-type: none"> Clas Cas Soc Pov Soc sta Soc Affi Soc rac mir eth pre ..

		<p>evidence or examples to prove a claim.</p> <p>Reportable Standard 3- Knowing the essential content of Sociology in order to effectively understand the way in which groups impact individuals.</p> <p>Reportable Standard 4- Presenting like a sociologist in a way that is appropriate and effective for the audience and task.</p>	<p>listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 11-12</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p>	<p>affirmative action programs created to promote racial equality.</p> <ul style="list-style-type: none"> • Read like a sociologist when researching social class and poverty in the United States. • Know what a sociologist knows about socialization related to gender in our society. 	<p>ineffective ?</p> <p>Explain</p>	<ul style="list-style-type: none"> • rac • gen • ma • fem
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determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses

meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

RH.11-12.7.

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

focused on discipline-specific content.

**PRIORITY WI:
Social Studies
(2018)
Grades 9-12
Behavioral
Sciences
Standard SS.BH2:
Wisconsin
students will
investigate and
interpret
interactions
between
individuals and
groups
(Sociology).
BH2.a:
Relationship of
people and groups
SS.BH2.a.h**

Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

**Standard SS.BH2:
Wisconsin**

			<p>investigate and interpret interactions between individuals and groups (Sociology). BH2.b: Cultural patterns SS.BH2.b.h Critique interpretations of how different cultures interact with their environment. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>			
	<p>Semester Project: Social Issues Documentary (Week 34, 5 Weeks)</p>	<p>RS: PRIORITY: Reportable Standards RS: Grades 9-12 Social Studies Sociology Reportable Standard 1- Reading like a sociologist by analyzing and evaluating multiple sources of information. Reportable Standard 2- Writing like a sociologist by using evidence or examples to prove a claim. Reportable Standard 3- Knowing the essential content of Sociology in</p>	<p>PRIORITY WI: English Language Arts 6-12 WI: Grades 11-12 Speaking & Listening Presentation of Knowledge and Ideas 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and</p>	<p>1. Identify a comprehensive set of learning targets for each <u>Priority Standard in the context of the unit.</u></p> <ul style="list-style-type: none"> • Choose a social issue that you are interested in researching and that is relevant and significant. • Conduct research on a social issue utilizing a variety of credible and reliable sources • Watch and analyze a documentary film in order to understand formats and techniques involved in 	<p>How can you get your peers interested in social issue you care about?</p> <p>How can you educate your peers on a social issue you care about?</p>	

		<p>order to effectively understand the way in which groups impact individuals.</p> <p>Reportable Standard 4- Presenting like a sociologist in a way that is appropriate and effective for the audience and task.</p>	<p>style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>PRIORITY WI: Literacy in History/Social Studies, Science, & Technical Subjects 6-12</p> <p>WI: Grades 11-12</p> <p>Reading: History/Social Studies</p> <p>Key Ideas and Details</p> <p>1. Read closely to determine what the text says explicitly and to make logical inferences from it;</p>	<p>documentary film making</p> <ul style="list-style-type: none"> • Create a documentary film about a social issue that informs or influences (or both) your peers. 		
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cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Federalist No. 10).

Integration of Knowledge and Ideas

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RH.11-12.7.

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Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

WHST.11-12.1.

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**PRIORITY WI:
Social Studies**

(2018)
Grades 9-12
Behavioral
Sciences
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Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
Standard SS.BH2:
Wisconsin
students will
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			<p>groups (Sociology). BH2.b: Cultural patterns SS.BH2.b.h Critique interpretations of how different cultures interact with their environment. © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.</p>		
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