

Windham School District



K-12

Social Studies Curriculum

Approved by the Windham School Board on 5/4/2021

WINDHAM SCHOOL DISTRICT

Social Studies Curriculum

We are pleased to present our comprehensive, revised Windham School District Social Studies Curriculum for Grades K-12. This standards-aligned curriculum continues to emphasize building students' knowledge and skills as they become active and informed citizens of society. This curriculum is the result of the hard work and thoughtful reflection of professionals at all grade levels.

We would like to thank everyone who participated in the revision process. We are proud of the curriculum and the opportunities it presents for students to learn and grow.

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Title of Curriculum: Kindergarten Social Studies

Unit Name	What	Why	How
Timelines	<ul style="list-style-type: none"> • With guidance from the teacher the student will understand sequential actions • With guidance from the teacher the student will understand the terms associated with time order 	<ul style="list-style-type: none"> • Order events in a child's life and his/her family's life • List events in temporal order 	<ul style="list-style-type: none"> • First, next, last • Because
National Holidays	<ul style="list-style-type: none"> • With guidance from the teacher, the student will understand why we recognize the national holidays 	<ul style="list-style-type: none"> • Name the national holidays (Columbus Day, Thanksgiving, Memorial Day, Martin Luther King Jr. Day, Constitution Day, Veterans Day, Presidents' Day) • Describe the significance of each holiday 	<ul style="list-style-type: none"> • Columbus Day • Thanksgiving • Memorial Day • Martin Luther King, Jr. Day • Constitution Day • Presidents' Day • Veterans Day
Maps and Globes	<ul style="list-style-type: none"> • Students will understand that specific vocabulary words and phrases indicate location and direction • Students will understand the difference between a map and a globe • Students will understand where they live 	<ul style="list-style-type: none"> • With guidance from the teacher the student will be able to correctly use words and phrases that indicate location and direction • Identify a map versus a globe • Locate places on a map • Locate places on a globe • Identify a geographical location in terms of a number, street, city, town, state, country 	<ul style="list-style-type: none"> • Directions: North, South, East, West • Location: Town, City, State, Country
Jobs	<ul style="list-style-type: none"> • With guidance from the teacher the student will understand words as they relate to work 	<ul style="list-style-type: none"> • Understand why people have jobs • Identify a give an example of a job • Describe the requirements of a job • Identify things that they may want/need to buy 	<ul style="list-style-type: none"> • Money, occupations • Buying, selling • Saving

		<ul style="list-style-type: none"> ● Why people save 	
American Symbols	<ul style="list-style-type: none"> ● With guidance from the teacher, the student will understand American symbols and their significance. 	<ul style="list-style-type: none"> ● Identify the American flag and the current president ● With guidance, sing the National Anthem ● With guidance, recite the Pledge of Allegiance 	<ul style="list-style-type: none"> ● American symbols
Community Helpers	<ul style="list-style-type: none"> ● The student will understand the importance of jobs. ● With guidance from the teacher, the student will understand the qualities of citizenship and the importance of being an active member in the community. 	<ul style="list-style-type: none"> ● Identify and describe a person(s) who promotes the safety of children and adults ● Listen and discuss a story about citizenship ● With guidance from their teacher, illustrate the qualities of citizenship ● Demonstrate the understanding of the following concepts: authority, fairness, justice, responsibility, honesty, courage, friendship and respect 	<ul style="list-style-type: none"> ● Qualities of citizenship.
Traditions and Customs	<ul style="list-style-type: none"> ● Students will understand how customs, celebrations, family, Americans and community are examples of diversity within our country and reflections of individuals' backgrounds and beliefs. 	<ul style="list-style-type: none"> ● Define customs, traditions, celebrations, families, Americans and communities ● Explain and describe America's variety of religious, community, family celebrations ● Describe celebrations and customs held by families of classroom students 	<ul style="list-style-type: none"> ● Customs ● Traditions ● Celebration ● Family ● Americans ● Community

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Content: K Social Studies Unit: Timelines

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that a timeline is a chronological sequence of events that helps us understand the development of an event or person's life. To meet these goals, students will explore the timelines of a historical figure's life. Students will use what they know about timelines and temporal order to create timelines of their own lives.</p> <p>Content Standards</p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. 	Transfer	
	Students will be able to use timelines to follow the chronological sequence of events in their own lives and events in the life of a historical figure.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> timelines represent sequential actions and can include the words such as first, next, last. life in the past is different and similar to life today. historical sources can help us learn more about the past. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How have I grown and changed over time? How can we tell people about our lives? How can a timeline help us understand another person's life? Why is it important to tell about events in the order that they happen? Why is it important to look at historical sources?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the purpose of a timeline. the concept of temporal order. events of an important historical figure's life. 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> interpreting timelines and placing events on a timeline. generating questions about a historical source, event, or person. listing events in temporal order.
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> D4.2.K-2. Construct explanations using correct sequence and relevant information D1.2.K-2. Identify disciplinary ideas associated with a compelling question. 		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative and Summative Performance Assessment

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Content: K Social Studies Unit: National Holidays

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that the national holidays are observed on specific dates, and they are important because they are about an important piece of history. To meet these goals, students will gather information from sources to build an understanding of when and why we recognize these holidays.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.14.K-2. Generate possible reasons for an event or development in the past. 	<i>Transfer</i>	
	Students will understand how and why we celebrate national holidays.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> national holidays represent historical figures or important pieces of history in our country. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why and when do we celebrate national holidays? What are some ways that your family celebrates the national holidays?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the reasons for celebrating events and people associated with Constitution Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Memorial Day 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying and describing the events or people celebrated during American national holidays.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<p>D4.5.K-2. Ask and answer questions about explanations. D1.5.K-2 Determine the kinds of sources that will be helpful in answering and supporting questions.</p>		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessment Performance Assessment

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Content: Grade K Social Studies Unit: Maps and Globes

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that there are words to indicate direction (North, South, East, West) and location (Town, City, State, Country). Students will be able to indicate location relative to their lives (street, neighborhood, city, state, country). Students will understand the differences between maps and globes and use geographic representations and tools to identify characteristics of places. To meet these goals, students will use tools and representations to develop an understanding of where they live in relation to other places and locations.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. • D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. • D2.Geo.3.K-2. Use maps, globes, and other simple geo-graphic models to identify cultural and environmental characteristics of places. • D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. • D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. • D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there. 	<i>Transfer</i>	
	Students will be able to identify places in their community and locations on maps and globes.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there are specific vocabulary words and phrases used to indicate location and direction. • there are differences between maps and globes. • maps of towns can show places like farms, streets, buildings, and parks. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why do we need maps and globes? • Why is it important to know where we live? • How can understanding my location be helpful? Where am I?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • words and phrases related to direction (North, South, East, West). • words and phrases related to location (town, city, state, country). • the differences between maps and globes. • the location of place in terms of number, street, city, town, state, country. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • telling or showing what a map is and what a globe is. • constructing maps of familiar places. • identifying their street address, city or town, and New Hampshire as the state and the United States as the country in which he or she lives. • identifying the name of their school and the city and town in which it is located. • describing the location and features of places in the immediate neighborhood of the student's home or school.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative assessments Performance Assessment

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Content: K Social Studies Unit: Jobs

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that people choose jobs, earn income and save in order to fulfill needs and wants. To meet these goals, students will participate in discussion and learning activities to explore the concepts of the unit.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions. • D2.Eco.3.K-2. Describe the skills and knowledge required to produce certain goods and services. • D2.Eco.6.K-2. Explain how people earn income. • D2.Eco.10.K-2. Explain why people save. 	<i>Transfer</i>	
	Students will be able to explain the different jobs that people choose. They will understand what it means to earn income and save. Students will understand that people fulfill needs by purchasing wants and needs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • people choose different jobs and earn income. • people work to get money to pay for goods and services. • people make purchases to fulfill needs and wants. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why do people have jobs? • Why do people choose different jobs? • How do people get money to pay for goods and services? • How are wants and needs met by making purchases? • Why do people save?
	<i>Acquisition</i>	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • why people have jobs. • the different jobs that people can have to earn income. • the difference between wants and needs. 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • explaining different jobs that people choose and how people earn income. • identifying needs and wants • using words related to the topic • explaining why people save
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
D4.5.K-2. Ask and answer questions about explanations		<ul style="list-style-type: none"> • Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative assessments Performance Assessment

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Content: K Social Studies Unit: American Symbols

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that we have American symbols and songs that have meaning and connect us to our country and past. To meet these goals, students will study the historical sources related to American symbols and songs.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.10.K-2. Explain how historical sources can be used to study the past. D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. D2.His.14.K-2. Generate possible reasons for an event or development in the past. D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development. 	<i>Transfer</i>	
	Students will be able to identify important American symbols and songs and use historical sources to learn about the past.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> national symbols and patriotic songs are important and help connect people to our country. historical sources can be used to study the past. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why do we have American symbols and songs? How can historical sources help us learn more about history? How do American songs and symbols help families and classmates feel connected?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> that the National Anthem is an American song. the melody of the National Anthem. the Pledge of Allegiance the American flag and its colors and shapes. the picture and name of the current president. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying American symbols. reciting and explaining the general meaning of American songs. comparing life in the past to life today. Identifying different kinds of historical documents. asking questions about history.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<ul style="list-style-type: none"> D4.5.K-2. Ask and answer questions about explanations. D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D1.3.K-2. Identify facts and concepts associated with a supporting question. 		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessments Performance Assessments

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Content: K Social Studies Unit: Community Helpers

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: For students to understand that community members have important responsibilities. To meet these goals, students will discuss the roles of community members. They will also explain how students can work together in the classroom and follow the rules of the school/classroom setting in terms of group work and discussion.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. ● D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. ● D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school.. ● D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● D2.Civ.7.K-2. Apply civic virtues when participating in school settings. ● D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. ● D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. ● D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. ● D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. 	<i>Transfer</i>	
	Students will be able to identify the roles of community helpers and the qualities of good citizenship.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● jobs are important because they help people in the community. ● there are qualities that all good citizens have. ● it is important to be an active member in the community. ● rules have specific functions in a school or classroom setting. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are there community helpers? ● How do community helpers help your family and your community? What are the qualities of a good citizen? ● What does it mean to be a member of a community? ● What rules should students follow at school and in the classroom, and why are they important?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● qualities of good citizenship. ● the persons who promote the safety of children and adults. ● the concepts of fairness, justice, responsibility, honesty, courage, friendship, and respect for legitimate authority and rules. ● how people can work together to make decisions. ● the rules for participating in effective discussions and decision-making within a school setting. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● explaining the roles and responsibilities of people and students in the community. ● identifying and explaining how rules in school or the classroom function.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.	<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessments Performance Task

Windham School District Curriculum

Content: K Social Studies Unit: Traditions & Customs

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand how customs, traditions, celebrations, family, Americans and community are examples of diversity within our country and reflections of individual beliefs. To meet these goals, students will explore resources to learn about the different traditions, customs, and beliefs observed and celebrated by various cultures and in the community.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.Geo.3.K-2. Use maps, globes, and other simple geo-graphic models to identify cultural and environmental characteristics of places. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. 	<i>Transfer</i>	
	Students will be able to explain that people in their community and country celebrate and observe diverse traditions and customs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> there are many customs, traditions, and celebrations in our community. there are many ways to celebrate and observe traditions and customs. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What are some ways that people in our community celebrate? What is diversity? What are the traditions and customs held by diverse cultures?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the terms diversity, customs, traditions, celebration, family, community. specific customs, traditions and celebrations. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> explaining that we have a variety of customs, traditions and celebrations held by Americans and members of our community
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
D4.5.K-2. Ask and answer questions about explanations		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative Assessments Performance Task

Unit Name	Why	How	What
National Holidays	<ul style="list-style-type: none"> Students will understand the importance of celebrating national holidays as they represent historical figures and important pieces of history in our country. 	<ul style="list-style-type: none"> Identify, understand and explain the reasons for celebrating national events. Provide examples of ways people celebrate the national holidays. 	<ul style="list-style-type: none"> National Holidays: Labor Day, Constitution Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day, Flag Day
Maps and Globes	<ul style="list-style-type: none"> Students will understand that maps and globes are tools to identify location and direction. 	<ul style="list-style-type: none"> Describe a map as a representation of space (classroom, school, neighborhood, town, city state, country, world) Identify cardinal directions (N,S,E,W) and apply to: map, globe, classroom, school, playground, community locations Define and locate: North and South Poles, the equator, a continent, river, lake, ocean, and a mountain 	<ul style="list-style-type: none"> Maps Globes Location Direction
Local Goods and Services	<ul style="list-style-type: none"> Students will understand what buyers and sellers are and give examples of local goods and services. Students will understand the importance of using money to buy necessary goods. 	<ul style="list-style-type: none"> Identify examples of products Identify examples of services Describe the differences between wants and needs 	<ul style="list-style-type: none"> Goods Service Wants Needs Buyers Sellers
The President	<ul style="list-style-type: none"> Students will understand the importance of the President's role as our country's leader. 	<ul style="list-style-type: none"> Identify the current president of the United States Describe the responsibilities of the president 	<ul style="list-style-type: none"> Role of president Electoral process Responsibilities of citizens

	<ul style="list-style-type: none"> ● Students will understand the role that people have in voting for a new president. ● Students will understand that it is a responsibility as a citizen to participate in voting. 	<ul style="list-style-type: none"> ● Explain how a president's authority is due to a vote by the people ● Recognize the role of a president as a position of authority ● Understand the purpose and procedure of voting 	
Citizenship	<ul style="list-style-type: none"> ● Students will understand the importance of being a good 	<ul style="list-style-type: none"> ● Define, model and demonstrate examples of politeness, rules, 	<ul style="list-style-type: none"> ● Citizenship -Qualities

	<p>citizen.</p> <ul style="list-style-type: none"> ● Students will understand the qualities that a good citizen will demonstrate. 	<p>achievement, courage, honesty, and reliability</p>	<p>-Community -Leaders -Governments</p>
American Symbols and Songs	<ul style="list-style-type: none"> ● Students will understand that we recite the Pledge of Allegiance and sing national songs to show respect for our country. ● Students will understand that the national symbols represent important history for our country. 	<ul style="list-style-type: none"> ● Identify and explain the meaning of national symbols. ● Explain the meaning of the American Flag, Liberty Bell, Bald Eagle, White House, and the Statue of Liberty ● Recite and explain the significance and general meaning of national songs. 	<ul style="list-style-type: none"> ● National Symbols American Flag, Bald Eagle, White House, Liberty Bell and the Statue of Liberty ● “America the Beautiful”, “My Country ‘tis of Thee”, “God Bless America”, “The Star Spangled Banner”, and the Pledge of Allegiance

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Content: Grade 1 Social Studies Unit: National Holidays

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that the national holidays are observed on specific dates, and they are important because they are about an important piece of history. To meet these goals, students will gather information from sources to build an understanding of when and why we recognize these holidays.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.14.K-2. Generate possible reasons for an event or development in the past. 	<i>Transfer</i>	
	Students will be to explain the meaning of national holidays and the related historical events/sources.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> national holidays represent historical figures or important pieces of history in our country. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why do we celebrate national holidays? What are some ways that your family celebrates the national holidays?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the reasons for celebrating events and people associated with Labor Day, Constitution Day, Columbus Day, Veterans Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Memorial Day, Flag Day 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> identifying and describing the events or people celebrated during national holidays. identifying historical sources connected to national holidays.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<ul style="list-style-type: none"> D4.5.K-2. Ask and answer questions about explanations. D1.1.K-2. Explain why the compelling question is important to the student. D1.2.K-2. Identify disciplinary ideas associated with a compelling question. D1.3.K-2. Identify facts and concepts associated with a supporting question. D1.4.K-2. Make connections between supporting questions and compelling questions. D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 1 Social Studies Unit: Maps and Globes

Stage 1 Desired Results	
<p>ESTABLISHED GOALS: Students will understand that maps are representations of space and that places on the map can be described using specific words. To meet these goals, students will use tools and representations to develop an understanding of key places and features of maps and globes.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. D2.Geo.3.K-2. Use maps, globes, and other simple geo-graphic models to identify cultural and environmental characteristics of places. D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. 	Transfer
	Students will be able to use maps and globes as tools to describe location and direction.
	Meaning
	<div> <div> ENDURING UNDERSTANDINGS Students will understand that <ul style="list-style-type: none"> maps are representations of space. places can be described on a map using cardinal directions maps and globes consist of key places. </div> <div> ESSENTIAL QUESTIONS <ul style="list-style-type: none"> Why do we use maps? How are maps and globes useful tools for us to use in our lives? </div> </div>
	Acquisition
	<div> <div> <i>Students will know...</i> <ul style="list-style-type: none"> cardinal directions. the location and definition of the North and South Poles, the equator, a continent. how to identify a river, lake, ocean and a mountain on a map/globe. the weather and climate, and characteristics of key places on the map. </div> <div> <i>Students will be skilled at...</i> <ul style="list-style-type: none"> identifying cardinal directions. constructing globes. constructing maps of the classroom, school, playground, and community locations. constructing maps of familiar places. identifying key places on maps and globes. </div> </div>
Used in Content Area Standards	
D4.5.K-2. Ask and answer questions about explanations.	<div> 21st Century Skills <ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught </div>

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative & Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 1 Social Studies Unit: Local Goods & Services

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand why people save and that buyers and sellers must make personal decisions. They will understand the goods that are produced locally and their costs and those that are produced in other communities. Students will understand how the physical environment impacts economic activities in a place. To meet these goals, students will explore resources related to local goods and services.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Eco.2.K-2. Identify the benefits and costs of making various personal decisions. • D2.Eco.4.K-2. Describe the goods and services that people in the local community produce and those that are produced in other communities. • D2.Eco.5.K-2. Identify prices of products in a local market. • D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there. • D2.Eco.10.K-2. Explain why people save. 	<i>Transfer</i>	
	Students will be able to identify the roles of buyers and sellers in the economy. They will also understand the goods and services produced in their local community and prices of products in their local market.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • buyers and sellers have roles in the economy. • goods and services are bought and sold in their local communities and that some come from other communities. • the physical environment of a place connects to the economic activities found there. • the price of products in a local market. • people save money for several reasons. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How are our lives impacted by the services people provide? • Why do people need to make choices about what they buy? • How do people decide which products they need or want to buy? • Why do people save? • Why are some goods and services produced in our local community and some produced in other communities?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the difference between goods and services. • the difference between wants and needs. • the roles of buyers and sellers. • that buyers and sellers depend on the availability of goods and services. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying what is a want and what is a need. • Identifying goods and services within their community. • defining the roles of a seller and buyer.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
D4.5.K-2. Ask and answer questions about explanations. D1.1.K-2. Explain why the compelling question is important to the student. D1.3.K-2. Identify facts and concepts associated with a supporting question. D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions.	<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 1 Social Studies Unit: The President

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that the president serves the important role as our country's leader. Citizens have a role in voting for the president. To meet these goals, students will learn about the qualities that make great leaders and the roles and responsibilities of citizens to participate in voting for president.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. D2.Civ.5.K-2. Explain what governments are and some of their functions. 	Transfer	
	Students will be able to explain the role of the president, the process of voting, and the responsibility citizens have to participate in voting.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> the president has an important role as our country's leader. we have an electoral process people have a role in voting for a new president. it is people's responsibility to vote. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> What makes a great leader? Why do you think our country has a president? Why should citizens vote for a president?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> the roles and responsibilities of the president. the name of the current president. how votes determine how a president is elected. the purpose and procedure for voting. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying qualities of a great leader. naming key roles and responsibilities of the president. explaining the purpose and procedure for voting.
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> D4.5.K-2. Ask and answer questions about explanations 		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative and Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 1 Social Studies Unit: Citizenship

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that leaders, students, and community members all have roles and responsibilities within their communities in order to function as a peaceful, productive society. To meet these goals, students will learn about the qualities of good citizens and leaders and participate in classroom discussions and decision making following agreed-upon rules.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. • D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. • D2.Civ.5.K-2. Explain what governments are and some of their functions. • D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. • D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. • D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. • D2.Civ.10.K-2. Compare their own point of view with others' perspectives. • D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. 	Transfer	
	Students will be able to explain the roles and responsibilities of citizens in our home, school and community.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • it is important to be a good citizen within a community in order to function as a peaceful, productive society. • good citizens demonstrate certain qualities. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are our roles and responsibilities as citizens in our home, school, and community? • What is citizenship? • What are governments?
Acquisition		
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the roles and responsibilities of people at home, school, and in a community. • the definition of government and its functions. • the rules for participating in discussion at school. • how rules function at school and in the classroom. 		<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying the roles and responsibilities of people at home, school, and in a community. • explaining the purpose and function of governments. • explaining how rules function at school and in the classroom. • participating in the rules of discussion at school.

<ul style="list-style-type: none"> • D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. • D2.Civ.14.K-2. Describe how people have tried to improve their communities over time. 		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.		<ul style="list-style-type: none"> • Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessment Performance Assessment

Windham School District Curriculum

Content: Grade 1 Social Studies Unit: American Symbols & Songs

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that we have American symbols and patriotic songs that have meaning and connect us to our country and past. To meet these goals, students will study the history of American symbols, explore the meaning of patriotic songs and related historical artifacts.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.His.1.K-2. Create a chronological sequence of multiple events. • D2.His.2.K-2. Compare life in the past to life today. • D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. • D2.His.9.K-2. Identify different kinds of historical sources. • D2.His.10.K-2. Explain how historical sources can be used to study the past. • D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. • D2.His.14.K-2. Generate possible reasons for an event or development in the past. • D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development. 	<i>Transfer</i>	
	Students will be able to identify important American symbols and songs and use historical sources to learn about the past.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • national symbols and patriotic songs are important and help connect people to our country. • historical sources can be used to study the past. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why do we have national symbols and songs? • How can historical sources help us learn more about history? • How do national songs and symbols help families and classmates feel connected?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the different American symbols and their meanings (the American Flag, bald eagle, White House, Liberty Bell and Statue of Liberty). • the general meaning of American songs such as “American the Beautiful”, “My Country ‘tis of Thee”, “God Bless America”, “The Star Spangled Banner”, and Pledge of Allegiance. • the history related to American symbols. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying American symbols. • reciting and explaining the general meaning of American songs. • comparing life in the past to life today. • Identifying different kinds of historical documents. • asking questions about history.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<ul style="list-style-type: none"> • D4.5.K-2. Ask and answer questions about explanations. • D1.1.K-2. Explain why the compelling question is important to the student. • D1.2.K-2. Identify disciplinary ideas associated with a compelling question. • D1.3.K-2. Identify facts and concepts associated with a supporting question. • D1.4.K-2. Make connections between supporting questions and compelling questions. • D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. 	<ul style="list-style-type: none"> • Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessments Performance Assessments

Unit Name	Why	How	What
Native Americans	<ul style="list-style-type: none"> Students will understand that there are important people in our country whom we remember for their contributions. Students will understand that our way of life is influenced by the ideas and prior experiences of Native Americans. 	<ul style="list-style-type: none"> Use words and phrases related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons) Explain the information that historical timelines convey and then put events in chronological order Identify the New England Native American tribes and their leaders at the time the Pilgrims arrived Describe the New England Native American way of life. Compare time, perspectives, historical periods, and causation Create timelines 	<ul style="list-style-type: none"> Native Americans
Historical Figures, Sources, and Perspectives	<ul style="list-style-type: none"> Students will understand that George Washington, Abraham Lincoln and Martin Luther King, Jr. are historical figures. Students will understand that there are important people in our country that we remember for their contributions. 	<ul style="list-style-type: none"> Use words and phrases related to time (now, in the past in the future), changing historical periods (other times, other places), and causation (because, reasons) Explain the information that historical timelines convey and then put events in chronological order. Describe different ways people have achieved great distinction. Compare different ways people have achieved great distinction. Compare time, historical periods, perspectives and causation Create timelines 	<ul style="list-style-type: none"> Historical Figures: <ul style="list-style-type: none"> - George Washington - Abraham Lincoln - Martin Luther King, Jr. - additional historical figures

Maps and Globes	<ul style="list-style-type: none"> • Students will understand that maps and globes are tools to identify location and direction. • Students will do guided research to identify key cultural, climate, economic, and environmental features of continents. 	<ul style="list-style-type: none"> • Describe how maps and globes depict geographical information in different ways • Read globes and maps and follow narrative accounts using them. • Describe how maps and globes are similar and different • Locate the 7 continents and 5 oceans; the boundaries of the United States, Canada, and Mexico; the oceans of the world. • Explain the difference between a continent and a country • Provide examples of continents and countries 	<ul style="list-style-type: none"> • Maps • Globes • Direction • Location • N. America, S. America, Europe, Asia, Africa, Australia, and Antarctica • (Arctic, Atlantic, Indian, Pacific, and Southern Ocean)
Buyers, Sellers and Trade	<ul style="list-style-type: none"> • Students will understand the difference between producers and consumers. • Students will understand who buyers and sellers are and give examples of goods and services. • Students will understand that the government, local communities and countries produce goods and services. • Students will understand the role of banks and international trade. 	<ul style="list-style-type: none"> • Provide examples of people in the school and community who are producers and consumers • Explain what buyers and sellers are • Provide examples of goods and services that are bought and sold • Explain how the government produces goods and services • Explain the role of banks • Provide examples of international trade 	<ul style="list-style-type: none"> • Producers/Consumers • Buyers/Sellers • Goods/Services • Government as a producer • International Trade • Role of Banks
Citizenship	<ul style="list-style-type: none"> • Students will understand the qualities of a good leader and a good citizen within a community 	<ul style="list-style-type: none"> • Define the rights and responsibilities that students have as citizens in the school • Vote on classroom rules or other appropriate situations • Explain qualities that make fictional characters or real people admirable 	<ul style="list-style-type: none"> • Citizenship • Society • Community • Constitution • Responsibilities

		<p>(e.g., honesty, dependability, modesty, trustworthiness, courage)</p> <ul style="list-style-type: none"> ● Provide examples of fictional characters or real people who were good leaders and good citizens ● Identify September 17th as Constitution Day, a day that commemorates the signing of the Constitution and all who have become citizens 	
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Windham School District Curriculum

Content: Grade 2 Social Studies

Unit: Native Americans of the New England Region

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand the contributions of Native Americans in the New England region and the historical events and perspectives of people in the past. To meet these goals, students will engage in discussion and research.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.His.1.K-2. Create a chronological sequence of multiple events. ● D2.His.2.K-2. Compare life in the past to life today. ● D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. ● D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. ● D2.His.6.K-2. Compare different accounts of the same historical event. ● D2.His.14.K-2. Generate possible reasons for an event or development in the past. ● D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development. ● D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. 	Transfer	
	Students will be able to generate questions about Native American life and historical figures of the past. Students will be able to recognize different historical perspectives and contributions to the early New England region.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are important people in our country that we remember for their contributions. ● our way of life is influenced by the ideas of Native Americans and other historical figures. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to know about the Native American tribes and their ways of life? ● How did their environment impact the lives of the tribes? ● Why is it important to learn about the perspectives of people in the past? ● What information do timelines give us?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● words related to time (now, in the past, in the future), changing historical periods (other times, other places), and causation (because, reasons). ● the New England tribes and their leaders at the time the Pilgrims arrived. ● the tribes, the life of the New England tribes. ● how weather, climate, and other environmental characteristics affected people's lives in the region. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● creating timelines of historical periods/events. ● comparing historical periods, perspectives, and causation. ● generating questions about an event

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<ul style="list-style-type: none"> ● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. ● D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. ● D3.2.K-2. Evaluate a source by distinguishing between fact and opinion. ● D4.1.K-2. Construct an argument with reasons. ● D4.2.K-2. Construct explanations using correct sequence and relevant information. ● D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies. ● D4.4.K-2. Ask and answer questions about arguments. ● D4.5.K-2. Ask and answer questions about explanations. 	<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 2 Social Studies

Unit: Historical Figures, Sources & Perspectives

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that a number of historical figures have shaped change during important time periods in American history. To meet these goals, students will review historical sources and multiple perspectives of groups of people.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.1.K-2. Create a chronological sequence of multiple events. D2.His.2.K-2. Compare life in the past to life today. D2.His.3.K-2. Generate questions about individuals and groups who have shaped a significant historical change. D2.His.4.K-2. Compare perspectives of people in the past to those of people in the present. D2.His.6.K-2. Compare different accounts of the same historical event. D2.His.9.K-2. Identify different kinds of historical sources. D2.His.10.K-2. Explain how historical sources can be used to study the past. D2.His.11.K-2. Identify the maker, date, and place of origin for a historical source from information within the source itself. D2.His.12.K-2. Generate questions about a particular historical source as it relates to a particular historical event or development. D2.His.14.K-2. Generate possible reasons for an event or development in the past. D2.His.16.K-2. Select which reasons might be more likely than others to explain a historical event or development. 	Transfer	
	Students will be able to explain the events, perspectives of people, and individuals who shaped historical change. Students will use historical sources to examine the past and perspectives of others.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Americans from various historical periods have significantly impacted the history of our country. there are important people in our country whom we remember for their contributions. life in the past is similar and different to life today. historical sources can help us learn more about history and the different perspectives of an event. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> Why is it important to learn about historical figures? Who are some Americans who have made a difference in our lives? How do historical sources and timelines help us understand the development of historical events?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> about the historical periods and historical change that occurred during the presidencies of George Washington, Abraham Lincoln and leadership of Martin Luther King Jr. how life in the past is different and similar to today. how historical sources help us study the past. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> using historical sources and multiple perspectives to learn about the past. identifying parts of a historical source identifying multiple accounts of the same event.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<ul style="list-style-type: none"> ● D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions. ● D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection. ● D3.2.K-2. Evaluate a source by distinguishing between fact and opinion. ● D4.1.K-2. Construct an argument with reasons. ● D4.2.K-2. Construct explanations using correct sequence and relevant information. ● D4.3.K-2. Present a summary of an argument using print, oral, and digital technologies. ● D4.4.K-2. Ask and answer questions about arguments. ● D4.5.K-2. Ask and answer questions about explanations. 	<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative and Summative Assessments Performance Assessments

Windham School District Curriculum

Content: Grade 2 Social Studies Unit: Maps and Globes

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that countries and continents have specific environmental and cultural characteristics that affect people's lives and the way in which they interact with one another. To meet these goals, students will study maps and globes and the characteristics of continents, regions and cultures.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Geo.1.K-2. Construct maps, graphs, and other representations of familiar places. • D2.Geo.2.K-2. Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them. • D2.Geo.3.K-2. Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. • D2.Geo.4.K-2. Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. • D2.Geo.5.K-2. Describe how human activities affect the cultural and environmental characteristics of places or regions. • D2.Geo.6.K-2. Identify some cultural and environmental characteristics of specific places. • D2.Geo.7.K-2. Explain why and how people, goods and ideas move from place to place. • D2.Geo.8.K-2. Compare how people in different types of communities use local and distant environments to meet their daily needs. 	<i>Transfer</i>	
	Students will be able to use maps, globes and models to find locations of the continents, countries and oceans. Students will be able to identify key cultural, climate, economic, and environmental features of continents.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • maps and globes depict geographical information in different ways and can be used as models to identify cultural and environmental characteristics of places. • places have specific cultural and environmental characteristics and that those characteristics can change over time. • there are connections between the physical environment of a region and economic activities found there. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How are continents and countries different? • How does weather, climate, and other environmental characteristics affect people's lives in a place or region? • How have regions changed physically and culturally over time?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • the seven continents and key cultural, environmental characteristics (N. America, S. America, Europe, Asia, Africa, Australia and Antarctica). • the boundaries of the United States, Canada, and Mexico • how and why people, goods and ideas move from place to place. • 5 oceans (Atlantic, Pacific, Southern, Arctic, Indian) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • identifying continents and their key environmental and cultural characteristics. • using map and globes.

<ul style="list-style-type: none"> ● D2.Geo.9.K-2. Describe the connections between the physical environment of a place and the economic activities found there. ● D2.Geo.10.K-2. Describe changes in the physical and cultural characteristics of various world regions. ● D2.Geo.11.K-2. Explain how the consumption of products connects people to distant places. ● D2.Geo.12.K-2. Identify ways that a catastrophic disaster may affect people living in a place. 		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<ul style="list-style-type: none"> ● D1.1.K-2. Explain why the compelling question is important to the student. ● D1.2.K-2. Identify disciplinary ideas associated with a compelling question. ● D1.3.K-2. Identify facts and concepts associated with a supporting question. ● D1.4.K-2. Make connections between supporting questions and compelling questions. 		<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 2 Social Studies Unit: Buyers, Sellers & Trade

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that the government, local communities and countries produce goods and services. Students will understand the role of banks and international trade. To meet these goals, students will participate in activities to learn about trade and economics.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Eco.1.K-2. Explain how scarcity necessitates decision making: ● D2.Eco.7.K-2. Describe examples of costs of production. ● D2.Eco.9.K-2. Describe the role of banks in an economy. ● D2.Eco.12.K-2. Describe examples of the goods and services that governments provide. ● D2.Eco.13.K-2. Describe examples of capital goods and human capital. ● D2.Eco.14.K-2. Describe why people in one country trade goods and services with people in other countries. ● D2.Eco.15.K-2. Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad. 	<i>Transfer</i>	
	Students will be able to understand the role of buyers, sellers and banks within their local economy. They will understand the role of banks and international trade within the economic system.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● there are costs of production. ● the government is also a producer of goods and services. ● there are differences between capital goods and human capital. ● people in one country trade goods and services with people in other countries. ● banks have a role in the economy. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why are producers and consumers important? ● How do producers and consumers depend on each other? Why are buyers and sellers significant in your life? ● What goods and services are important to you?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the term scarcity and how it impacts decision making. ● what the cost of production means. ● the role of banks in the economy. ● goods and services are produced by the government. ● why people trade goods and services with people in other countries. ● the terms human capital and capital goods. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● explaining how scarcity impacts decision making. ● explaining the costs of production. ● explaining the roles of banks in the economy. ● explaining the goods and services produced by the government. ● explaining the difference between human capital and capital goods. ● explaining why people trade goods and services with people in other countries.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
D4.5.K-2. Ask and answer questions about explanations.	<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 2 Social Studies Unit: Citizenship

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that leaders, students, and community members all have roles and responsibilities within their communities in order to function as a peaceful, productive society. To meet these goals, students will learn about the qualities of good citizens and leaders and participate in classroom discussions and decision-making following agreed-upon rules.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.1.K-2. Describe roles and responsibilities of people in authority. ● D2.Civ.2.K-2. Explain how all people, not just official leaders, play important roles in a community. ● D2.Civ.3.K-2. Explain the need for and purposes of rules in various settings inside and outside of school. ● D2.Civ.5.K-2. Explain what governments are and some of their functions. ● D2.Civ.6.K-2. Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority. ● D2.Civ.7.K-2. Apply civic virtues when participating in school settings. ● D2.Civ.8.K-2. Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules. ● D2.Civ.9.K-2. Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group. ● D2.Civ.10.K-2. Compare their own point of view with others' perspectives. 	Transfer	
	Students will be able to explain the roles and responsibilities of citizens in our home, school and community.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● citizens and students have certain rights and responsibilities to ensure a peaceful, productive society/classroom. ● the government has specific functions in order to keep a peaceful, productive society. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● What is government and what is its function? ● What are the roles and responsibilities of people in authority? ● Why do we have rules at school? ● What are your responsibilities as a student? ● What are the qualities of a good leader or good citizen?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the rights and responsibilities that students have as citizens in the school. ● the qualities of a good leader or good citizen ● examples of fictional characters or real people who were good leaders and good citizens. ● that the Constitution is a set of rules that the country lives by. ● that September 17th is Constitution Day and it commemorates the signing of the Constitution and all who have become citizens. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● naming the rights and responsibilities of students as citizens in the school. ● naming the qualities of good leaders and good citizens and naming examples of real people or fictional characters who possess admirable qualities. ● explaining the purpose of the Constitution, why it was written, and why it is important.

<ul style="list-style-type: none"> ● D2.Civ.11.K-2. Explain how people can work together to make decisions in the classroom. ● D2.Civ.12.K-2. Identify and explain how rules function in public (classroom and school) settings. 		
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> ● D4.8.K-2. Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms. ● D4.1.K-2. Construct an argument with reasons. 		<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Summative, Formative Performance Assessment

Unit Name	Why	How	What
Westward Expansion	<ul style="list-style-type: none"> Students will understand the time periods of Westward Expansion. Students will know that visual sources (paintings, photographs, illustrations) can teach us about history. Students will understand that bartering is the direct exchange of goods and services between people without using money. Students will understand that trade is the exchange of goods and services between people. Students will understand the concepts of money. Students will understand the hardships pioneers endured as they moved west. 	<ul style="list-style-type: none"> Identify and explain the meaning of time periods and dates in historical narratives as they relate to Westward Expansion Use correct vocabulary to describe time periods and historical dates (e.g., decade, century, 1600's) Observe visual sources such as historic paintings, photographs, or illustrations that accompany historical narratives. Describe details such as clothing, setting, and actions Define bartering. Give examples of bartering and explain how money makes it easier for people to get things that they want. Explain the significance of historic objects and artifacts of everyday life has changed Research the Lewis and Clark Expedition from 1803 to 1806 through reading grade level literature Identify the Louisiana territory on a map of the early United States Synthesize information presented by the teacher to 	<ul style="list-style-type: none"> Lewis and Clark Barter vs. Money Louisiana Purchase

		<p>determine the reasons America purchased the Louisiana territory</p> <ul style="list-style-type: none"> ● Identify the Oregon and Santa Fe trails and the modes of transportation used by pioneers ● Identify the hardships faced by pioneers as they journeyed west ● Research the lives of pioneers as they moved into and settled the west 	
Immigration, Customs, and Traditions	<ul style="list-style-type: none"> ● Students will understand the time periods of immigration. ● Students will understand the different aspects of an immigrant's journey to America. ● Students will understand that many of our ancestors came from Europe. ● Students will understand that using the school librarian and other resources can help them learn about traditions and customs from other countries. ● Students will understand the origin of different traditions and customs and how they help us understand current traditions and customs. ● Students will understand the traditional food, customs, sports and games, and music of their ancestors. 	<ul style="list-style-type: none"> ● Describe the time periods of immigration ● Describe examples of traditions or customs from other countries that can be found in America today ● Locate the continent from which their ancestors came on a map of the world ● Locate the country from which their ancestors came on a map of the world ● Identify what rights citizens of the US have, such as the right to vote, and freedom of religion, speech, assembly, and petition ● Research food, customs, sports and games, and music of their ancestors and understand how that affects them today ● Explain the significance of 	<ul style="list-style-type: none"> ● Traditions ● Customs ● Historical objects

	<ul style="list-style-type: none"> ● Students will know how to locate where their ancestors came from (continent, country) on a map of the world. ● Students will know the major rights that immigrants acquired as citizens of the United States. ● Students will know that historical objects and artifacts can teach us about history. ● Students will know that the local Historical Society is a resource for learning about the history of their Community. 	<p>historic objects and artifacts of everyday life in the past</p> <ul style="list-style-type: none"> ● Explain how people from the past lived and how everyday life has changed ● Access the school librarian and other resources to help them learn about current traditions and customs ● Identify the local historical society as a resource for learning about the history of their community 	
Maps of Windham, New Hampshire and New England	<ul style="list-style-type: none"> ● Students will understand maps of hometown-contemporary / past. ● Students will understand local geographic features/landmarks. ● Students will understand that cardinal directions are North, South, East, and West. ● Students will understand that map scales are used to determine distance. ● Students will understand that legends are used to identify symbols on a map. ● Students will understand that titles are used to identify locations on a map. ● Students will understand contemporary maps of New England and NH. 	<ul style="list-style-type: none"> ● Identify the differences between a contemporary map of Windham and one from the 18th, 19th, or early 20th century ● Locate local geographic features and landmarks in Windham ● Locate class's hometown or city on a contemporary map using cardinal directions, maps, scales, and titles ● Locate cardinal directions, map scales, legends, and titles on contemporary maps of NH ● Identify the New England states on maps 	<ul style="list-style-type: none"> ● Maps ● Map features

<p>Local Windham History, Government and Economics</p>	<ul style="list-style-type: none"> ● Students will understand the significance of historical buildings in their community. ● Students will understand the significance of monuments or sites in their community. ● Students will understand the significance of local/regional historic artifacts. ● Students will understand when their own city or town was founded. ● Students will understand that different groups of people have settled in the community since its founding. ● Students will understand specialization in jobs and businesses. ● Students will know what goods and services local businesses provide. ● Students will understand what defines local businesses. ● Students will understand what defines local industries. ● Students will understand that some facilities are tax-supported: <ul style="list-style-type: none"> ○ Public Schools ○ Parks ○ Recreational facilities ○ Police department ○ Fire department ○ Libraries 	<ul style="list-style-type: none"> ● Locate class's hometown or city on a contemporary map using cardinal directions, map scales, and titles ● Locate class's hometown or city geographical features and landmarks using a legend on a contemporary map ● Observe local artifacts and sites ● Generate questions about the function, construction, and significance of local artifacts and sites ● Identify when the students' own town was founded ● Describe different groups of people who have settled in the community since its founding ● Define specialization in the jobs and businesses of your local community. ● Identify examples of specialized jobs and businesses in your local community ● Students will be able to list local area goods and services ● Distinguish between a local business and a national/state/regional chain ● Identify tax-supported facilities ● Describe why it is necessary for communities to have government ● Describe ways people in the community can influence local government 	<ul style="list-style-type: none"> ● Historical buildings and monuments ● Goods/Services ● Businesses/Industries ● Infrastructure of local government
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	<ul style="list-style-type: none"> ● Students will understand the infrastructure of local government. ● Students will understand how local government affects their community. ● Students will understand the ways people in the community can influence their local government (e.g., by voting, running for office, or participating in meetings.) 	<ul style="list-style-type: none"> ● Identify the infrastructure of local government ● Describe the ways people in the community can influence their local government (e.g., by voting, running for office, or participating in meetings) 	
American Symbols	<ul style="list-style-type: none"> ● Students will understand the meaning of the stars and stripes on the flag. ● Students will understand the official procedures for taking care of the American flag. ● Students will be able to identify and use historical sources to learn about important national symbols and songs and their meaning. ● Veterans Day is an important national holiday. 	<ul style="list-style-type: none"> ● Explain the meaning of the stars and stripes on the American flag ● Describe the official procedure for caring for the flag ● Explain the purpose for celebrating Veterans Day ● Explain the purpose of the “the preamble” to the Constitution. ● Explain the meaning of American songs such as “American the Beautiful”, “My Country ‘tis of Thee”, “God Bless America”, “The Star Spangled Banner”, and Pledge of Allegiance. 	<ul style="list-style-type: none"> ● American Flag ● Veterans Day ● “the preamble” to the Constitution. ● American songs such as “American the Beautiful”, “My Country ‘tis of Thee”, “God Bless America”, “The Star Spangled Banner”, and Pledge of Allegiance.

Windham School District Curriculum

Content: Grade 3 Social Studies Unit: Westward Expansion

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand that it is important to learn from the past and develop understandings from the past using evidence from prior events and timelines. Students should be able to discuss the perspective of individuals during the time of Westward Expansion, specifically. To meet these goals, students must be able to discuss history not just who and when, but why and how (on a deeper level).</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. ● D2.His.2.3-5. Compare life in specific historical time periods to life today. ● D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. ● D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. ● D2.His.10.3-5. Compare information provided by different historical sources about the past. ● D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. ● D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose 	Transfer	
	Students will be able to use timelines, historical sources and evidence to understand multiple perspectives during the time of Westward Expansion.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● expeditions and Westward Expansion impacted the growth of America. ● economic activities were different in the past than they are today (i.e. bartering). ● pioneers and people in the region experienced hardships as they moved west. ● historical sources and narratives give us insight into the past and the different perspectives of people in history. ● it is important to use evidence when developing a claim about the past. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● How can understanding historical vocabulary (i.e. century, decade etc.) help you learn about the past? ● How do paintings, photographs, and illustrations teach us about history? ● Why is using money easier than trading goods and services? ● How did Lewis and Clark's expedition impact Westward Expansion? ● How did the Louisiana Purchase impact the growth of America? ● How does understanding the lives of pioneers during Westward Expansion give us a better understanding of how our country developed?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the time periods and dates of Westward Expansion. ● know that visual sources can teach us about history. ● that bartering is the direct exchange of goods between people without using money. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● using vocabulary related to timelines ● locating the Oregon Trail on a United States map. ● describing pioneer life of different groups. ● explaining the purpose of the Louisiana purchase.

<p>to judge the extent to which the source is useful for studying a particular topic.</p> <ul style="list-style-type: none"> ● D2.His.14.3-5. Explain probable causes and effects of events and developments. ● D2.His.16.3-5. Use evidence to develop a claim about the past. ● D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. 	<ul style="list-style-type: none"> ● key details and chronological details about the Lewis and Clark Expedition from 1803 to 1806. ● historical figures such as Sacajawea. ● the reasons pioneers moved west, hardships they faced and the different trails that could be utilized to meet their destination. ● the reasons why the American government purchased the Louisiana Territory. 	
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> ● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative & Summative Assessment Performance Assessment

Windham School District Curriculum

Content: Grade 3 Social Studies - Immigration, Customs & Traditions

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: For students to understand that as historians it is important to learn from the past and summarize the past using evidence from prior events. Students should be able to discuss individuals in history as it relates to immigrants in America and trace their influence by studying customs and traditions that were indicative of the time. To meet these goals, students must be able to discuss history not just who and when, but why and how (on a deeper level).</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. • D2.His.2.3-5. Compare life in specific historical time periods to life today. • D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. • D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. • D2.His.10.3-5. Compare information provided by different historical sources about the past. • D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. • D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. • D2.His.14.3-5. Explain probable causes and effects of events and developments. 	Transfer	
	Students will be able to explain why the first wave of immigrants came to America using timelines and historical sources to summarize the events. Students will be able to explain how culture and the environment influenced economic activities and where people settled.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there have been time periods of immigration. • the journey to America included different aspects. • many early immigrants came to America from Europe and how that has expanded in the present time. • there were many reasons for immigrating to America. • immigrants have influenced the culture of America. • culture, traditions, and customs are shared and passed down. • historical sources and artifacts help us learn about the past. • it is important to use evidence to develop a strong claim about an event in the past. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Who are immigrants and why did they come to America in the past? • How did my ancestors come to America? • Why is it important to know about traditions and customs of other countries? • How does knowing about the origin of different traditions and customs help us understand current traditions and customs? • Why is it important to know where our ancestors came from? • What rights and responsibilities does a citizen have? • How does knowing the traditions and customs of our ancestors influence our lives today? • How do historical sources and artifacts teach us about history? • Why is it important to know about everyday life in the past?

<ul style="list-style-type: none"> • D2.His.16.3-5. Use evidence to develop a claim about the past. • D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. • D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. • D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. • D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. • D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. • D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. 	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • how to locate where their ancestors came from on a map of the world. • the reasons immigrants came to America. • the origin of different traditions and customs and how they help us understand current traditions and customs. • the traditional foods, customs, sports and games, and music of their ancestors. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • describing the time periods of immigration. • describing examples of traditions or customs from other countries that can be found in America today. • locating the continent from which their ancestors came on a map of the world. • identifying the rights citizens of the United States have, such as the right to vote, freedom of religion, speech, assembly and petition. • explaining the difference between the way people lived in the past as compared to how they live today.
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> • D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. • D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. • D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. • D3.4.3-5. Use evidence to develop claims in response to compelling questions. • D4.1.3-5. Construct arguments using claims and evidence from multiple sources. • D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		<ul style="list-style-type: none"> • Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative and Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 3 Social Studies - Maps of Windham, New Hampshire and New England

Stage 1 Desired Results	
<p>ESTABLISHED GOALS: Students will understand that it is important to understand that different locations can work for different living needs. Students will understand and appreciate their place in the world (Windham) and how Windham has adjusted, grown and changed over the years. It is important for students to know about different human and physical features, places, regions, landforms, landmarks and bodies of water. To meet these goals, students will develop spatial awareness and understand Windham's place in the world and how that has adjusted and changed over time. Students will also study the maps and features of New Hampshire and the New England states.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. • D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. • D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. 	<p><i>Transfer</i></p>

<ul style="list-style-type: none"> ● D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. ● D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. ● Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources ● D2.Geo.9.3-5. Analyze the effects of catastrophic environmental and technological events on human settlements and migration. ● D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places 	<p>Students will be able to construct and interpret contemporary maps of New Hampshire, New England and Windham using map tools. By studying maps of the past, students will be able to explain how Windham’s cultural and environmental characteristics have changed over time.</p> <table border="1"> <thead> <tr> <th colspan="2">Meaning</th></tr> </thead> <tbody> <tr> <td data-bbox="762 313 1381 885"> <p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● contemporary and past maps of their hometown have similarities and differences. ● local geographic features and landmarks are important to study. ● map tools and features can be used to identify and interpret graphic representations of place. ● cultural and environmental characteristics of places change over time. ● cultural and environmental characteristics influence population distribution in specific places and regions. </td><td data-bbox="1381 313 2009 885"> <p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to compare maps of Windham from the past and present? ● Why is it valuable to be able to identify Windham’s geographic features and landmarks? How does geography influence the student’s community? ● How do you tell the difference between an old and new map of your community? ● Why is it important to compare old and new maps of your community? Why is it important to locate geographical features on a map? ● Why is it important to know where New Hampshire, and Windham are on a map? </td></tr> <tr> <th colspan="2">Acquisition</th></tr> <tr> <td data-bbox="762 922 1381 1385"> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● maps of their hometown-contemporary/past. ● local geographic features/landmarks ● cardinal directions, maps scales, map titles, map keys/legends provide information. ● the location of New Hampshire on a map. ● the location of the New England states on a map. </td><td data-bbox="1381 922 2009 1385"> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● constructing maps. ● using maps and map tools to interpret data. ● using a map key or legend. ● comparing two maps of Windham. ● explaining how and why a place changes over time. </td></tr> </tbody> </table>	Meaning		<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● contemporary and past maps of their hometown have similarities and differences. ● local geographic features and landmarks are important to study. ● map tools and features can be used to identify and interpret graphic representations of place. ● cultural and environmental characteristics of places change over time. ● cultural and environmental characteristics influence population distribution in specific places and regions. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why is it important to compare maps of Windham from the past and present? ● Why is it valuable to be able to identify Windham’s geographic features and landmarks? How does geography influence the student’s community? ● How do you tell the difference between an old and new map of your community? ● Why is it important to compare old and new maps of your community? Why is it important to locate geographical features on a map? ● Why is it important to know where New Hampshire, and Windham are on a map? 	Acquisition		<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● maps of their hometown-contemporary/past. ● local geographic features/landmarks ● cardinal directions, maps scales, map titles, map keys/legends provide information. ● the location of New Hampshire on a map. ● the location of the New England states on a map. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● constructing maps. ● using maps and map tools to interpret data. ● using a map key or legend. ● comparing two maps of Windham. ● explaining how and why a place changes over time.
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<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<ul style="list-style-type: none"> • D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. • D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		<ul style="list-style-type: none"> • Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative & Summative assessments Performance Assessment

Windham School District Curriculum

Content: Grade 3 Social Studies - Local Windham History, Government, and Economics

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will understand the history of Windham and the present local government and economic features in town. To meet these goals, students will participate in guided research of historical sources and current resources.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.2.3-5. Compare life in specific historical time periods to life today. D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw 	Transfer	
	Students will be able to explain the history of Windham and features of the current local government and economic activity.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> the history of Windham has affected the life of Windham citizens today. the needs, wants, good and services of Windham are influenced by the culture of its people. local government makes decisions for our community. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> How are historic artifacts, buildings, monuments, or local area sites of value to my community and me? How do local, specialized businesses impact the community? How do local community people such as firefighters, police officers and teachers get paid? Why is it important to have local government in our communities? In what ways can community members influence the political process in a local government?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> different groups of people who have settled in the community since its founding the needs and wants of our community. that life and economic activity in Windham has changed over time. what local goods and services local businesses provide. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> locating Windham landmarks on a map. identifying a set of businesses in our community. naming town roles/jobs.

<p>implications for how individuals should participate</p> <ul style="list-style-type: none"> ● D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families. ● D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. ● D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. ● D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. ● D2.Civ.13.3-5. Explain how policies are developed to address public problems. ● D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. 	<ul style="list-style-type: none"> ● what defines local business. ● what defines local industries. ● define specialization in the jobs and businesses of your local community. ● local area goods and services. ● distinguish between local business and a national/state/regional chain. ● the responsibilities of local government. ● identify tax-supported facilities ● explain why it is necessary for communities to have government. ● describe ways people can influence local government. ● identify infrastructure of local government ● describe the ways people in the community can influence their local government (e.g., by voting, running for office, or participating in meetings). 	
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> ● D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). ● D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their action 		<ul style="list-style-type: none"> ● Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Rubric	Formative, Summative Assessments Performance Assessment

Windham School District Curriculum

Content: Grade 3 Social Studies - American Symbols

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: For students to understand that they play an important role in a governing society and democracy as a citizen. We want students to see that the US Constitution drives our political system and that it is important to understand that system and how it works so that they can contribute in an informed way by celebrating important American symbols and holidays and what they stand for. To meet these goals, students will learn about important American symbols and how their understanding of them helps make them patriotic and informed citizens.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. ● D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. ● D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. ● D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. ● D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. ● D2.His.14.3-5. Explain probable causes and effects of events and developments. 	<i>Transfer</i>	
	Students will be able to identify and use historical sources to learn about important American symbols and songs.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● the American flag is an important symbol and there are specific procedures for taking care of it. ● Veterans Day is an important national holiday to honor those who serve our country. ● songs and poems represent patriotic messages. ● the preamble of the Constitution is important and includes the principles for our government and the rights of the people. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> ● Why does the American flag have stars and stripes? ● Why is it important to take care of our flag? ● What is Veterans Day and why do we celebrate it? ● What does the preamble of the Constitution mean?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● what the American flag symbolizes. ● how many stripes and stars there are and what they represent. ● how to take care of an American flag. ● the purpose for celebrating Veterans Day. ● the purpose of the "the preamble" of the Constitution. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● explaining what the American flag stands for. ● showing how to take care of the flag. ● explaining the purpose of Veterans Day. ● explaining the purpose of the "preamble" of the Constitution.

	<ul style="list-style-type: none"> the meaning of American songs such as “American the Beautiful”, “My Country ‘tis of Thee”, “God Bless America”, “The Star Spangled Banner”, and Pledge of Allegiance. 	
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<ul style="list-style-type: none"> D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting questions that are open to interpretation. D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary) 		<ul style="list-style-type: none"> Students will use 21st Century skills to think critically, make inferences, and draw conclusions about concepts taught

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Rubric	Formative, Summative Assessment Performance Assessment

Unit Name	Why	How	What
Geography and Map Skills	<ul style="list-style-type: none"> Students will expand their understanding of map features and use those understandings to identify important locations within the United States and New Hampshire. Students will gain knowledge and understanding of how geographical features relate to early settlers arriving in New England. 	<ul style="list-style-type: none"> Read and interpret maps Locate places and US regions on a map Identify states and capitals in the United States Label map features Identify where New England is on a map 	<ul style="list-style-type: none"> Map Features (Title, Compass Rose, Scale, Legend) Absolute Location of places and regions in US Physical vs. Human Features 5 Regions of US States and Capitals of US
NH Government and Citizen Rights	<ul style="list-style-type: none"> Students will gain knowledge and understanding of the Constitution and the Bill of Rights and how these documents govern our country. Students will explore the importance of the branches and levels of government, as well as their checks and balances. Students will experience how to be a citizen in their classroom by voting and respectfully debating. Students will gain first-hand experience with how our state government works when visiting the NH State House. 	<ul style="list-style-type: none"> Read and understand the Constitution and Bill of Rights Identify the branches and levels of government Explain how laws and policies are created in NH Write to local legislators Vote in classrooms 	<ul style="list-style-type: none"> Constitution Bill of Rights Branches of government Levels of government Impact of government on people Legislators State House Vote A debate
Economics: Entrepreneur Project	<ul style="list-style-type: none"> Students will gain knowledge and understanding of economic terms and structures that 	<ul style="list-style-type: none"> Describe money and methods of bartering Identify types of resources 	<ul style="list-style-type: none"> Supply and demand Natural Resources Human Resources

	<p>impact our state and national economy. This includes reviewing NH tourism and local businesses.</p> <ul style="list-style-type: none"> Students will identify and invent new physical or service industry-based ideas that would utilize natural, physical and human resources to create their own mock business ventures as entrepreneurs. 	<ul style="list-style-type: none"> Understand businesses using economic terms Understand what NH tourism is and why it is important to the state Present their entrepreneur project for critique 	<ul style="list-style-type: none"> Renewable and nonrenewable resources Entrepreneur Investor
New Hampshire's Place in History	<ul style="list-style-type: none"> Students will develop a strong historical context of early New Hampshire / New England life beginning with Native Americans and how life was influenced by the arrival of early settlers. Students will also study key influential individuals that shaped New Hampshire and New England's development from the past to today will the goal of identifying how key individuals helped shape life in and around New Hampshire today. These will focus on key individuals from New England and result in non-fiction research writing and skills being taught and utilized. 	<ul style="list-style-type: none"> Describe relationships and compare and contrast between Native Americans and Early Explorers Explain how various religious beliefs shaped cultures Identify and research important historical figures in New England's history up through today Understand how to research using primary and secondary resources. Identify the differences between facts and opinions during research. 	<p><i>NH's experience with:</i></p> <ul style="list-style-type: none"> Native American Tribes Early Explorers Colonial Settlers Timeline Historical Perspectives Primary Resources Secondary Resources Fact vs. Opinion

Windham School District Curriculum

Content: Grade 4 Social Studies - Geography & Map Skills

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>For students to understand that different geographic locations on earth have different conditions that interact with others. Different regions are more appropriate for doing activities versus others and it is important for students to understand that different locations can work for different living needs. We want students to understand and appreciate their place in the world here in New Hampshire and in New England while also developing a curiosity for other places. It is important for students to know about different human and physical features, places, regions, landforms and bodies of water and how boundaries of locations can change due to historical or political influence. To meet these goals, students will develop spatial awareness and understand that different ecosystems interact with others around New England, the country and world.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. • D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • D2.Geo.3.3-5. Use maps of different scales to describe the locations of cultural and environmental characteristics. 	<i>Transfer</i>	
	<p>Students will be able to navigate maps, regions and express the importance of geographical locations as it relates to early settlers arriving in New England. Students will also understand that New England is one of five major regions in the United States and their locations. Students will learn the names and capitals of all 50 states in each region.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • features of a map such as title, compass rose, scale and legend help them navigate a map. • absolute location is something's exact location. • the US is broken up into regions and 50 states that include Puerto Rico. • NH is broken up into regions. • physical and human features are shown on a map that represents different cultures and environmental characteristics. • how reading maps can increase their understanding of social studies topics. • the limitations and opportunities the physical environment of New Hampshire presented to early settlers. • different world regions have different climates or environmental factors 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it important to understand the key elements and attributes on a map and how to use the map tools? • How do I locate New England states and the Atlantic Ocean on a map? • Why is it important to know that the United States is broken up into regions? • How are the physical and human features shown on a map to represent different cultures and environmental characteristics? • How did early settlers change their environment to fit their needs? • What characteristics of New England were appealing to the early settlers? • What climates do different world regions possess?

<ul style="list-style-type: none"> ● D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. ● D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions. ● D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. ● D2.Geo.10.3-5. Explain why environmental characteristics vary among different world regions. 	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● attributes/ features of maps: Title - Compass rose - Scale - Legend ● absolute Location of places and regions in US & NH ● all 50 states and their capitals. ● physical and human Features, the difference between the two and identify major examples in NH. ● where early settlers landed and how their environments/settlements adapted over time to meet their land and survival needs. ● general climates of world regions. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● constructing maps that are scaled to size appropriately and contain map features like title, compass rose, scale and legend. ● identifying map regions of US and NH using maps, satellite images and photographs. ● identifying physical vs. human features. ● explaining where settlers landed and how their colonies expanded location due to survival needs. ● identifying the general climates in the world's major regions in comparison to the region we live in.
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 		<ul style="list-style-type: none"> ● Google Earth ● Satellite Images Online

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Grading Rubric	Summative Assessment: <ul style="list-style-type: none"> ● Region Tests ● 50 States and Capitals Matching Test ● Map Attributes Test Formative Assessment: <ul style="list-style-type: none"> ● Identifying and utilizing Map Features
	OTHER EVIDENCE: <ul style="list-style-type: none"> ● Collaborative map work with peers ● Participation in mapping activities with technology

Windham School District Curriculum

Content: Grade 4 Social Studies

- New Hampshire Government and Citizen Rights

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>For students to understand that they play an important role in a governing society and democracy as a citizen. We want students to see that the US Constitution drives our political system and that it is important to understand that system and how it works so that they can contribute in an informed way through processes like voting and at a local level in New Hampshire specifically. To meet these goals, students will learn about the branches and local New Hampshire levels of government and how their place and involvement in the local sector can have larger implications for positive change. They will also develop an understanding of the US Constitution and branches of government.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. • D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. • D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions. • D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. 	<i>Transfer</i>	
	<p>Students will be able to understand the New Hampshire government system, how it relates to a larger scale democracy and the rights and responsibilities they possess as citizens following the US Constitution to participate as well-informed citizens. Students will also experience being a citizen of their classroom.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • there are different branches of state government and how they generally function and who is in charge at each level. • there are levels to local government. • it is important to vote and be active, participating citizens. • their vote matters. • U.S. citizens have rights that relate to their lives according to the Constitution and the Bill of Rights. • a positive impact can occur when people volunteer and work together. • even as school-age citizens, they can vote in smaller level experiences (like Student Council). • they can have respectful discussions about civic issues with each other. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • Why is it necessary to have representatives from different regions of a state/country? • What are the individual roles of each of three branches of government? • How are the branches related and why are they important? • How are laws decided upon and put into place and how can anyone join this process? • Who are the key leaders of our government? • Why is it important to participate in voting? • Why do we have the Bill of Rights and how does it relate to your life as a citizen? • How would people interact with each other without laws?

<ul style="list-style-type: none"> ● D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. ● D2.Civ.6.3-5. Describe ways in which people benefit from and are challenged by working together, including through government, work-places, voluntary organizations, and families. ● D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings. ● D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. ● D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. ● D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. ● D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. ● D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. 	<ul style="list-style-type: none"> ● the government impacts our society through social, political, and geographical issues. 	<ul style="list-style-type: none"> ● What is a constitution? How does a constitution protect the rights of citizens of New Hampshire/United States? ● What are some key amendments added to the Constitution and how did it alter life as we know it today? ● How do people benefit from working together in government and volunteer capacities? ● How can I be an involved citizen at a young age? ● How can I convey my perspectives respectfully to others to enact change or share information about local issues? ● How does the government impact our daily life?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● the three branches of government ● levels of government ● Bill of Rights ● Constitution ● impact of government on people ● volunteer ● voting ● debating ● rules and laws govern our society 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● identifying the functions of each branch of government in New Hampshire. ● explaining how laws and policies are created and enacted in New Hampshire. ● identifying key leaders in our government. ● knowing their role in government matters at all ages and stages. ● describing the rights of citizens according to the Constitution and the Bill of Rights and how it affects our lives. ● participation in their own school-level votes (Student Council). ● debating with their peers on local issues that are relevant to kids and their state. ● recognizing what aspects of daily life our government has influence over or controls.

Used in Content Area Standards	21st Century Skills
<ul style="list-style-type: none"> ● D1.1.3-5. Explain why compelling questions are important to others (e.g., peers, adults). ● D1.2.3-5. Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. ● D1.3.3-5. Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation. ● D1.4.3-5. Explain how supporting questions help answer compelling questions in an inquiry. ● D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary) ● D4.4.3-5. Critique arguments. ● D4.5.3-5. Critique explanations. ● D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. ● D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. 	<ul style="list-style-type: none"> ● Researching online about local government and contact information ● Opinion writing to local officials proposing new laws. ● Visiting and interacting with State House Officials during State House Field Trip.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Grading Rubric	<p>SUMMATIVE ASSESSMENT:</p> <ul style="list-style-type: none"> ● Unit Test <p>Examples of Formative Assessment</p> <ul style="list-style-type: none"> ● Letter to local government officials
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Participation in debates ● Participation in field trip to State House ● Participation in Class Vote (Example - Student Council)

Windham School District Curriculum

Content: Grade 4 Social Studies - Economics-Entrepreneur Project

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>For students to understand that they live and function as part of a larger global economy. They will explore how the NH economy works by reviewing local business examples and learning that society functions greatly on a supply and demand model. Students will learn that they too have a place in the economy as potential entrepreneurs. To meet these goals, students will learn about general concepts related to the economy like supply and demand, what human and physical capital and natural resources are and how to balance a cost and benefit model when creating their own mock business ventures as entrepreneurs through a “Shark Tank” project.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none">● D2.Eco.1.3-5. Compare the benefits and costs of individual choices.● D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make.● D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.● D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade.● D2.Eco.5.3-5. Explain the role of money in making exchange easier.	<i>Transfer</i>		
	Students will be able to understand the concept of supply and demand and how New Hampshire interacts with the rest of the global marketplace. They will also understand that they can be entrepreneurs and have direct involvement themselves.		
	<i>Meaning</i>		
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i>	ESSENTIAL QUESTIONS	
	<ul style="list-style-type: none">● there are costs and benefits of individual choices in the economy and these can influence the decisions people make.● wants and needs affect economic cycles.● the difference between a renewable and nonrenewable resource.● resources like human capital, physical capital and natural resources are important to New Hampshire citizens when producing goods and services.● individuals and businesses utilize trade.● exchanging money is what makes exchanging goods easier.● Financial institutions like investors can help by supporting entrepreneurial ventures.	<ul style="list-style-type: none">● What are costs and benefits?● How are needs like food, clothing, and shelter important to our way of life compared to wants?● What is a resource?● How are renewable and nonrenewable resources different?● How do we use trade today?● How does money make trade and business fair for all consumers?● How does a business help the economy grow?● How can individuals become entrepreneurs and make a place for themselves in the economy.	
	<i>Acquisition</i>		
<i>Students will know...</i>	<i>Students will be skilled at...</i>		
<ul style="list-style-type: none">● costs & benefits● human resources● natural resources● renewable/nonrenewable resources	<ul style="list-style-type: none">● needing to weigh the pros and cons of costs and benefits in economic decision making.● explaining the difference between wants and needs.		

<ul style="list-style-type: none"> ● D2.Eco.7.3-5. Explain how profits influence sellers in markets. ● D2.Eco.8.3-5. Identify examples of external benefits and costs. ● D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. ● D2.Eco.10.3-5. Explain what interest rates are. ● D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. 	<ul style="list-style-type: none"> ● wants/needs ● money ● barter ● entrepreneur ● interest rates ● investors 	<ul style="list-style-type: none"> ● describing how basic geography relates to location of resources. ● explaining how resources attracted early settlers to the coast of New Hampshire. ● describing the methods of bartering. ● conveying how money is used in New Hampshire. ● practicing that money/time/resources must be spent and invested in order to create business opportunities. ● considering what resources based on cost are good choices to use when designing their own business plan.
Used in Content Area Standards		21st Century Skills
<ul style="list-style-type: none"> ● D4.3.3-5. Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary). ● D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. 		<ul style="list-style-type: none"> ● Online research

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
Grading Rubric	<p>Summative ASSESSMENT:</p> <ul style="list-style-type: none"> ● Entrepreneur Project (Shark Tank) ● Unit Test <p>Examples of Formative Assessment:</p> <ul style="list-style-type: none"> ● Participation at various stages of Entrepreneur Project

Windham School District Curriculum

Content: Grade 4 Social Studies - New Hampshire's Place In History

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>For students to understand that, as historians it is important to learn from the past and develop arguments from the past using evidence from prior events. Students should be able to discuss individuals in history from a state or local level and trace their influence - specifically in referencing the time period of Native Americans and early settlers. To meet these goals, students must be able to discuss history not just who and when, but why and how (on a deeper level).</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time. • D2.His.2.3-5. Compare life in specific historical time periods to life today. • D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities. • D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. • D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time. 	<i>Transfer</i>	
	<p>Students will be able to develop a strong historical context of early New Hampshire life beginning with Native Americans and how life was influenced by the arrival of early settlers.</p> <p>Students will also study key influential individuals that shaped New Hampshire and New England's development from the past to today. These will focus on key individuals from New England and result in non-fiction research writing and skills being taught and utilized.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • using and creating timelines help provide an order or sequence of historical events. • the impact that inventions have on manufacturing in New Hampshire. • immigration, wars, and new technologies changed many aspects of life in New Hampshire like agriculture when comparing the past to today. • the important New Hampshire Native American leaders and how they lived. • certain individuals in New England's history have helped shape our world today. • there is a complex relationship between the Native Americans and the early settlers due to differing perspectives. • religious and cultural beliefs are a part of the history of New Hampshire and varied between the Native Americans and early settlers. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • How do utilizing timelines help us organize historical events? • How does past life in NH compare to life today? • How did Native Americans help shape agriculture today? • Who were the important Native American leaders in our community, and how did they live? • How did colonial settlements shape life in New Hampshire? • What important people in New Hampshire shaped history (from past or present)? • What was the relationship between Native Americans and Early Settlers and how did they help each other? • What is the difference between primary and secondary sources? • What is the difference between a fact and an opinion?

<ul style="list-style-type: none"> ● D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. ● D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. ● D2.His.10.3-5. Compare information provided by different historical sources about the past. ● D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic. ● D2.His.14.3-5. Explain probable causes and effects of events and developments. ● D2.His.16.3-5. Use evidence to develop a claim about the past. 	<ul style="list-style-type: none"> ● it is important to know the difference between primary and secondary sources and facts and opinions and what each can add to our understanding of history in NH. ● the arrival of early settlers had a significant impact on Native American life in NH. 	<ul style="list-style-type: none"> ● How did the arrival of early settlers impact life in New England? ● How have various, notable figures from the past through today from New England help shape life today in and around New Hampshire?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Timeline ● Historical Perspective ● Early Explorers ● Native American Tribes ● Colonial Settlers ● Notable figures from New England's history and from today ● Primary vs. Secondary Sources ● Facts vs. Opinion <p><i>Cause and Effect Topics to introduce/focus on:</i></p> <ul style="list-style-type: none"> ● The Arrival of Early Settlers and how it affected Native American Life in New England 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● creating their own personal and historical timelines. ● comparing and contrasting past life in NH to today. ● describing the relationship of the Native Americans and explaining how it changed over time. ● explaining the cultural connections of the Abenaki and the religious beliefs of the Puritans have shaped our lives. ● identifying Native American leaders from NH and considering their roles and accomplishments. ● identifying key individuals that helped shape New England today as notable. ● describing inventions that New Hampshire people used and explaining their importance in manufacturing.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<ul style="list-style-type: none"> ● D1.5.3-5. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions. ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources. ● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. ● D4.1.3-5. Construct arguments using claims and evidence from multiple sources. ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. ● D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. 	<ul style="list-style-type: none"> ● <i>Online Research Skills</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
Grading Rubric	<p>SUMMATIVE ASSESSMENT:</p> <ul style="list-style-type: none"> ● Unit Tests ● New England Notables Project <p>Examples of Formative Assessment:</p> <ul style="list-style-type: none"> ● Visual Representations or Simulations of early NH life
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Participation in research, debates, compare/contrast activities

Unit Name	Why	How	What
Introductory Unit: Map Skills, Geography, Government	<ul style="list-style-type: none"> Students will understand that the geography of the United States is varied with 5 distinct geographic regions Students will understand that America has a diverse population. Students will understand how the government of the United States is structured. 	<ul style="list-style-type: none"> Name and locate the regions of the United States using a map. Name and locate the 5 oceans of the world using a map. Name and locate the 7 continents of the world. Name the parts of the map. Name and locate the 4 hemispheres. Name locations using the cardinal and intermediation terminology. Explain how the United States is diverse. Explain the US Constitution, branches of government, and election process. 	<ul style="list-style-type: none"> Title, Key, Inset Map, Compass Rose 5 Regions 5 Oceans 7 Continents 4 Hemispheres 3 branches of government
Unit 1: Native Peoples of North America	<ul style="list-style-type: none"> Students will understand that the geography and natural resources of North America affected the cultural developments of Native Peoples. Students will understand that interactions among groups affected civilization. 	<ul style="list-style-type: none"> Describe the early groups of people who lived in North America. Explain ways Native Peoples adapted to life and the environment in North America. Describe the natural resources of each North American region. 	<ul style="list-style-type: none"> Types of homes Leaders Irrigation Climate Natural Resources & trade Olmec, Maya Hohokam, Ancestral Pueblo, Mound Builders Totem Pole Tlingit Pueblo Navajo Native Americans of the Plain Eastern Woodlands

			<ul style="list-style-type: none"> • Creek Confederacy • Iroquois Confederacy
Unit 2: Exploration & Colonization	<ul style="list-style-type: none"> • Students will understand the reasons for Spanish, French and English exploration. • Students will understand the challenges English settlers faced. 	<ul style="list-style-type: none"> • Describe voyages to Asia and trade • Explain Columbus' voyage and its effect on future voyages • Describe how the arrival of the Spanish changed the lives of the Taino and the influence of the Columbian Exchange • Describe English contributions to exploration. • Describe and compare the first English colonies of Jamestown and Roanoke 	<ul style="list-style-type: none"> • Marco Polo • Silk Road • Barter • Merchant • Navigational tools and Expeditions • Christopher Columbus • Aztec & Incan Empires • Colony • Columbian Exchange • Conquistadors • Northwest Passage
Unit 3: Colonial America	<ul style="list-style-type: none"> • Students will understand that colonies were created for economic, religious, and political reasons. 	<ul style="list-style-type: none"> • Name and locate each of the 13 colonies. • Describe the Puritans values and the values of rebels within the Puritan colony. • Explain why Native Americans resisted English colonists. • Describe the diverse population of the Middle Colonies. • Explain the religious, economic, and political factors that influenced the Southern Colonies. • Describe the reasons why various groups came to the 	<ul style="list-style-type: none"> • Names of the 13 Colonies • Puritans • Pilgrims • Native American Groups • New England Colonies • Middle Colonies • Southern Colonies • Slavery • Triangular Trade •

		<p>colonies and their ways of life upon arrival.</p> <ul style="list-style-type: none"> • Describe why colonists kept slaves, what slavery was like, and how Africans resisted enslavement. • Describe the economic relationships at the regional and global levels, including triangular trade. • Describe how the colonists' want for freedom and independence led to their push for self-government. 	
Unit 4: The Struggle For North America	<ul style="list-style-type: none"> • Students will understand that colonists organized themselves to fight for independence and self-government which had lasting effects on America and its people. 	<ul style="list-style-type: none"> • Explain the growth of French settlements. • Explain the causes and effects of the French and Indian War. • Explain the events that led to the American Revolution. • Identify the actions of the Second Continental Congress, including the significance of the Declaration of Independence. • Explaining the strengths and weaknesses of the Americans and the British. • Explaining how various groups (women, African Americans) supported the American Revolution. • Explain the importance of key battles leading to American victory. 	<ul style="list-style-type: none"> • French & Indian War • Louisiana Territory • Treaty of Paris (1763) • Proclamation of 1763 • Stamp Act • Boycott • Sons of Liberty • Boston Massacre • Boston Tea Party • Paul Revere • Battle of Bunker Hill • Continental Army • Second Continental Congress • Patriots • Loyalists • Declaration of Independence • Treaty of Alliance • Treaty of Paris 1783

Unit 5: The New Nation	<ul style="list-style-type: none"> • Students will understand that colonists planned and created a new nation with the implementation of the Constitution and democracy. • Students will understand that new inventions led to the start and growth of the Industrial Revolution. 	<ul style="list-style-type: none"> • Identify issues colonists faced following the Revolution. • Explain the process of developing the Constitution and the Bill of Rights and how leaders from each colony compromised to come to agreements. • Identify the 3 branches of the federal government and explain the roles of each branch along with the relationships between branches. • Explain key events and key leaders of westward expansion and how western land was acquired. • Explain the events that led to the War of 1812 and the events that occurred during the war. • Identify the important inventions of the Industrial Revolution and explain their importance. • Explain how Andrew Jackson's presidency affected life in America. • Explain the occurrence of conflicts between Texans and the Mexican government. 	<ul style="list-style-type: none"> • Articles of Confederation • Legislature • James Madison • Shay's Rebellion • Virginia Plan • Great Compromise • Constitution • Supreme Court • Bill of Rights • Checks & Balances • Louisiana Purchase • Lewis & Clark • The War of 1812 • The Monroe Doctrine • Industrial Revolution • Andrew Jackson • Manifest Destiny • Trail of Tears • Treaty of Guadalupe Hidalgo • Gold Rush
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Windham School District Curriculum

Content: Grade 5 Social Studies - Introductory

Unit: Map Skills, Geography & Government

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers as they understand the events that led to America's independence. They will understand and apply basic knowledge of the world's geography to analyze where people of North American came from and the customs these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Geo.1.3-5. Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.2.3-5. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. 	<i>Transfer</i>	
	Students will be able to understand the geography of the world and how it has affected the formation of our country.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The geography of the United States is varied, with 5 distinct geographic regions. America has a diverse population. How the government of the United States is structured. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What do places, people, and ideas tell us about the United States?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The 5 regions of the United States of America. The 5 oceans of the world. The 7 continents of the world. The parts of a map (title, legend/key, inset map, compass rose) The 4 hemispheres, equator, and prime meridian. The cardinal and intermediate directions of north, north east, east, southeast, south, southwest, west, northwest. The meaning of lines of latitude and longitude. Immigration and its effects on our country. The structure of the US government, citizens' responsibilities, and election of leaders. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Naming and locating the regions of the United States using a map. Naming and locating the 5 oceans of the world using a map. Naming and locating the 7 continents of the world. Naming the parts of the map. Naming and locating the 4 hemispheres. Naming locations using the cardinal and intermediation terminology. Explaining how the United States is diverse. Explaining the US Constitution, branches of government, and election process.

<ul style="list-style-type: none"> • D2.Civ.7.3-5. Apply civic virtues and democratic principles in school settings. • D2.Civ.8.3-5. Identify core civic virtues and democratic principles that guide government, society, and communities. • D2.Civ.9.3-5. Use deliberative processes when making decisions or reaching judgments as a group. • D2.Civ.10.3-5. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. • D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. • D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Vocabulary assessments • US Map • World Map • Class Constitution Summative: <ul style="list-style-type: none"> • Unit Test
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Class participation • Cross-curricular writing assessments

Windham School District Curriculum

Content: Grade 5 Social Studies - Native Peoples of North America

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand the events that led to America’s independence. They will understand and apply basic knowledge of the world’s geography to analyze where people of North American came from and the customs that these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none">● D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.● D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources.● D2.His.1.3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.● D2.His.3.3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.● D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.	<i>Transfer</i>		
	Students will be able to understand who the first groups of Native Peoples in North America were and how they adapted their way of life to the environment and natural resources. Students will understand the structure of various groups of Native Peoples is a result of interactions among groups.		
	<i>Meaning</i>		
	ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i> <ul style="list-style-type: none">● The geography and natural resources of North America affected the cultural developments of Native Peoples.● Interactions among groups affected civilization.	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">● How do people adapt to where they live?● How did early Native Peoples govern themselves?	
	<i>Acquisition</i>		
<i>Students will know...</i> <ul style="list-style-type: none">● The early groups of people who lived in North America.● Early people adapted to life and the environment in North America.● How natural resources of the various North American regions affected Native Americans.	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Describing the early groups of people who lived in North America.● Explaining ways Native Peoples adapted to life and the environment in North America.● Describing the natural resources of each North American region.		

<ul style="list-style-type: none"> • D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. • D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Vocabulary Assessments • Lesson Assessments <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class Participation • Cross-curricular writing assessments

Windham School District Curriculum

Content: Grade 5 Social Studies Unit 2: Exploration & Colonization

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand the events that led to America's independence. They will understand and apply basic knowledge of the world's geography to analyze where people of North American came from and the customs that these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Geo.7.3-5. Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. ● D2.Geo.8.3-5. Explain how human settlements and movements relate to the locations and use of various natural resources. ● D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. ● D2.His.14.3-5. Explain probable causes and effects of events and developments ● D2.His.16.3-5. Use evidence to develop a claim about the past. ● D2.His.17.3-5. Summarize the central claim in a secondary work of history. 	Transfer	
	Students will be able to understand how French, Spanish, and English exploration affected North American native populations and resulted in the growth of their own empires overseas.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The drive for exploration affected the native populations, as well as eventual colonization in North America. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What happens when different cultures first meet?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The events in Europe that affected exploration. ● The ways Spanish explorers changed the Americas, including conquistadors and the rise and fall of Native American empires. ● The reasons for Spanish exploration. ● How Spain's growing empire impacted life in North America. ● The role of the Northwest Passage in exploration. ● How France's relationship with Native Americans affected colonization. ● The challenges that English settlers faced. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing the events in Europe that affected exploration. ● Describing how Spanish conquistadors affected Native American empires. ● Explaining why Spain explored North America. ● Explaining the impact of Spain's exploration in North America. ● Explaining how the search for the Northwest Passage affected exploration in North America. ● Describing the ways trade with Native Americans affected the first French settlements. ● Describing the English failures and successes of Roanoke, Jamestown, and Plymouth including interactions with Native Americans.

<ul style="list-style-type: none"> ● D2.Eco.1.3-5. Compare the benefits and costs of individual choices. ● D2.Eco.2.3-5. Identify positive and negative incentives that influence the decisions people make ● D3.1.3-5. Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection. ● D3.2.3-5. Use distinctions among fact and opinion to determine the credibility of multiple sources ● D3.3.3-5. Identify evidence that draws information from multiple sources in response to compelling questions. ● D3.4.3-5. Use evidence to develop claims in response to compelling questions. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Lesson Quizzes ● Vocabulary Assessments <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Class Participation ● Cross-curricular Research Paper- ELA

Windham School District Curriculum

Content: Grade 5 Social Studies Unit: 3 Colonial America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand the events that led to America's independence. They will understand and apply basic knowledge of the world's geography to analyze where people of North American came from and the customs that these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Geo.4.3-5. Explain how culture influences the way people modify and adapt to their environments. ● D2.Geo.5.3-5. Explain how the cultural and environmental characteristics of places change over time. ● D2.Geo.6.3-5. Describe how environmental and cultural characteristics influence population distribution in specific places or regions ● D2.Geo.11.3-5. Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places. ● D2.Eco.3.3-5. Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. 	Transfer	
	Students will be able to understand the development of the 13 colonies and their emerging customs, culture, and politics. Students will be able to understand the colonists development of an identity separate from their governing country.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> ● Colonies were created for economic, religious, and political reasons. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● Why do people settle new areas?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The first 13 colonies, their location, and founding country. ● How different values and beliefs shaped New England. ● Why conflict occurred between Native Americans and colonists. ● The factors that influenced the development of the Middle Colonies. ● How the Southern Colonies differ from other settlements. ● How economic needs affected life in the colonies. ● Why slavery developed in the English colonies. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Naming and locating each of the 13 colonies. ● Describing the Puritans values and the values of rebels within the Puritan colony. ● Explaining why Native Americans resisted English colonists. ● Explaining how the English acquired New York. ● Describing the diverse population of the Middle Colonies. ● Explaining the religious, economic, and political factors that influenced the Southern Colonies. ● Describing the reasons why various groups came to the colonies and their ways of life upon arrival.

<ul style="list-style-type: none"> ● D2.Eco.4.3-5. Explain why individuals and businesses specialize and trade. ● D2.Eco.13.3-5. Describe ways people can increase productivity by using improved capital goods and improving their human capital. ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 	<ul style="list-style-type: none"> ● What influenced the development of colonial economies. ● How values influenced colonial governments. 	<ul style="list-style-type: none"> ● Describing why colonists kept slaves, what slavery was like, and how Africans resisted enslavement. ● Describing the economic relationships at the regional and global levels, including triangular trade. ● Describing how the colonists' want for freedom and independence led to their push for self-government.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Lesson Quizzes ● Vocabulary Assessments <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Class Participation ● Cross-curricular writing

Windham School District Curriculum

Content: Grade 5 Social Studies

Unit 4: The Struggle for North America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand the events that led to America's independence. They will understand and apply basic knowledge of the world's geography to analyze where people of North American came from and the customs that these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. ● D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time ● D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. ● D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. ● D2.Eco.8.3-5. Identify examples of external benefits and costs. ● D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. ● D2.Eco.11.3-5. Explain the meaning of inflation, deflation, and unemployment. 	<i>Transfer</i>	
	Students will be able to understand how and why colonists fought for their independence during the American Revolution and how the war led to the birth of the new nation.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Colonists organized themselves to fight for independence and self-government which had lasting effects on America and its people. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What will people do for their freedom?
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How France's control of the Mississippi River affected settlement. ● How the French and Indian War changed the colonies. ● What caused the colonists to unite against Great Britain. ● How the first events of the American Revolution occurred. ● How the Second Continental Congress influenced the colonies. ● What challenges occurred during the American Revolution. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Explaining the growth of French settlements. ● Explaining the causes and effects of the French and Indian War. ● Explaining the events that led to the American Revolution. ● Explaining the importance of the early battles of the American Revolution. ● Identifying the actions of the Second Continental Congress, including the significance of the Declaration of Independence. ● Explaining the strengths and weaknesses of the Americans and the British.

<ul style="list-style-type: none"> ● D2.Eco.12.3-5. Explain the ways in which the government pays for the goods and services it provides. ● D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations. ● D2.Civ.1.3-5. Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. ● D2.Civ.2.3-5. Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate. ● D2.Civ.3.3-5. Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions ● D2.Civ.4.3-5. Explain how groups of people make rules to create responsibilities and protect freedoms. ● D2.Civ.5.3-5. Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions. ● D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. ● D2.Civ.13.3-5. Explain how policies are developed to address public problems. ● D4.2.3-5. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data. 	<ul style="list-style-type: none"> ● What events led to the American victory of the Revolution. ● How American life was affected by war. 	<ul style="list-style-type: none"> ● Explaining the economic impact of the American Revolution. ● Explaining how various groups (women, African Americans) supported the American Revolution. ● Explaining the importance of key battles leading to American victory. ● Explaining the ending of the American Revolution and its results.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <ul style="list-style-type: none">● Formative:● Lesson Quizzes● Vocabulary Assessments <p>Summative:</p> <ul style="list-style-type: none">● Unit Test
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">● Class Participation● Cross-curricular writing activities

Windham School District Curriculum

Content: Grade 5 Social Studies Unit 5- The New Nation

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers as they understand the events that led to America's independence. They will understand and apply basic knowledge of the world's geography to analyze where people of North American came from and the customs that these groups brought with them. Students will study texts to explore the interactions among groups, the consequences of these interactions, and how they resulted in our diverse and independent country today.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.4.3-5. Explain why individuals and groups during the same historical period differed in their perspectives. D2.His.5.3-5. Explain connections among historical contexts and people's perspectives at the time D2.His.6.3-5. Describe how people's perspectives shaped the historical sources they created. D2.His.9.3-5. Summarize how different kinds of historical sources are used to explain events in the past. D2.His.10.3-5. Compare information provided by different historical sources about the past. D2.His.11.3-5. Infer the intended audience and purpose of a historical source from information within the source itself. D2.His.12.3-5. Generate questions about multiple historical sources and their relationships to particular historical events and developments. D2.His.13.3-5. Use information about a historical source, including the maker, date, place of origin, 	Transfer	
	Students will be able to understand what causes a society to grow.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Colonists planned and created a new nation with the implementation of the Constitution and democracy. New inventions led to the start and growth of the Industrial Revolution. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What causes a society to grow?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> What problems the government faced after the Revolution. Why the Constitution is a powerful document. How the expansion of the United States affected North America. How the War of 1812 affected Americans. How the Industrial Revolution changed people's lives. How freedom changed for people during the age of Andrew Jackson. How conflicts with Mexico changed the United States. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying issues colonists faced following the Revolution. Explaining the process of developing the Constitution and the Bill of Rights and how leaders from each colony compromised to come to agreements. Identifying the 3 branches of the federal government and explaining the roles of each branch along with the relationships between branches. Explaining key events and key leaders of westward expansion and how western land was acquired. Explaining the events that led to the War of 1812 and the events that occurred during the war.

<p>intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.</p> <ul style="list-style-type: none"> ● D2.Eco.9.3-5. Describe the role of other financial institutions in an economy. ● D2.Eco.14.3-5. Explain how trade leads to increasing economic interdependence among nations. ● D2.Eco.15.3-5. Explain the effects of increasing economic interdependence on different groups within participating nations. ● D2.Civ.11.3-5. Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society. ● D2.Civ.12.3-5. Explain how rules and laws change society and how people change rules and laws. ● D2.Civ.13.3-5. Explain how policies are developed to address public problems. ● D2.Civ.14.3-5. Illustrate historical and contemporary means of changing society. 		<ul style="list-style-type: none"> ● Identifying the important inventions of the Industrial Revolution and explaining their importance. ● Explaining how Andrew Jackson's presidency affected life in America. ● Explaining the occurrence of conflicts between Texans and the Mexican government.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to think critically, make inferences, and draw conclusions about concepts taught.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Lesson Quizzes ● Vocabulary Assessments <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Class Participation ● Cross-curricular writing activities

Unit Name	Why	How	What
United States and Canada	<ul style="list-style-type: none"> Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of the United States and Canada. 	<ul style="list-style-type: none"> Use maps to explain relationships Use maps and graphs to represent and analyze patterns Explain how culture and economics influence people Analyze similarities and differences between places Explain how place impacts identity Evaluate the influence of humans on environment Explain how place impacts trade Explain how population distribution affects land Explain how government impacts the people 	<ul style="list-style-type: none"> United States, Canada, Mexico, Central America Democracy NAFTA (North American Free Trade Agreement) Panama Canal French Explorers Spanish Explorers
Latin America	<ul style="list-style-type: none"> Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of Latin America. 		<ul style="list-style-type: none"> Brazil, Argentina, Bolivia, Chile, Colombia, Ecuador, French Guiana (FR), Guyana, Paraguay, Perú, Surinam, Uruguay, Venezuela, Falkland Is (UK) Amazon, Andes Mountains, Cape Horn Spanish Explorers
Europe	<ul style="list-style-type: none"> Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of Europe. 		<ul style="list-style-type: none"> France, Germany, Greece, Italy, Norway, Sweden, Portugal, Spain, Sweden, United Kingdom European Union
Asia	<ul style="list-style-type: none"> Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of Asia. 		<ul style="list-style-type: none"> Iran, Iraq, Kuwait, Lebanon, Saudi Arabia, Syria, Turkey, Israel, Palestine West Bank, Golan Heights, Persian Gulf

			<ul style="list-style-type: none"> ● Gulf War ● Islam ● Hebrew ● Afghanistan, Bangladesh, Bhutan, India, Nepal, Pakistan, Sri Lanka, Maldives ● Hinduism ● Buddhism ● Himalayas ● subcontinent ● China, Japan, North Korea, South Korea, Mongolia ● Communism ● Emperor ● Shogun ● The Great Wall of China
Africa	<ul style="list-style-type: none"> ● Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of Africa. 		<ul style="list-style-type: none"> ● Egypt, Tunisia, Libya, Algeria, Morocco ● Nile river, Sahara Desert, Suez canal ● Pharoah
Australia/Oceania	<ul style="list-style-type: none"> ● Students will understand the five themes of geography and will be able to apply them in analyzing the world, people, and cultures of Australia/Oceania. 		<ul style="list-style-type: none"> ● Australia ● New Zealand ● Easter Island ● Sydney ● Pacific Realm ● Polynesia ● Asia-Pacific Economic Cooperation (APEC)

Windham School District Curriculum

Content Topic: Grade 6 Social Studies

Unit 1: United States & Canada

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. • D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places • D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. • D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society • D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives • D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How does where one lives influence how they live?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The physical geography of the United States and Canada influences how people live (what they eat, wear, types of home, jobs) in United States and Canada • The history of the United States and Canada has influenced life (language, traditions). • The government plays a role in citizens' everyday life. • The economy/available jobs in the United States and Canada influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of the countries of the United States and Canada. • Generating questions about the physical and human geography, history, civics and economy of the United States and Canada. • Constructing explanations, using appropriate support, of how people live based on the history, human and physical geography, economy and government of a region

<p>United States, and explain how they influence the social and political system.</p> <ul style="list-style-type: none"> • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 		
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
not applicable		<ul style="list-style-type: none"> • Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Physical Geography • Human Geography • Civics • History • Economics <p>Summative:</p> <ul style="list-style-type: none"> • Physical Geography, Human Geography/Civics, History, Economics • Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Classroom Observations

Windham School District Curriculum

Content: Grade 6 Social Studies Unit 2: Latin America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does where one lives influence how they live?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The physical geography of Latin America influences how people live (what they eat, wear, types of home, jobs) in Latin America. The history of the Latin America has influenced life (language, traditions). The government plays a role in citizens' everyday life. The economy/available jobs in Latin America influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of the countries of Latin America. Generating questions about the physical and human geography, history, civics and economy of Latin America. Constructing explanations, using appropriate support, of how people live based on the history, human and physical geography, economy and government of a region.

<ul style="list-style-type: none"> • D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society • D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. • D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Physical Geography • Human Geography • Civics • History • Economics <p>Summative:</p> <ul style="list-style-type: none"> • Physical Geography, Human Geography/Civics, History, Economics • Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Classroom Observations

Windham School District Curriculum

Content: Grade 6 Social Studies Unit 3: Europe

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places D2.Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices D2.Geo.12.3-5. Explain how natural and human-made catastrophic events in one place affect people living in other places. D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does where one lives influence how they live?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The physical geography of Europe influences how people live (what they eat, wear, types of home, jobs) in Europe. The history of Europe has influenced life (language, traditions). The government plays a role in citizens' everyday life. The economy/available jobs in Europe influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of Europe. Generating questions about the physical and human geography, history, civics and economy of Europe. Constructing explanations, using appropriate support, of how people live based on the history, human and physical geography, economy and government of a region.

<ul style="list-style-type: none"> ● D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. ● D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society ● D2.Eco.2.6-8. Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Physical Geography ● Human Geography ● Civics ● History ● Economics <p>Summative:</p> <ul style="list-style-type: none"> ● Physical Geography, Human Geography/Civics, History, Economics ● Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Classroom Observations

Windham School District Curriculum

Content: Grade 6 Social Studies Unit 4: Asia

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. D2.Civ.13.6-8. Analyze the purposes, implementation, and consequences of public policies in multiple settings. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society D2.Eco.14.6-8. Explain barriers to trade and how those barriers influence trade among nations. 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does where one lives influence how they live?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The physical geography of Asia influences how people live (what they eat, wear, types of home, jobs) in Asia. The history of Asia. has influenced life (language, traditions). The government plays a role in citizens' everyday life. The economy/available jobs in Asia. influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of the countries of Asia. Generating questions about the physical and human geography, history, civics and economy of Asia. Constructing explanations, using appropriate support, of how people live based on the history, human and physical geography, economy and government of a region.

<ul style="list-style-type: none"> ● D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. ● D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. ● D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Physical Geography ● Human Geography ● Civics ● History ● Economics <p>Summative:</p> <ul style="list-style-type: none"> ● Physical Geography, Human Geography/Civics, History, Economics ● Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Classroom Observations

Windham School District Curriculum

Content: Grade 6 Social Studies Unit 5: Africa

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does where one lives influence how they live?
<i>Acquisition</i>		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The physical geography of Africa influences how people live (what they eat, wear, types of home, jobs) in Africa The history of Africa has influenced life (language, traditions). The government plays a role in citizens' everyday life. The economy/available jobs in Africa influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of the countries of Africa Generating questions about the physical and human geography, history, civics and economy of Africa. Constructing explanations, using appropriate support, of how people live based on history, human and physical geography, economy and government of a region.

at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Physical Geography Human Geography Civics History Economics <p>Summative:</p> <ul style="list-style-type: none"> Physical Geography, Human Geography/Civics, History, Economics Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Classroom Observations

Windham School District Curriculum

Content: Grade 6 Social Studies Unit 7: Australia/Oceania

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers while focusing on World Geography and Global issues. Students will understand that the physical and human geography of the world influences how people live. Students will also understand the current issues that face the regions and their impact on the world at large.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives D2.Civ.8.6-8. Analyze ideas and principles contained in the founding documents of the United States, and explain how they influence the social and political system. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society 	<i>Transfer</i>	
	Students will be able to understand that the geography of a region influences citizens' lives.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> the physical and human geography (culture, economy, government, history) of a place influences the way people live life 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does where one lives influence how they live?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The physical geography of Australia/Oceania influences how people live (what they eat, wear, types of home, jobs) in Australia/Oceania. The history of Australia/Oceania has influenced life (language, traditions). The government plays a role in citizens' everyday life. The economy/available jobs in Australia/Oceania influences the quality of life. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing various resources including, textbook, maps, short video clips to understand about the physical and human geography, history, civics and economy of the countries of Australia/Oceania. Generating questions about the physical and human geography, history, civics and economy of Australia/Oceania Constructing explanations, using appropriate support, of how people live because of the history, human and physical geography, economy and government of the region.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to be innovative thinkers, effective communicators and collaborate with others.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Physical Geography ● Human Geography ● Civics ● History ● Economics <p>Summative:</p> <ul style="list-style-type: none"> ● Physical Geography, Human Geography/Civics, History, Economics ● Performance Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Classroom Observations

Unit Name	Why	How	What
Unit 1: Early River Civilizations	<ul style="list-style-type: none"> Students will understand how, why, and where early civilizations developed 	<ul style="list-style-type: none"> Construct maps. Analyze cultural and environmental characteristics. Explain relationships between the environment and trade. 	<ul style="list-style-type: none"> Civilization Mesopotamia Tigris, Euphrates, and Nile Rivers Egypt Natural resources Supply and demand Trade networks (Egypt, Kush, Phoenicia)
Unit 2: The Ancient Hebrews	<ul style="list-style-type: none"> Students will develop an understanding of the introduction of monotheistic religion. 	<ul style="list-style-type: none"> Explain multiple causes and effects of events Analyze cultural and environmental characteristics of the world. Construct explanations using reasoning, examples, and details 	<ul style="list-style-type: none"> The causes and effects of the switch from polytheism to monotheism. Environmental factors in the shaping of Jewish religion. Abraham & covenant Moses & Exodus Kingdom of Israel Babylonian captivity Diaspora Roman rule Judaism's influence on future religions, civilizations
Unit 3: Early Greece	<ul style="list-style-type: none"> Students will understand the origins of ancient Greek people. 	<ul style="list-style-type: none"> Analyze multiple factors that influenced the perspectives of people Detect possible limitations of evidence collected from historical sources. 	<ul style="list-style-type: none"> Geography and its influence on Greek identity and development Minoans and Mycenaeans The Trojan War <i>The Iliad</i> and <i>The Odyssey</i>

		<ul style="list-style-type: none"> Evaluate the credibility of a sources 	<ul style="list-style-type: none"> Rise and importance of the polis Influence of polytheism and mythology on Greek culture Role of Olympic games in culture Greek Architecture Greek Philosophy
Unit 4: Ancient Greek City-States, Society and Democracy.	<ul style="list-style-type: none"> Students will understand how the city-states developed and shaped the idea of a democratic government. 	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of citizens Explain specific roles played by citizens Explain the origins, functions, and structure of government. Analyze the role of innovation in an economy. Construct arguments with information from multiple sources. 	<ul style="list-style-type: none"> Oligarchy Tyranny Democracy (direct vs. representative) Institutions of Athenian democracy- Assembly, Council, Courts Citizenship - powers, roles, responsibilities In ancient Greece In modern U.S. Sparta Athens Greek Economy - colonization, currency, trade, and expansion
Unit 5: Greek Warfare and Alexander the Great	<ul style="list-style-type: none"> Students will understand how the Greek world changed due to conflict and how Alexander the Great preserved Greek ideals. 	<ul style="list-style-type: none"> Analyze connections among events Classify series of historical events as examples of change and/or continuity. Construct arguments using claims and evidence from multiple sources 	<ul style="list-style-type: none"> Greek city-states- Athens and Sparta Persian Wars Peloponnesian Wars Alexander the Great Hellenistic Learning Greek Culture
Unit 6: Roman Republic	<ul style="list-style-type: none"> Students will understand the powers and limits of 	<ul style="list-style-type: none"> Explain the powers and limits of government 	<ul style="list-style-type: none"> Roman form of government Influences of cultures

	government and the origins of the Roman Empire.	<ul style="list-style-type: none"> Construct arguments using claims and evidence from multiple sources Analyze connections among events. Use questions generated to analyze why events are historically significant. 	<ul style="list-style-type: none"> Role of citizenship Fall of Rome Plebeians Patricians Social Inequalities Julius Caesar Augustus
Unit 7: Roman Empire	<ul style="list-style-type: none"> Students will understand the causes and effects of the fall of the Roman Empire. 	<ul style="list-style-type: none"> Evaluate the relative influence of various causes of events Organize applicable evidence into a coherent argument about the past. Gather relevant information from multiple sources. 	<ul style="list-style-type: none"> Pax Romana Roman Architecture Roman Culture Causes of the decline of the Roman Empire Roman Leaders Holy Roman Empire Byzantine Empire
Unit 8: The Middle Ages	<ul style="list-style-type: none"> Students will understand feudalism developed as the dominant socio-economic system after the fall of the Roman Empire. 	<ul style="list-style-type: none"> Explain how economic decisions affect society. Analyze connections among events. Classify series of historical events as examples of change and/or continuity. 	<ul style="list-style-type: none"> Feudalism Medieval life Religion Black Death European Geography Charlemagne Role of invasions
Unit 9: Renaissance	<ul style="list-style-type: none"> Students will understand how ideas grow and spread. 	<ul style="list-style-type: none"> Explain multiple causes and effects of events and developments in the past. Construct arguments using claims and evidence from multiple sources. 	<ul style="list-style-type: none"> Origins of the Renaissance Humanism Influence in Northern Europe Changes in art style Standards of beauty Major Writers and Figures Effects of the Renaissance Role of the printing press Changes in daily life Scientific method

Unit 10: Global Convergence	<ul style="list-style-type: none"> ● Students will understand how changes in technology impacted the world economy. 	<ul style="list-style-type: none"> ● Explain how changes in technology influence connections ● Analyze the role of innovation in an economy. ● Construct arguments using claims and evidence from multiple sources. 	<ul style="list-style-type: none"> ● Trade ● New technology to the time (improvements to navigation) ● Columbus ● Circumnavigate ● Cartography ● caravel ● Columbian Exchange ● Mercantilism ● Capitalism ● Traditional Economy ● Market economy ● Supply and Demand ● Global Trade
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Windham School District Curriculum

Content Topic: Grade 7 Social Studies

Unit 1: Early River Civilizations

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. 	<i>Transfer</i>	
	<p>Students will be able to construct maps to explain cultural and environmental characteristics.</p> <p>Students will be able to analyze environmental and cultural characteristics.</p> <p>Students will be able to compare civilizations by explaining and contrasting their cultural and environmental characteristics and their influences on world trade.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> How and why early civilizations developed The impact Mesopotamia had on the surrounding environment The impact of cultural and environmental influences on the civilization, including laws and beliefs How contact, trade, and other links grew among the societies of Mesopotamia and the eastern Mediterranean. How trade linked Egypt and neighboring lands. How Kush's location and resources helped it grow 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why do environmental and cultural characteristics vary amongst regions of the world? Why do environmental characteristics influence world trade?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • About the word “civilization” and its features. • How Mesopotamia compared to surrounding areas. • The physical characteristics of empires in/around Mesopotamia • Cultural traits of multiple empires • Trade among empires and areas. • How location affects production of goods 	<ul style="list-style-type: none"> • Explaining • Analyzing • Constructing Maps
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Standards- based rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Content Checks (Geography, blooms 1+2): Short multiple choice assessments, Geo Skills Practice • Making Meaning (Geography, blooms 3+4): Features of Civilization, Map Analysis, Cultural Characteristics, <p>Summative:</p> <ul style="list-style-type: none"> • Inquiry • Performance Task (Geography, Blooms 3 +4)
	OTHER EVIDENCE:

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 2: Ancient Hebrews

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> His.14: Explain multiple causes and effects of events and developments in the past. Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations. 	<i>Transfer</i>	
	<p>Students will be able to explain the causes and effects of historical events</p> <p>Students will be able to construct arguments with information from multiple sources.</p> <p>Students will be able to analyze characteristics by looking at the geography and culture of various regions.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Israelites' belief in one God developed into Judaism. The environment shaped the Jewish religion. Abraham and Moses were important figures. Jewish communities spread to many different parts of the ancient world. Hebrews/Jews were constantly being conquered/oppressed by more powerful civilizations. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What defines a people? What happens when a people can no longer live in a land they consider to be "theirs?" How do environments shape beliefs? What causes groups of people to spread?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The causes and effects of the switch from polytheism to monotheism. Environmental factors in the shaping of Jewish religion. Abraham & covenant Moses & Exodus Kingdom of Israel Babylonian captivity Diaspora 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining Analyzing Constructing and supporting arguments

	<ul style="list-style-type: none"> • Roman rule • Judaism's influence on future religions, civilizations 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Standards- based rubric 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Content Checks (Geography, History, Historical Skills blooms 1+2): Short multiple choice assessments, Geo Skills Practice, Content Focus Questions • Making Meaning (Geography, History, Historical Skills, blooms 3+4): Cause and Effect assignments (His.14) <p>Summative:</p> <ul style="list-style-type: none"> • Performance Task (Geo, His, HSK, blooms 3+4)
	OTHER EVIDENCE:

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 3: Early Greece

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. D2.His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use. 	<i>Transfer</i>	
	<p>Students will be able to analyze the credibility of historical sources, detecting possible limitations. Students will be able to analyze multiple factors that influenced the perspectives of people during different historical eras.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Multiple factors influenced the perspectives of people during Early Greece (i.e... geography, culture, economics). There are limitations in the historical record based on mythology and credibility of available sources. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does the early history of a civilization influence its culture? Why do cultures endure? What influences the perspective of a people?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Geography and its influence on Greek identity and development The Minoans and Mycenaeans The Trojan War <i>The Iliad and The Odyssey</i> The rise and importance of the polis The influence of polytheism and mythology on Greek culture The Role of Olympic games in culture About Greek architecture About Greek philosophy 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing Detecting limitations Evaluating Constructing arguments/explanations

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standards- based rubric 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> Content Checks (History, HSK,, blooms 1+2): Content Focus Questions, Unpack the Standards, Making Meaning (History, HSK, blooms 3+4): Perspective, Credibility, Limitations of sources activities <p>Summative:</p> <ul style="list-style-type: none"> Inquiry (Trojan War) Performance Task (History, Historical Skills, Blooms 3+4)
	OTHER EVIDENCE

Windham School District Curriculum

Content: Grade 7 Social Studies

Unit 4: Ancient Greek City-States, Society & Democracy

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. D2.Civ.2.6-8. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). D2.Civ.5.6-8. Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government. D2.Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy. D4.1 Construct arguments with information from multiple sources. 	<i>Transfer</i>	
	<p>Students will be able to Construct arguments with information from multiple sources.</p> <p>Students will be able to compare and contrast various forms of government..</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Athenian democracy was achieved after a series of other forms of government. Citizens can improve their society if they participate in government and exercise their rights and responsibilities. Forms of government arise out of a need for order in a society. Economic innovations could explain the adoption of Democracy in Ancient Athens. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does the need for order lead to different forms of government? Why do members of society need rights and responsibilities?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Oligarchy Tyranny Democracy (direct vs. representative) Institutions of Athenian democracy Assembly Council Courts Citizenship - powers, roles, responsibilities In ancient Greece In modern U.S. Sparta 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Distinguishing Explaining Analyzing

	<ul style="list-style-type: none"> • Athens • Greek Economy - colonization, currency, trade, and expansion 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Standards-based rubric 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Content Checks (Civics, Econ, HSK, blooms 1+2): Focus Questions • Making Meaning (Civics, Econ, HSK, blooms 3+4): Image Analysis, TED-ED, Vocab Application, Government Activities <p>Summative:</p> <ul style="list-style-type: none"> • Inquiry • DBQ • Performance Task (Civics, Economics, Historical Skills, blooms 3+4)
	OTHER EVIDENCE:

Windham School District Curriculum

Content: Grade 7 Social Studies

Unit 5: Greek Warfare and Alexander the Great

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 	Transfer	
	<p>Students will be able to analyze connections in historical contexts.</p> <p>Students will be able to classify series of historical events and developments as examples of change and/or continuity.</p> <p>Students will be able to construct arguments using claims and evidence from multiple sources.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are connections and developments in a larger historical context. Historical events can be viewed as examples of change and/or continuity. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does warfare affect civilizations? How do relationships change over time? Why do cultures endure?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> How the Greeks city-states defeated the Persian Empire The role Athens took after the Persian Wars Causes and effects of the Peloponnesian War and how Athens and Sparta were split. How the Macedonian rulers defeated the Greek city-states. In what ways Alexander's conquests affected connections between cultures in the ancient world. How Hellenistic learning expanded the impact of Greek culture. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing Classifying Constructing arguments

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standards-based rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Content check ins Making meaning assignments <p>Summative:</p> <ul style="list-style-type: none"> Inquiry Performance Task
	OTHER EVIDENCE

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 6: Roman Republic

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.4.6-8. Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments 	Transfer	
	<p>Students will be able to explain the powers and limits of groups and individuals in the governments of both the Roman Republic and the United States.</p> <p>Students will be able to generate and use questions.</p> <p>Students will be able to construct arguments using claims and evidence.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Citizenship and religion played major roles in Roman culture and government. The strengths and weaknesses of the Roman Republic led to its expansion and decline. The Roman government influenced the US government in terms of vetoes, separation of powers, etc. Various factors that caused the Roman Republic to grow and expand and to fall including religion and economics. Power was divided among different groups of people in the Roman Republic. Rome left legacies that affected the way future civilizations evolved. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How are governments influenced by previous governments? What is the best form of government?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The form of government founded by the Romans The influence on Roman culture by other cultures (Greeks) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing Explaining Constructing arguments Generating Questions

	<ul style="list-style-type: none"> • The influence of Roman government on later governments • The role of citizenship in the Roman Republic • The factors that contributed to the fall of the Republic • The rise of the Roman Republic and the political inequalities of the plebeians and the patricians • The influence of Julius Caesar and Augustus 	
Used in Content Area Standards		21st Century Skills
Not applicable		<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Standards-based rubrics 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Making Meaning assignments (History, Historical Skills, Blooms 3+4) • Content check-ins (History, Civics, Blooms 1+2) <p>Summative:</p> <ul style="list-style-type: none"> • Inquiry (History 1+3, Blooms 3+4) • Performance Task (History 1+3, Blooms 3+4)
	OTHER EVIDENCE:

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 7: Roman Empire

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. • D2.His.16.6-8. Organize applicable evidence into a coherent argument about the past. • D3.1.6-8. Gather relevant information from multiple sources. 	Transfer	
	<p>Students will be able to evaluate the relative influence of various causes of the fall of Rome.</p> <p>Students will be able to gather and organize evidence into a coherent argument about the fall of Rome.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Pax Romana was a period of peace which had an effect on Rome. • Rome's achievements in architecture and technology encouraged its growth. • The religion of Christianity developed, changed, and spread. • Many factors led to the Roman Empire's decline. • Rome's leaders attempted to hold the empire together. • The two halves of the empire experienced different fates. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • Why do empires fall?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Pax Romana • Augustus • Succession • Roman Empire's borders, territory • Practical achievements <ul style="list-style-type: none"> ○ Aqueducts ○ Roads ○ Concrete 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Evaluating • Constructing arguments • Organizing evidence

	<ul style="list-style-type: none"> ○ Trade ○ Currency ● Christianity ● Roman Culture and Legacy ● Imperial Crisis: Economic problems, foreign invaders, Germanic Tribes ● Diocletian ● Constantine ● The Huns 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> ● Standards-based rubrics 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Content checks (History, Blooms 1+2): Focus Questions ● Making Meaning (History, Historical Skills, Blooms 3+4): Vocab application, Achievement DBQ, video analysis. <p>Summative:</p> <ul style="list-style-type: none"> ● Multi-paragraph essay (History, Historical Skills, Blooms 3+4)
	OTHER EVIDENCE:

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 8: The Middle Ages

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.His.1.6-8. Analyze connections among events and developments in broader historical contexts. D2.His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. 	Transfer	
	<p>Students will be able to explain how economic decisions affected the well-being of people.</p> <p>Students will be able to analyze connections among events in broad historical contexts.</p>	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> Europe's varied geography attracted many different people. Charlemagne united a large part of Western Europe. Invasions had an impact on many parts of Europe. Feudalism provided order, controlled people, and weakened state power. Manorialism created many small, self-sufficient economic units. The events that marked significant changes in late medieval society. 	<p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> How did societies preserve order? What forces can cause a society to change?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> What drew people to Europe Charlemagne's role in society Feudalism The Manor economy The Magna Carta The Crusades The Black Death 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining Analyzing Classifying

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standards-based rubrics 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> Document Quest (History, Blooms 2+3) Primary Source Analysis (Econ, History, Blooms 3+4) Geography Skills (History, Blooms 1+2) <p>Summative:</p> <ul style="list-style-type: none"> Podcast (History, Econ, Blooms 3+4) Summative DBQ (History 1+2, Blooms 3+4)

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 9: The Renaissance

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.His.14.6-8: Explain multiple causes and effects of events and developments in the past. D4.1.6-8: Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 	<i>Transfer</i>	
	<p>Students will be able to explain causes and effects of historical developments.</p> <p>Students will be able to construct arguments using claims from multiple sources.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand:</i></p> <ul style="list-style-type: none"> Why the Renaissance began in Italy. How classical thought inspired new learning and humanism. How Renaissance ideas influenced northern Europe. The effects of the Renaissance. How the printing press spread new ideas. How the Renaissance changed daily life. What the causes and effects of the scientific revolution were. How the discoveries about the universe challenged ancient and medieval ideas. How the scientific method encouraged new discoveries. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How do ideas grow and spread?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Origins of the Renaissance Humanism Influence in Northern Europe Changes in art style Standards of beauty Major Writers and Figures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Constructing arguments Explaining causes and effects

	<ul style="list-style-type: none"> • Effects of the Renaissance • Role of the printing press • Changes in daily life • Scientific method 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Primary Source Analysis(History, Blooms 3+4) • Geography Skills (History, Blooms 1+2) • Newspaper Activity(History, Blooms 3&4) <p>Summative:</p> <ul style="list-style-type: none"> • Performance Task (History, HSK, blooms 3+4)

Windham School District Curriculum

Content: Grade 7 Social Studies Unit 10: Global Convergence

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The class will leverage the past to get students to read, write, and think deeply in the development of critical thinking skills. Students will grow on their path to becoming knowledgeable and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.7.6-8.: Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. D2.Econ.7.6-8: Analyze the role of innovation and entrepreneurship in a market economy. D4.1.6-8: Construct arguments using claims and evidence from multiple sources. 	<i>Transfer</i>	
	<p>Students will be able to explain how changes in technology influenced connections between settlements and the spread of ideas.</p> <p>Students will be able to analyze roles within a market economy.</p> <p>Students will be able to construct arguments using claims and sources.</p>	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> How trade and competition led to voyages of exploration. What new technology made long ocean voyages possible. How the voyages of Columbus and other explorers changes European views of the world. How exploration affected the environment, trade and global interconnection. What economic changes led to the development of mercantilism and capitalism. The role Asia played in global trade. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the costs and benefits of human expansion?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> • Trade • New technology to the time (improvements to navigation) • Columbus • Circumnavigate • Cartography • caravel • Columbian Exchange • Mercantilism • Capitalism • Traditional Economy • Market economy • Supply and Demand • Global Trade 	<ul style="list-style-type: none"> • Explaining • Analyzing • Constructing arguments
Used in Content Area Standards	21st Century Skills	
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will demonstrate creativity, collaboration, communication, critical thinking through performance-based assessment. 	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Standards based rubric 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Inquiry DBQ(Econ 7, D4.1, Blooms 3+4) • Vocabulary Applications(Geo 7, Econ , Blooms 1, 2) <p>Summative:</p> <ul style="list-style-type: none"> • Colonization Performance Task (Geo 7, D4.1, Blooms 3+4)

Title of Curriculum: Grade 8 Social Studies

Unit Name	Why	How	What
Unit 1: Colonies	<ul style="list-style-type: none"> Students will understand the important reasons each region of colonies were established. 	<ul style="list-style-type: none"> Compare and contrast geographic and economic differences Analyze historical sources and individual perspectives 	<ul style="list-style-type: none"> Jamestown Plymouth MA Bay Economic, Religion, Political differences
Unit 2: Lead up to the to Revolution	<ul style="list-style-type: none"> Students will discover the events that pushed the 13 colonies towards revolution. 	<ul style="list-style-type: none"> Explain the impact of economic decisions Analyze historical sources and individual perspectives Explain multiple causes and effects 	<ul style="list-style-type: none"> French and Indian War British Debt American Taxes Protests
Unit 3: Revolution	<ul style="list-style-type: none"> Students will critically think about decisions and events of the American Revolution. 	<ul style="list-style-type: none"> Analyze America's founding documents Evaluate historical developments 	<ul style="list-style-type: none"> Declaration of Independence American Revolution (People, battles) Impact of war
Unit 4: The Constitution	<ul style="list-style-type: none"> Students will analyze the founding documents to understand the role of compromise. 	<ul style="list-style-type: none"> Examine the origin and purpose of government documents Explain the powers and limits of the three branches Explain origin and functions of government structure 	<ul style="list-style-type: none"> Articles of Confederation Constitutional Conventions (compromise) The Constitution Bill of Rights Citizenship Handbook

Unit 5: Washington's Era in America	<ul style="list-style-type: none"> Students will understand that George Washington's policies and decisions shaped the new nation during difficult times. 	<ul style="list-style-type: none"> Distinguish the powers and responsibilities of various groups in government Describe the role of organizations Explain how economic decisions affect society Use questions to analyze historical developments 	<ul style="list-style-type: none"> George Washington Factions/ political parties Bonds, speculators, debt Whiskey Rebellion
Unit 6: Jeffersonian America	<ul style="list-style-type: none"> Students will understand the new path that Thomas Jefferson leads the country. 	<ul style="list-style-type: none"> Analyze individual perspectives Explain trade barriers and their influence on countries Explain the costs and benefits of trade and trade policies 	<ul style="list-style-type: none"> Revolution of 1800 Marbury v. Madison Lewis and Clark The Louisiana Purchase Embargo 1807 The War of 1812
Unit 7: Jacksonian America	<ul style="list-style-type: none"> Students will examine the change in American Politics that occurred during the Age of Jackson 	<ul style="list-style-type: none"> Examine the purpose of government documents Describe the role of organizations Analyze connections in historical events 	<ul style="list-style-type: none"> Conflict with Mexico Migration West Increased Suffrage Tariffs States' rights Indian Removal
Unit 8: Industrial Revolution	<ul style="list-style-type: none"> Students will evaluate the impact of the Industrial Revolution in regards to the coming Civil War. 	<ul style="list-style-type: none"> Describe the role of competition in a market economy Analyze the role of innovation and entrepreneurship Describe the role of institutions in the economy Explain the connection between standards of living and productivity Explain how technology affects society 	<ul style="list-style-type: none"> Industrial Revolution Industrialized North The Plantation South Extension of Slavery

		<ul style="list-style-type: none"> Organize evidence to make an argument about the past 	
Unit 8: Industrial Revolution	<ul style="list-style-type: none"> Students will evaluate the impact of the Industrial Revolution in regards to the coming Civil War. 	<ul style="list-style-type: none"> Describe the role of competition in a market economy Analyze the role of innovation and entrepreneurship Describe the role of institutions in the economy Explain the connection between standards of living and productivity Explain how technology affects society Organize evidence to make an argument about the past 	<ul style="list-style-type: none"> Industrial Revolution Industrialized North The Plantation South Extension of Slavery
Unit 9: Age of Reform	<ul style="list-style-type: none"> Students will understand that the means of improving societies, and promoting the common good change over time. 	<ul style="list-style-type: none"> Explain different means (actions/steps) that reformers used Compare what different means are available in society now for reform 	<ul style="list-style-type: none"> Mental Health Reform Education Reform Women's Rights Temperance Prison Reform
Unit 10: Westward Expansion	<ul style="list-style-type: none"> Students will understand that with additional territory comes additional settlement, territory, and potential conflict. 	<ul style="list-style-type: none"> Use maps, satellite images, photographs, and other representations to explain relationships, Analyze how the relationship between humans and the environment Critique the argument of Manifest Destiny 	<ul style="list-style-type: none"> Manifest Destiny Oregon Trail

Unit 11: Lead up to the Civil War	<ul style="list-style-type: none"> Students will investigate how the nation splits into two distinct regional factions. 	<ul style="list-style-type: none"> Analyze relationships between humans and the environment Analyze connections in historical events Classify events as evidence of continuity or change Analyze individual perspectives 	<ul style="list-style-type: none"> Tension over slavery Compromise of 1850 Bleeding Kansas Election of 1860
Unit 12: Civil War	<ul style="list-style-type: none"> Students will delve into the impact of the people and battles of the Civil War. 	<ul style="list-style-type: none"> Compare means of changing society and promoting common good Use questions to analyze historical developments Analyze individual perspectives Evaluate historical source 	<ul style="list-style-type: none"> Secession of South Technology Bull Run, Shiloh, Vicksburg, Gettysburg Emancipation Proclamation
Unit 13: Reconstruction	<ul style="list-style-type: none"> Students will probe the reasons and implications of the Reconstruction of the South. 	<ul style="list-style-type: none"> Classify events as examples of continuity or change Explain how economic decisions affect society Compare means of changing society and promoting common good 	<ul style="list-style-type: none"> Lincoln's 10% Plan Assassination 13th, 14th, 15th Amendments Radical Reconstruction Cycle of Poverty

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 1: Colonies

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. D2.Geo.5.6-8 Places similar and different from each other. D2. His.14. 6-8 Explain Multiple causes and effects and developments in the past. 	Transfer	
	Students will be able to independently use their learning to communicate why England wanted to set up colonies in the first place and how they developed.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Part of survival in colonial life was economic and economic decisions impacted how the colonies developed. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why did the regions develop differently? What impact did geography have on those developments and what impact those developments had on geography.
	Acquisition	
	<p><i>Students will know</i></p> <ul style="list-style-type: none"> How colonies were governed Why colonies were established <ul style="list-style-type: none"> Economic <ul style="list-style-type: none"> Trade Gold Religious Freedom Geography's impact on economic decisions. 	<p><i>Students will be skilled at</i></p> <ul style="list-style-type: none"> Evaluating different forms of government and how they are organized. Recognizing how places are similar and different. Examining cause and effect relationships.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment / Content Review <ul style="list-style-type: none"> Early Colonies <i>Reading Comprehension</i> Colonial Development <i>Reading Comprehension</i> North and South Take Different Paths. <i>Evaluate Econ (His)</i> Making Meaning <ul style="list-style-type: none"> Map Master (Geo) Government Chart (Civics) Develop cause and effect (Hist) <p>Summative:</p> <ul style="list-style-type: none"> Colonies Assessment (Geo/Civics) Inquiry (His)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 2: Lead up to the Revolution

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.8.6-8 Analyze how the relationship between humans and the environment led to expansion and settlement. D2.His.6.6-8 Analyze how people's bias impacts information available in the historic record. D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past D4.1.6-8 Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments. 	Transfer	
	Students will be able to appropriately put the French & Indian war, and its subsequent taxes in proper context.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The taxes the colonists were so mad at were placed there because of debt for a war fought on their behalf. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why did the Southern colonies need to expand? How does bias impact history? What were the cause and effect relationships that led to the Revolutionary War? Were the colonists justified in rebelling?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The taxes passed by the British Why the taxes were passed. How actions and reactions escalated tensions. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing how the relationship between humans and the environment led to expansion and settlement Identifying and discussing bias and its role in the historic record. Explaining multiple causes and effects of events and developments in the past.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment/Content Review <ul style="list-style-type: none"> French and Indian War <i>Reading Comprehension (Geo)</i> Taxation/Growing resentment <i>Reading Comprehension (Hist)</i> Taking Up Arms <i>Reading Comprehension (Hist)</i> Making Meaning <ul style="list-style-type: none"> War & Debt (Geo & His) Resentment of Britain (His) Taking up Arms (Skills) <p>Summative:</p> <ul style="list-style-type: none"> Performance Assessment Primary Sources (Bias/Hist/Skills) Content Assessment (Geo)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 3: Revolution

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.His.1.6-8 Analyze connections among events and developments in a broader context. • D2.Civ.8.6-8 Analyze the ideas and principles contained in the founding documents • D4.4.6-8 Critique arguments for credibility. • D4.5.6-8. Critique the structure of explanations. (Decl. of Ind.) 	Transfer
	Students will be able to understand how the King's behavior and the colonist's experience with the British Government impacted the founding documents.
	Meaning
	<div> <p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Revolution happened as a part of world events. • The Declaration of Independence is an argument for breaking away. </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How did the US Revolution fit into the broader context of world events? • What principles are in the Declaration of Independence? • Is Jefferson's argument good? </div>
	Acquisition
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Keys to Victory <ul style="list-style-type: none"> ○ Leadership ○ Geography (Home Court Advantage) ○ Help from Abroad ○ Patriotic Spirit • Influences on Founding Documents <ul style="list-style-type: none"> ○ Common Sense ○ Declaration of Independence </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing connections between cause and effect relationships in a broader sense. • Analyzing ideas and principles included in the founding documents. • Critiquing an argument considering bias, point of view, objective. </div>
Used in Content Area Standards	21st Century Skills
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> A Nation Declares Independence <i>Reading Comprehension (Civ)</i> Critical Time <i>Reading Comprehension (His)</i> The War Widens <i>Reading Comprehension (Hist)</i> Winning Independence <i>Reading Comprehension (Hist)</i> Making Meaning <ul style="list-style-type: none"> Tweet/Text (Documents) <i>(Civ)</i> Critique an Argument 1 <i>(Skills)</i> Character Descriptions (Faux Pages) <i>(His)</i> Critique an Argument 2 <i>(Skills)</i> Mind Maps (Greater Context) <i>(Hist)</i> <p>Summative:</p> <ul style="list-style-type: none"> Performance Task End of Chapter Assessment (Revolution)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 4: Constitution

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.3.6-8 Examine the origins, purposes, and the impact of constitution, laws, treaties, and international agreements. D2.Civ.5.6-8 Explain the origins, functions, and structure of governments with reference to the U.S. Constitution D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time. Identify the problems faced by those trying to address the problems. 	Transfer	
	Students will be able to explain if the moral compromise over slavery in the Constitution was worth it.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> The factors in the US that required a government to be discarded and a new one created in its place. The compromises that resulted in a ratified Constitution. If the moral compromise over slavery in the Constitution was worth it? 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why did the nation need a new government? What were the specifics of the government set up by the Constitution? Why was slavery so hard to fix?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Compromise <ul style="list-style-type: none"> Taxes Slavery Population Ratification <ul style="list-style-type: none"> Federalists Anti-Federalists 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying origins of the Constitution. Identifying structure of the Constitution. Analyzing Slavery as a problem.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> A Weak Confederation <i>Reading Comprehension (Civ)</i> Drafting the Constitution <i>Reading Comprehension (Civ)</i> Ideas That Influenced the Constitution <i>Reading Comprehension (Civ)</i> Federalist and Antifederalists and the Bill of Rights <i>Reading Comprehension (Civ)</i> Making Meaning <ul style="list-style-type: none"> Concerns over the government <i>(Civ)</i> Rewriting the government <i>(Civ)</i> Arguments about government <i>(Civ)</i> <p>Summative:</p> <ul style="list-style-type: none"> Summative / Performance Task End of Unit Assessment (Constitution) <i>(Civ)</i>
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 5: Washington's Era in America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Econ.2.6-8 Evaluate alternative approaches or solutions to current economic problems in terms of benefits and costs to people. D2.His.5.6-8. Explain how and why perspectives of people have changed over time. D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 	<i>Transfer</i>	
	Students will be able to reflect on government and politics with a new understanding of their history.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> George Washington, through his actions, set a precedent for future generations. Economic struggles vary over time and have multiple solutions. People's perspectives change over time. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why was George Washington so influential? What was Hamilton's financial plan? How did people change their mind about political parties/factions?
	<i>Acquisition</i>	
	<p><i>Students will know</i></p> <ul style="list-style-type: none"> The influences Washington and his cabinet had on the young republic. How political parties emerged About threats at home and abroad 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing ideas that influenced the political system. Evaluating multiple solutions to economic problems. Explaining how people's perspectives have changed.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Washington's Presidency <i>Reading Comprehension (Hist)</i> Two Party system <i>Reading Comprehension (Econ/Skills/Hist)</i> Admas <i>Reading Comprehension (Econ)</i> Making Meaning <ul style="list-style-type: none"> Character Descriptions (Hamilton/Jefferson)(Skills) Critique an Argument 2 (Hist) Mind Maps (Greater Context)(Econ) <p>Summative:</p> <ul style="list-style-type: none"> Summative Performance Assessment (Skills) Primary Sources (Hist) Content Summative (Econ)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 6: Jeffersonian America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.10.6-8.Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.13.6-8 Evaluate the relevance and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose. D3.4.6-8 Develop claims and counterclaims while pointing out the strengths and limitations of both. 	Transfer	
	Students will be able to evaluate an eventful period of time, while understanding that a large diverse nation has large diverse issues.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> The United States is made up of distinct geographic and cultural regions. There are events in history whose impact was significant enough to represent change versus a continuity. While primary sources are an excellent resource for studying history, there is great variation between maker, date, place of origin, intended audience, and purpose. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the different environmental and cultural characteristics of the U.S.? How are the series of events during Jefferson's presidency examples of change or continuity? How do primary sources provide valuable information to historians?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The Revolution of 1800 Judicial Review Louisiana Purchase Lewis and Clark Expedition A Time of Conflict 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Identifying different geographical and cultural regions of the United States. Classifying events as continuity or change Evaluating primary sources.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Jefferson's Presidency <i>Reading Comprehension (Civ, His)</i> Louisiana Purchase <i>Reading Comprehension (Geo)</i> A Changing Nation <i>Reading Comprehension</i> Making Meaning <ul style="list-style-type: none"> Revolution of 1800 (Civ) Native American Tribes and geography (Geo) Impact of the Louisiana Purchase to America and the world. (His) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task (His) End of Unit Assessment (Jefferson) (Civ, Geo)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 7: Jacksonian America

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.10.6-8 Explain personal interests when people address issues and problems in government. D2.Civ.13.6-8 Analyze the purpose, implementation, and consequences of public policies in multiple settings. D2. His.15.6-8 Evaluate the relative influence of various causes of events in the past D2.His.16.6-8 Organize applicable evidence into a coherent argument about the past. D4.5.6-8 Critique the structure of explanations. 	Transfer
	Students will be able to identify there are personal interests when people address problems and make decisions. Those decisions have consequences.
	Meaning
	<div> <p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Citizens often make political decisions based on personal interests. A decision that is popular is not necessarily a positive outcome. There were many causes of events in the past with varying outcomes. There are questions about who is ultimately responsible. </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How can emotion impact decisions? In what ways do people support policies that are not in their own best interest? What factors influenced how Andrew Jackson governed? </div>
	Acquisition
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Jackson, Van Buren, John Marshall Indian Removal/Trail of Tears Supreme Court Cases </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining people's intentions in the past.. Analyzing public policies during Age of Jackson Evaluating the relative influence of various causes of events in the past Organizing applicable evidence into a coherent argument about the past. </div>
Used in Content Area Standards	21st Century Skills
<i>not applicable</i>	<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Increased Suffrage <i>Reading Comprehension (Civ)</i> Jackson Wins the Presidency <i>Reading Comprehension (Civ)</i> <i>Conflict in the Age of Jackson Crisis Reading Comprehension (Hist)</i> Making Meaning <ul style="list-style-type: none"> Impact of increased suffrage <i>(Civ)</i> Positives and Negatives of a Popular President <i>(Civ)</i> Consequences of the Conflict During the Age of Jackson <i>(Hist)</i> <p>Summative:</p> <ul style="list-style-type: none"> Performance Task - DBQ Jackson <i>(Hist)</i> Summative Question (Age of Jackson) <i>(Civ)</i>
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 6: Industrial Revolution

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Eco.6.6-8 Explain how changes in Supply and demand cause changes in prices and quantities of goods. • D2.Eco.7.6-8 Analyze the role of innovation in a market economy. • D2.Geo.7.6-8 Explain how changes in technology influence connections among humans. • D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. 	<i>Transfer</i>	
	Students will be able to connect the profit motive that fuels innovations that in turn impact supply, demand, and price which delivers wealth and power to the United States.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The Industrial Revolution was a time of great innovation that caused prices, and profits, to go up. • The market economy tends to drive innovation due to profit-making potential. • Changes in technology during this time fundamentally change how Americans interact with each other. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How do supply and demand impact price? • How are innovation and a market economy related? • How did technological changes of the Industrial Revolution impact connections between Americans?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Innovation • Invention • Free Market • Technology 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how changes in supply and demand cause changes in prices and quantities of goods • Analyzing the role of innovation in a market economy. • Explaining how changes in technology influences connections among humans.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Industrial Revolution <i>Reading Comprehension</i> (Econ/Geo) Industrialization and Immigration <i>Reading Comprehension</i> (Geo) King Cotton and Life in the South <i>Reading Comprehension</i> (Geo) Making Meaning <ul style="list-style-type: none"> Impact of Industrial Revolution (Econ/Geo) Imigration (Geo) Life in South & North (Geo) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task (Geo) End of Unit Assessment (Industrial Revolution) (Econ Geo)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 9: Age of Reform

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. 	<i>Transfer</i>	
	Students will be able to understand if a student sees an area they feel needs to be reformed, they will have the skills to pursue that reform.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> That the means of improving societies, and promoting the common good change over time 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How did people in the past seek to improve society? Would that look different today?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Mental Health Reform Education Reform Women's Rights Temperance Prison Reform 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining what different means (actions/steps) that reformers used in the past. Comparing what different means are available in our society now to do the same thing.
<i>Used in Content Area Standards</i>		<i>21st Century Skills</i>
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Abolition Movement <i>Reading Comprehension (Civ)</i> Women's Rights <i>Reading Comprehension (Civ)</i> Other reforms of the 1800s <i>Reading Comprehension (Civ)</i> Making Meaning <ul style="list-style-type: none"> Attempts to Achieve Abolition (Civ) Attempts to Reform Women's Rights(Civ) Attempts to Reform Other Problems in society in 1800s (Civ) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task End of Unit Assessment (Age of Reform) (Civ)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 10: Western Expansion

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships, between the locations of places and regions, and changes in their environment. D2.Geo.8.6-8 Analyze how the relationship between humans and the environment led to expansion and settlement. D4.4.6-8 Critique arguments for credibility 	Transfer
	Students will be able to evaluate elements of history that are complicated.
	Meaning
	<div> <p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Maps can be used to explain differences in regions. Comparisons and contrasts can be made across regions of the United States. With additional territory comes additional settlement and opportunity. </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How do maps help explain differences in regions? (East versus West) How are places similar and different from one another? (East versus West) How does the Oregon Trail help facilitate settlement of the "West"? </div>
	Acquisition
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> What is "west" Oregon Trail Manifest Destiny </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Using maps, satellite images, photographs, and other representations to explain relationships, between the locations of places and regions, and changes in their environment. Analyzing how the relationship between humans and the environment led to expansion and settlement. Critiquing the argument of Manifest Destiny </div>
Used in Content Area Standards	21st Century Skills
<i>not applicable</i>	<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Westward Expansion <i>Reading Comprehension (Geo)</i> Manifest Destiny <i>Reading Comprehension (Geo)</i> California Gold Rush <i>Reading Comprehension (Geo)</i> Making Meaning <ul style="list-style-type: none"> Impact of Geography on Westward Expansion(Geo) Motivation to Move West(Geo) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task End of Unit Assessment (Westward Expansion) <i>(Geo)</i>
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies

Unit 11: Lead up to the Civil War

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.12.6-8 Assess specific rules and laws (both actual and proposed) as a means of addressing public problems D2.His.1.6-8 Analyze connections among events and developments in a broader context. D2.His.10.6-8 Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time. Identify the problems faced by those trying to address the problems. 	Transfer	
	Students will be able to evaluate whether the United States' Civil War had to happen. Connect to current events of each side not listening/hearing each other.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There were many legislative measures meant to deescalate region friction. The attempt to solve slavery impacted all levels of society. Bias exists in the historic record. Slavery, and the attempt to resolve it has a long history, ending in the Civil War. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What were the rules and changes used to try and lessen the tension between the North and South? What are the connections between policies about slavery and the greater society? How would personal feelings impact a primary source?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> William Llyod Garrison Harriet Tubman / Underground Railroad Harriet Beecher Stowe / Uncle Tom's Cabin Nebraska Act/ Bleeding Kansas Dredd Scott Case John Brown Election of 1860 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Assessing specific rules and laws as a means of addressing public problems. Analyzing connections among events and developments in a broader context. Detecting possible limitations in the historical record based on evidence collected from different kinds of historical sources.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Conflicts and Compromises <i>Reading Comprehension (Civ)</i> Growing Tension <i>Reading Comprehension (Hist & Skills)</i> Division and the Outbreak of War <i>Reading Comprehension (Hist)</i> Making Meaning <ul style="list-style-type: none"> Legislative measures meant to deescalate region friction. <i>(Civ)</i> Attempts to solve slavery. <i>(Civics/Hist/Skills)</i> Bias in the historic record. <i>(Skills/Hist)</i> <p>Summative:</p> <ul style="list-style-type: none"> Performance Task (Civ) Content Assessment (Skills & Hist)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 12: Civil War

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2. Eco.1.6-8 Explain how economic decisions affect the well-being of individuals, businesses, and society. D2.His.2.6-8 Classify series of historical events and developments as examples of change and/or continuity. D2.His.14.6-8 Explain multiple causes and effects of events and developments in the past. D3.3.6-8 Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations. D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both. 	Transfer
	Students will be able to be aware of the causes “politically and socially” that lead to the secession of the Confederate States.
	Meaning
	<div> <p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Slavery, as an economic issue, impacted all levels of society, North and South. Slavery, as a moral issue, impacted all level of society. The Civil War is a watershed moment of US History. The Industrial Revolution was an unintentional preparation for the Civil War and was probably the key factor in a victory for the North. </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How did the economics of slavery impact the well-being of individuals, businesses, and society? Does the Civil War represent a change or continuity? How is the path the country took from the Industrial Revolution to the Civil War simply a series of cause and event relationships? </div>
	Acquisition
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> Generals <ul style="list-style-type: none"> Lee, Sherman, & Grant Battles <ul style="list-style-type: none"> Gettysburg, Bull Run, & Vicksburg Critical Advantages of the North & South Technology/Strategies <ul style="list-style-type: none"> Railroad, Telegraph, “modern” factories, Siege, Blockade, & Total War </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Differentiating the difference between war tactics and generals. Understanding the pivotal battles during the Civil War. Identifying the definite advantages the North had over the South. Identifying the role technology played during the war. </div>
Used in Content Area Standards	
not applicable	<p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Outbreak of War -Advantages/Disadvantages <i>Reading Comprehension (Eco/His)</i> Civil War -- Battles and Generals <i>Reading Comprehension (His)</i> Emancipation <i>Reading Comprehension (His)</i> Making Meaning <ul style="list-style-type: none"> Economic Impact of Slavery (Eco) The Path from Industrial Revolution to Civil War (His) The War That Tore Apart the U.S. (His) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task (Inquiry)(skills) Performance Task (Civil War Paper)(skills) End of Unit Assessment (Civil War) (Eco/His)
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 8 Social Studies Unit 13: Reconstruction

Stage 1 Desired Results			
<div>ESTABLISHED GOALS:</div> <div>The ultimate goal of US History is to leverage the past, read, write, and think deeply to produce knowledgeable, thinking, and active citizens.</div> <div>Content Standards:</div> <ul style="list-style-type: none">D2.Civ.12 6-8 Assess specific rules and laws (both actual and proposed) as a means of addressing public problemsD2.Eco.1.6-8 Explain how economic decisions affect the well-being of individuals, businesses, and societyD4.2.6-8 Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanation.D4.7.6-8 Assess their individual and collective capacity to take action to address local, regional, and global problems.	Transfer		
	Students will be able to determine if Reconstruction was successful or not.		
	Meaning		
	ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i> <ul style="list-style-type: none">There were many challenges to overcome after the Civil War and the country was still divided.The North and South made rules in their self interest.African Americans had limited economic opportunities which led to a cycle of poverty.	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">How did African Americans end up losing many of their rights when Reconstruction ended?How did African Americans get trapped in a cycle of poverty?	
	Acquisition		
	<i>Students will know...</i> <ul style="list-style-type: none">Reconstruction13,14,15th amendmentsBlack codes / Ku Klux KlanSharecroppingCycle of povertySegregationPoll taxes / Literacy test	<i>Students will be skilled at...</i> <ul style="list-style-type: none">Assessing rules and laws both proposed and ratified to see each side's agenda.Explaining how the lack of economic choices led African Americans to a cycle of poverty.Constructing explanations using reasoning, correct sequences, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanation.	
Used in Content Area Standards		21st Century Skills	
not applicable		<ul style="list-style-type: none">Students will use 21st century skills to think critically and creatively, as well as to collaborate and communicate effectively.	

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> Standard Based Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Pre-Assessment /Content Review <ul style="list-style-type: none"> Reconstruction (<i>Skills</i>) Legislation and rules (<i>Civ</i>) Economics of the South after the Civil War (<i>Econ</i>) Making Meaning <ul style="list-style-type: none"> Challenges to overcome after the Civil War and the country was still divided. (<i>Skills</i>) The North and South made rules in their self interest. (<i>Civ</i>) African Americans had limited economic opportunities which led to a cycle of poverty. (<i>Econ</i>) <p>Summative:</p> <ul style="list-style-type: none"> Performance Task End of Unit Assessment (Reconstruction) (<i>Civ/Eco</i>)
	OTHER EVIDENCE:

Unit Name	Why	How	What
Unit 1: What do we do when our ideas conflict with society?	<ul style="list-style-type: none"> Students will identify and explore humanism, leading them to understand more about the importance of breaking tradition and restraints for the sake of personal happiness and justice. 	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. Examine primary and secondary sources to understand how Renaissance, Scientific Revolution and Enlightenment impacted the modern political, economic and social institutions. 	<ul style="list-style-type: none"> Renaissance Scientific Revolution Reformation
Unit 2: How do we create order in society?	<ul style="list-style-type: none"> Students will identify and explore social classes and the struggle for the balance of power, leading them to understand more about the importance of fair and just leadership, societal roles and rules, and equality. 	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. Examine primary and secondary sources to understand how absolutism, enlightenment, and the French Revolution impacted modern political, economic, and social institutions. 	<ul style="list-style-type: none"> Age of Absolutism Enlightenment French Revolution
Unit 3: What are the costs of progress?	<ul style="list-style-type: none"> Students will identify and explore one's individual, social and cultural identity, leading them to understand more about the importance of the need for and consequences of 	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 	<ul style="list-style-type: none"> Industrialization Imperialism Nationalism

	<p>progress and the struggle to follow one's own moral code rather than conform to the pressures of others.</p>	<ul style="list-style-type: none"> Examine primary and secondary sources to understand how industrialization, imperialism, and nationalism impacted modern political, economic, and social systems but also came with costs. 	
<p>Unit 4: How is perspective influenced by power and violence?</p>	<ul style="list-style-type: none"> Students will identify and explore how something appears versus the experiences of reality, as well as the corruption of power and its impact on mankind, leading them to understand more about the importance of the voice of experience and speaking for others who cannot. 	<ul style="list-style-type: none"> Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. Examine primary and secondary sources to understand how WWI, WWII and the creation of the State of Israel impacted society and the modern world. 	<ul style="list-style-type: none"> World War I Interwar Years World War II Creation of state of Israel Research Assessment

Windham School District Curriculum

Content Topic: Grade 9 Cultural Foundations (Social Studies)

Unit 1: What do we do when our ideas conflict with society?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand events that led to modern western civilization. They will understand and apply knowledge of European history to analyze how historical events have shaped the modern world. Students will study historical time periods using primary and secondary sources in order to explore the etiology of modern political, economic and social systems and how they came to be the way they are today.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • 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. • D2.His.2.9-12. Analyze change and continuity in historical eras. • D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. 	<i>Transfer</i>	
	<p><i>Students will be able to ...</i></p> <ul style="list-style-type: none"> • Apply strategies for analyzing primary and secondary sources. • Use written documents to make inferences and draw conclusions. • Identify cultural hearths and diffusion of ideas over time and space. • Identify trends in art and literature and Catholic influences in Western Civilization. • Interpret and use evidence to understand complexities of history and to answer a larger question. • Interpret visual media. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Interpreting and analyzing research results will answer a variety of questions. • Organization is critical to the acquisition and evaluation of information. • Examining world history helps expand the understanding of the world and its people. • Critical examination and evaluation of data is essential to making informed decisions. • The study of the continuum of human civilization reveals the ideals, beliefs, values and institutions of its people. • People are affected by economic, social, cultural, and civic concerns. • The study of political, social and economic patterns reveals continuity and change over time. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How did one's social position affect life during the Middle Ages? • How do ideas spread through countries and then internationally? • How does cultural diffusion affect individuals and society? • What can we learn about culture through art? • What is progress (consider: technological, intellectual, and sociological)? • How do competing interests influence how power is distributed and exercised? • How do new technologies result in social change?

<ul style="list-style-type: none">● D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.● D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.● D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them.● D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none">● The hierarchy and relationship upon which feudal society was built.● Challenges and criticisms pertaining to the power of the Catholic Church.● What the Renaissance was.● The conditions in Italy that led to the rise of the Renaissance.● The impact of the Renaissance and Reformation on Western Europe in the 15th and 16th century as well as on contemporary society.● The political, social, economic and religious causes and effects of the Protestant Reformation● How scientific knowledge advanced western society and ideas.	<i>Students will be skilled at...</i> <ul style="list-style-type: none">● Identifying● Interpretation● Debate● Corroboration● Identifying Bias
Used in Content Area Standards		21 st Century Skills
not applicable		<ul style="list-style-type: none">● Students will use visual art, music, and literature to understand concepts in history, and also to articulate an understanding of historical concepts. (Creativity)● Students will work cooperatively to discuss and debate ideas. (Collaboration)● Students will communicate both in writing and orally in articulate and respectful ways. (Communication)● Students will understand the layered, historical, cultural, and industrial landscapes.(Critical thinking)

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Grade 9 writing rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Sample Paragraphs Practice Thesis Writing Read Like a Historian <p>Summative:</p> <ul style="list-style-type: none"> DBQ Group and/or individual Presentations Quiz Writing Prompts
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class participation Written Responses Smaller content related assessment on the Middle Ages, Renaissance, Protestant Reformation, and Scientific Revolution

Windham School District Curriculum

Content Topic: Grade 9 Cultural Foundations (Social Studies)

Unit 2: How do we create order in society?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand events that led to modern western civilization. They will understand and apply knowledge of European history to analyze how historical events have shaped the modern world. Students will study historical time periods using primary and secondary sources in order to explore the etiology of modern political, economic and social systems and how they came to be the way they are today.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • D2.Civ.9.9-12. Use appropriate deliberative processes in multiple settings. • D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • 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. • D2.His.2.9-12. Analyze change and continuity in historical eras. 	Transfer	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Discuss the origins of common modern day institutions • Evaluate various political philosophies and analyze their impacts on government and society 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • By analyzing the historical text of a specific time period, one can understand how order is created. • Enlightenment ideas apply to the essential question for the quarter: How do we create order in society? • The long-term political, economic, and social impacts of the historical periods of Absolutism, Enlightenment, and the French Revolution continue to shape today's world. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How do we create order in society? • How do we maintain order in society, even amidst change? • What happens when order falls apart?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Changing political, religious, economic, and social philosophies and their origin • The major beliefs of leaders during the period of Absolutism, Enlightenment thinkers, and French revolutionaries. • The lasting impact of Enlightenment ideas 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Analyzing primary source documents • Identifying historical impacts on modern day institutions

<ul style="list-style-type: none"> • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • Students will use visual art, music, and literature to understand concepts in history, and also to articulate an understanding of historical concepts. (Creativity) • Students will work cooperatively to discuss and debate ideas. (Collaboration) • Students will communicate both in writing and orally in articulate and respectful ways. (Communication) • Students will understand the layered, historical, cultural, and industrial landscapes.(Critical thinking)

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • Grade 9 writing rubric 	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Sample Paragraphs Summative: <ul style="list-style-type: none"> • DBQ • Group and/or individual Presentations
	OTHER EVIDENCE: Class participation <ul style="list-style-type: none"> • Written Responses • Smaller content assessments related to Absolutism, Enlightenment, and French Revolution

Windham School District Curriculum

Content Topic: Grade 9 Cultural Foundations (Social Studies)

Unit 3: What are the costs of progress?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers as they understand events that led to modern western civilization. They will understand and apply knowledge of European history to analyze how historical events have shaped the modern world. Students will study historical time periods using primary and secondary sources in order to explore the etiology of modern political, economic and social systems and how they came to be the way they are today.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • 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. • D2.His.2.9-12. Analyze change and continuity in historical eras. • D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. 	<i>Transfer</i>	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Read fluently and with understanding. • Apply strategies for analyzing primary and secondary sources. • Use written documents to make inferences and draw conclusions. • Write for a purpose and an audience. • Interpret visual media. • Relate historical events to prior knowledge and experience and make connections to relate information. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writing effectively, for a variety of audiences, helps one become a successful communicator and participant in society. • Primary and secondary texts are an essential means of acquiring, constructing, and expressing knowledge in all school subjects and in succeeding in educational, occupational, civic, social, and everyday settings. • Interpreting and critically analyzing primary and secondary sources will lead to an appreciation for the universal truths of the human experience and better understanding of themselves. 	<p>ESSENTIAL QUESTIONS</p> <ul style="list-style-type: none"> • What are the costs of progress?

	Acquisition	
<ul style="list-style-type: none"> ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. ● D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. ● D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. ● D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. ● D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. ● D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. ● D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. ● D4.2. 9-12 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). 	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Cultural Foundations is a written response to changes undergone in the Western world from the Medieval Ages to the twentieth century. ● How religion, race, war, colonization, and industrialization impact humanity. ● The causes of, characteristics of, and short and long-term effects of the periods of European Industrialization, Imperialism, and Nationalism. ● How improved technology and a thirst for world power pushed Europeans to globalize, how colonized people responded, and how the Europeans' influence can be seen today. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Analyzing, identifying, and interpreting primary and secondary sources ● Understanding current and past events by making connections with primary and secondary sources that epitomize the time periods of European Industrialization, Imperialism, and Nationalism.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
Not applicable	<ul style="list-style-type: none"> Students will use visual art, music, and literature to understand concepts in history, and also to articulate an understanding of historical concepts. (Creativity) Students will work cooperatively to discuss and debate ideas. (Collaboration) Students will communicate both in writing and orally in articulate and respectful ways. (Communication) Students will understand the layered, historical, cultural, and industrial landscapes.(Critical thinking)

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Grade 9 Writing Rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Reading check-ins Primary source analysis questions Short writing assignments (thesis writing, practice paragraphs, etc.) <p>Summative:</p> <ul style="list-style-type: none"> Small summatives assessing content knowledge of Industrialization, Imperialism, and Nationalism Small summatives assessing progression of skills using material from the periods of Industrialization, Imperialism, and Nationalism Document-Based Question Essay (DBQ) Social Studies/ELA Synthesis Writing Assignment or Creative Project Group and/or individual presentations
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class participation Written Responses Smaller content related assessment on the Industrial Revolution, Age of Imperialism, and Age of Nationalism

Windham School District Curriculum

Content Topic: Grade 9 Cultural Foundations (Social Studies)

Unit 4: How is perspective influenced by power and violence?

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers as they understand events that led to modern western civilization. They will understand and apply knowledge of European history to analyze how historical events have shaped the modern world. Students will study historical time periods using primary and secondary sources in order to explore the etiology of modern political, economic and social systems and how they came to be the way they are today.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 	<i>Transfer</i>	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Evaluate differing perspectives on power and violence in the 20th century Apply how the world today was shaped by the events of the 20th century 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand...</i></p> <ul style="list-style-type: none"> How global issues beginning in the 19th century (imperialism, militarism, etc) contributed to the outbreak of WW1 The essential question in the context of WW1, Nazis and WW2, as well as conflict in Israel. The long term political, economic, and social effects of WW1, the Great Depression, WW2 and the conflict in Israel and how our world today is shaped because of those events 	<p>ESSENTIAL QUESTIONS -</p> <ul style="list-style-type: none"> How is perspective influenced by power and violence? What is the nature of power? How did people acquire, take, use or abuse power? What happens when we struggle for power?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The MAIN causes of WW1 The advances in technology and weaponry during both WW1 and WW2 and impact on society The social, economic and political impact/effects of the Treaty of Versailles The major events of WW2 and their impact on world history (Holocaust, atomic bomb, etc) (social, economic, political) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing primary source documents, video, speeches Evaluating different perspectives and recognizing bias, point of view Understanding the causes of and the effects the two world wars had on the world

<ul style="list-style-type: none"> ● D1.5. 9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the type of sources available, and the potential uses of the 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. ● D3.3. 9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4. 9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1. 9-12. Construct arguments using precise knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.3. 9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>	
<i>not applicable</i>	<ul style="list-style-type: none"> ● Students will collaborate with each other in small group projects to explain how leaders used and abused power in the 20th century. (Collaboration) 	

	<ul style="list-style-type: none"> • Students will use technology to explore how violence and power influenced perspectives of the people in the 20th century. (Technology) • Students will read and analyze individually and in groups, various primary source texts and use critical thinking skills to make connections between the past and present. (Critical Thinking)
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> • Grade 9 Writing Rubric 	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading Checks • Quizzes <p>Summative:</p> <ul style="list-style-type: none"> • DBQ • Research Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class participation • Written Responses • Smaller content related assessment on World War I, the Interwar Years, World War II, Israeli Conflicts

Title of Curriculum: Grade 10 American Studies

Unit Name	Why	How	What
Unit 1: The Foundations of America (1750-1840)	<ul style="list-style-type: none"> Students will construct and critique a definition of the American Dream at America's founding through the Era of Jackson 	<ul style="list-style-type: none"> Close reading Critical thinking 	<ul style="list-style-type: none"> Salutary Neglect Lead up to Revolution American Revolution Compromises of Constitutional Convention and structure of the Constitution Nationalism Westward Expansion Jacksonian Democracy
Unit 2: Race and Expansion (1840-1877)	<ul style="list-style-type: none"> Students will trace the role of race alongside the development of the nation and analyze their impact on the (development) of America 	<ul style="list-style-type: none"> Close reading Critical thinking Document Based Question 	<ul style="list-style-type: none"> Lead up to the Civil War The Civil War Westward Expansion Reconstruction
Unit 3: Progress and Problems (1877-1946)	<ul style="list-style-type: none"> Students will understand areas of problems and progress in America. Students will explain the connections between progress and problems. 	<ul style="list-style-type: none"> Close reading Critical thinking Document Based Question American Authors Paper 	<ul style="list-style-type: none"> Gilded Age (Politics, Industrialization, Urbanization, Immigration) Westward Expansion American Imperialism Progressivism WWI 1920's The Great Depression WW2
Unit 4: America in the Modern World (1946-Present)	<ul style="list-style-type: none"> Students will demonstrate an understanding of the rights and responsibilities of citizenship. 	<ul style="list-style-type: none"> Close reading Critical thinking Document Based Question 	<ul style="list-style-type: none"> Shifts in America's foreign policy Consumerism The Civil Rights Movement

	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the fundamental ideals of the government of the United States. 		<ul style="list-style-type: none"> • The Counterculture • The Vietnam War • The Cold War
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Windham School District Curriculum

Content Topic: Grade 10 American Studies (Social Studies)

Unit 1: The Foundations of America

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will develop close reading and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> 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. D2.His.2.9-12. Analyze change and continuity in historical eras. D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. 	<i>Transfer</i>	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Apply strategies for analyzing primary and secondary sources. Use written documents to make inferences and draw conclusions. Identify cultural hearths and diffusion of ideas over time and space. Identify trends in art and literature and their influences in American Culture. Interpret and use evidence to understand complexities of history and to answer a larger question. Interpret visual media. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Interpreting and analyzing research results will answer a variety of questions. Organization is critical to the acquisition and evaluation of information. Examining world history helps expand the understanding of the world and its people. Critical examination and evaluation of data is essential to making informed decisions. The study of the continuum of human civilization through American history reveals the ideals, beliefs, values and institutions of its people. People are affected by economic, social, cultural, and civic concerns. The study of political, social and economic patterns reveals continuity and change over time. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How did one's social position affect life during the Jacksonian and Antebellum eras? What influences the diffusion of ideas across time and space? How does cultural diffusion affect individuals and society? How does territorial expansion create competing influences on the development of land and culture? What can we learn about culture through art and literature? What is progress (consider: technological, intellectual, and sociological)? How do competing interests influence how power is distributed and exercised? How do new technologies result in economic and social change?

<ul style="list-style-type: none"> ● D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. ● D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. ● D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. ● D2.Geo.4.9-12. Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. ● D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. 	<ul style="list-style-type: none"> ● There is a differentiation between historical facts and historical interpretations 	
	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● That there is a social hierarchy and power structure upon which slave-based society was built. ● Territorial expansion fueled futile compromises in the new nation ● The impact of industrialization and the economic impact of slavery. ● That expansion can lead to conflict and change ● How nationalism and sectionalism reflected the economic and social issues of the era. ● How slavery affected by territorial expansion. ● The American economy was created in Lowell, MA ● New technologies can change the trajectory of a person's life (farm to factory) ● What a 'market revolution' is. ● Scarcity and surplus affect the rate of labor, like anything else. ● Manifest Destiny is linked to the expansion of slavery, and conflicts that led to the increased sectionalism. 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Identifying ● Sourcing ● Interpretation ● Debate ● Corroboration ● Identifying bias ● Analysis ● Reading primary and secondary historical text with understanding ● Applying strategies for analyzing poetry and prose. ● Using written documents to make inferences and draw conclusions. ● Writing for a purpose and audience. ● Interpreting visual media. ● Relating prior knowledge and experience and making connecting to related information.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will use visual art, music, and literature to understand concepts in history, and also to articulate an understanding of historical concepts. (Creativity) ● Students will work cooperatively to discuss and debate ideas. (Collaboration)

	<ul style="list-style-type: none"> Students will communicate both in writing and orally in articulate and respectful ways. (Communication) Students will understand the layered, historical, cultural, and industrial landscapes. (Critical Thinking)
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> Grade 10 writing rubric 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Sample Paragraphs Practice Thesis Writing Read Like a Historian <p>Summative:</p> <ul style="list-style-type: none"> DBQ Group and/or individual Presentations Quiz Writing Prompts
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Smaller summatives assessing content related to Jacksonian Democracy, Market Revolution, Manifest Destiny, Slavery

Windham School District Curriculum

Content Topic: Grade 10 American Studies (Social Studies)

Unit 2: Race & Expansion

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will develop close reading and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2. Civ. 5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.Geo.7.9-12. Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.12.9-12. Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. D2.His.1.9-12. Evaluate how historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 	Transfer	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Trace the role of race alongside the development of the nation Analyze the impact of race on the (development) of America 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> The system of government established by the US Constitution That people use and challenge laws to address public issues The impact of personal interests and perspectives That benefits and costs can be used to analyze the effectiveness of government policies to improve markets That maps demonstrate relationships The impact of human settlement and human decisions on the environment and cultural characteristics of regions Historical events influence the distribution of human populations The impact of economic activities on spatial patterns Change and continuity Historical perspectives 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What policies led to the physical expansion of America? What challenges were faced during expansion? What was the impact of slavery economically? What were the human tolls of slavery? To what extent did the following lead to the Civil War: Slavery, disagreement over government policy, economic policy. Why did Reconstruction fail? How did the failure of Reconstruction lead to the Jim Crow South? How are the long lasting impacts of racial policy felt in America today?

	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>
<ul style="list-style-type: none"> ● D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people’s perspectives. D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. ● D2.His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. ● D2.His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. ● D2.His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. ● D2.His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. ● D2.His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. 	<ul style="list-style-type: none"> ● What led to the Civil War ● Major turning points of The Civil War ● Causes and effects of Westward Expansion ● Reconstruction ● Why Reconstruction Failed ● The Jim Crow Era 	<ul style="list-style-type: none"> ● Analyzing primary documents ● Creating claims ● Providing evidence and reasoning for those claims

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will use visual art, music, and literature to understand concepts in history, and also to articulate an understanding of historical concepts. (Creativity) • Students will work cooperatively to discuss and debate ideas. (Collaboration) • Students will communicate both in writing and orally in articulate and respectful ways. (Communication) • Students will understand the layered, historical, cultural, and industrial landscapes. (Critical Thinking)

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> • Evaluative Rubrics 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Sample Paragraphs • Practice Thesis Writing • Read Like a Historian <p>Summative:</p> <ul style="list-style-type: none"> • Mid-Quarter Exam • Midterm Exam • DBQ • Timeline/ Literary Genre response
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Smaller summatives assessing content related to the lead up to the Civil War, the Civil War, Westward Expansion, and Reconstruction

Windham School District Curriculum

Content Topic: Grade 10 American Studies (Social Studies)

Unit 3: Progress & Problems

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will develop close reading and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> 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. D2.His.2.9-12. Analyze change and continuity in historical eras D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 	<i>Transfer</i>	
	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> Understand the progress of various aspects of American life at the turn of the 20th century and the ways in which that progression led to or influenced problems and challenges that continued to impact the Country into the 20th century. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The Progressive Era was a response to the many problems of the Gilded Age. Many different programs arose from this era, with varying impacts and successes. Geographical and economic factors lead to an increase in Imperialism. The resulting interactions- some military, some more diplomatic- lead to large land acquisition for the United States which had varying impacts. WWI led to increased military technology and alliances with allied countries. The War also had a detrimental impact on the mental health of many soldiers, who returned to the United States after facing the harsh conditions of trench warfare. The 1920's was a time of expanded artistic expression and cultural movements, largely led by the Great Migration and the Harlem Renaissance, along with the disillusionment of WWI. It was also a time of expanded 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What was the Progressive Era? What were the major causes progressives sought to fix, and what was the outcome/lasting impact of their work? What impacted the development of early 20th century Imperialism? What was the outcome on the geography, politics, economics, and culture of the United States? In what ways was the United States involved in WWI? What consequences did the war have to American soldiers, families, and citizens? How did the 1920s & the Harlem Renaissance impact American culture and society? What were the major factors that lead to the Great Depression and the Dust Bowl? What economic and political solutions were found to address those factors? Were they successful?

<ul style="list-style-type: none"> ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. ● D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. ● 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>consumerism which led to the use of credit and other new economic opportunities.</p> <ul style="list-style-type: none"> ● The Great Depression was impacted by some of the consumerism, deregulation, and other financial decisions of the 1920s. The election of FDR led to economic and social programs, so of which were more successful than others. ● The rise of Communism around the world and the US involvement in the Korean War lead to a cultural fear of Communism in the United States. 	<ul style="list-style-type: none"> ● What were the underlying reasons for the start of the Cold War and the Red Scare?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Gilded Age: Politics, Industrialization, Urbanization, Immigration ● Westward Expansion ● American Imperialism ● Progressivism ● WWI ● 1920's ● The Great Depression ● WW2 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reading primary and secondary historical text with understanding ● Applying strategies for analyzing poetry and prose. ● Using written documents to make inferences and draw conclusions. ● Writing for a purpose and audience. ● Interpreting visual media. ● Relating prior knowledge and experience and making connecting to related information.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will think critically about how historical events can be applied to problems in their lives or the United States today. (Critical Thinking) Students will communicate through a variety of written, oral, and digital means the ways in which history impacts the present day. (Communication) Students will demonstrate the impact historical events and historical knowledge has on other academic disciplines. (Interdisciplinary Connections)

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
<ul style="list-style-type: none"> DBQ RUBRIC 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Check ins Readings Quizzes Oral presentations/debates Webquests Research tasks Primary and literary source analyses <p>Summative:</p> <ul style="list-style-type: none"> Unit Test Socratic Seminar Document Based Essay Connections Project & Presentation
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Smaller summatives assessing content related to the Gilded Age, American Imperialism, Progressivism, WWI, the 1920's, the Great Depression, and WW2 Check points for American Author's Research Paper

Windham School District Curriculum

Content Topic: Grade 10 American Studies (Social Studies)

Unit 4: America in the Modern World

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will develop close reading and critical thinking skills to understand and evaluate the major growth of America from its inception through modern history.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> 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. D2.His.2.9-12. Analyze change and continuity in historical eras D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced D2.His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. 	<i>Transfer</i>	
	<p><i>Students will be able to understand...</i></p> <ul style="list-style-type: none"> Social, economic, and political changes in the 2nd half of the 20th century that shape the role the United States now plays in the modern world. 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Various factors led to the conformity culture of the 1950's An economic boom along with technological advancements in the 1950s lead to an increase in consumerism Fear of Communism post WWII lead to the Cold War & McCarthyism The Civil Rights Era was a reaction to the longstanding post Reconstruction Jim Crow Era and included such major events as the Montgomery Bus Boycott, Brown v. the Board of Education, the Little Rock Nine, and those efforts were successful in major Civil Rights and Voting Rights legislation being passed The role of women changed throughout the 2nd half of the 20th century, including expanding opportunities in the workforce, political life, and new legislation such as Title IX and Roe v. Wade and the fight for the ERA. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> In what ways was the United States involved in WWII? What consequences did the war have to American soldiers, families, and citizens? How did America's role change after World War II? What were the underlying reasons for the start of the Cold War? What impacted the development of 20th century foreign policy? What was the outcome on the geography, politics, economics, and culture of the United States? How did the 1960s & the counterculture impact American culture and society? What impacted the development of 20th century domestic policy? What was the outcome on the geography, politics, economics, and culture of the United States? How did the attacks of September 11th impact America's domestic policies as well as its foreign policy?

<ul style="list-style-type: none"> ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. ● D2.His.14.9-12. Analyze multiple and complex causes and effects of events in the past. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> ● A counterculture movement during the 1960s changed many aspects of society, politics, and culture. ● After WWII, military conflicts and foreign relations changed, putting more power in the Executive Branch. ● The September 11th attacks resulted in lasting social, political, and economic changes that continue to impact the United States. 	
Acquisition		
<ul style="list-style-type: none"> ● 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. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 	<i>Students will know...</i>	<i>Students will be skilled at...</i>
	<ul style="list-style-type: none"> ● Post-WWII circumstances lead to the cold war. (i.e. NATO, Warsaw Pact, McCarthyism, Korean War) ● The baby boom ● The changing cultural and economic landscape of suburbanization. ● The pros/cons of consumerism ● The modern civil rights movement (segregation: Montgomery Bus Boycott, Brown v. Board of Ed.) ● Domino Theory and its influence on military policy. ● Vietnam War and its effects on American society. ● Counter Culture; and conflicts within a conformist society ● Stagflation and economic concerns of the 1970s ● Oil Crisis/Energy Crisis and influence on modern foreign policy. ● Middle-East Conflicts ● Supply-side economics and the federal deficit. 	<ul style="list-style-type: none"> ● Identifying ● Sourcing ● Interpretation ● Debate ● Corroboration ● Identifying bias ● Analysis ● Reading primary and secondary historical text with understanding ● Applying strategies for analyzing poetry and prose. ● Using written documents to make inferences and draw conclusions. ● Writing for a purpose and audience. ● Interpreting visual media. ● Relating prior knowledge and experience and making connecting to related information.

	<ul style="list-style-type: none"> • How free trade has impacted American Manufacturing. • How nuclear proliferation has shaped diplomacy in the modern world, with the US as a world leader. • The struggle between environmental policy and the growth of business. • The rise of terrorism (Al-Qaeda, ISIS, KKK) 	
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will think critically about how historical events can be applied to problems in their lives or the United States today. (Critical Thinking) • Students will communicate through a variety of written, oral, and digital means the ways in which history impacts the present day. (Communication) • Students will demonstrate the impact historical events and historical knowledge has on other academic disciplines. (Interdisciplinary Connections)

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
<ul style="list-style-type: none"> • DBQ RUBRIC 	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check ins • Readings • Quizzes • Oral presentations/debates • Webquests • Research tasks • Primary and literary source analyses

	<p>Summative:</p> <ul style="list-style-type: none"> • Unit Test • Socratic Seminar • Document Based Essay • <i>The Great Gatsby</i> Trial • Final Exam
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Smaller summatives assessing content related to the 20th century American foreign policy, Consumerism, the Civil Rights Movement, Counter Culture, the Vietnam War, the Cold War

Unit Name	Why	How	What
Unit 1: Introduction to the U.S. Government	<ul style="list-style-type: none"> Students will understand the US Constitution is the foundation of American Government. Students will know that the three branches of governments are co-equal and interdependent. 	<ul style="list-style-type: none"> Explain the structure of government created by the US Constitution Analyze the impact of personal interests and perspectives 	<ul style="list-style-type: none"> Goals of the U.S. legal system Foundations of the American Constitution <ul style="list-style-type: none"> Political influences Articles of Confederation Convention Debate to ratify Structure of the U.S. Constitution Powers of the branches of government Guiding Principles in the Constitution Current events that relate to the Constitution
Unit 2: The Bill of Rights and the Criminal Justice System	<ul style="list-style-type: none"> Students will recognize that the Bill of Rights is the foundation of individual civil liberties. Students will recognize that the Bill of Rights limits the power of the federal and state governments. Students will understand that the Bill of Rights protects individuals in the criminal justice process. 	<ul style="list-style-type: none"> Learn the various protections the Bill of Rights guarantees Analyze how the rights protected in the Bill of Rights apply to the criminal investigation and how those rights protect the accused in the system. 	<ul style="list-style-type: none"> The history of the creation of the Bill of Rights. The meaning and protections of the Bill of Rights. How the Bill of Rights is applicable in daily life. How the Bill of Rights is applicable in the criminal justice system and the criminal justice process. The relationship between the police and society

			<ul style="list-style-type: none"> • Methods of policing and investigations • Criminal procedure • Search and seizure law and applicable Supreme Court cases • Interrogation and Confessions and applicable Supreme Court cases • Limits of police authority
Unit 3: Introduction to Criminal Law	<ul style="list-style-type: none"> • Students will know the classification of crimes and the goals for designating crimes 	<ul style="list-style-type: none"> • Learn how to classify actions as crimes • Analyze the crimes against the person and property and defenses for those crimes 	<ul style="list-style-type: none"> • Elements of a crime • The various theories about the causes of crimes • How to identify crimes against the person • How to identify crimes against property • What a prosecutor must prove for a conviction in a criminal case • Various defenses to crimes
Unit 4: The Criminal Case and the Mock Trial	<ul style="list-style-type: none"> • Students will understand that defendants have the right to a fair trial • Students will understand that prosecutors have the burden of proof in a criminal case 	<ul style="list-style-type: none"> • Learn the process for how a case makes it way through the court system • Analyze a case and learn how to conduct a criminal trial 	<ul style="list-style-type: none"> • The rights to which people accused of crimes are entitled • How the Sixth Amendment protects people accused of crimes • How to identify circumstances in which a jury trial is not required • The criminal justice process and proceedings before trial • The roles in a criminal trial • Criminal trial procedures

Windham School District Curriculum

Content Topic: Grade 11 Practical Law I (Civics)

Unit 1: Introduction to the United States Government

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. 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. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. 	<i>Transfer</i>	
	Students will be able to understand the foundations of American government.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> The Constitution is the foundation of American Government. The three branches of governments are co-equal and interdependent. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What is the structure and function of the U.S. Constitution? What are the three branches of government and why did the founders structure the U.S. government in this way? How are laws created in the U.S. government? What are some of the current issues in the U.S. that relate to the Constitution?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The history of the creation of the U.S. Constitution. The role of the three branches of government. The underlying principles to the U.S. Constitution. Current issues related to the U.S. Constitution. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading, writing, and thinking critically. Evaluating a variety of sources for credibility and accuracy. Researching sources to support a point of view. Identifying bias in a variety of sources. Interpret visual media Read fluently with understanding Write for a purpose and audience Use written documents to make inferences and draw conclusions

<ul style="list-style-type: none"> ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and 		<ul style="list-style-type: none"> ● Analyze the nature of cause and effect ● Recognize the difference between critical judgments and personal opinion ● Speak purposefully and articulately
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<p>digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will think critically about media sources and biases. ● Students will collaborate and communicate effectively with peers through group discussions and simulations.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Reading quizzes ● Socratic discussions ● Informal class conversations about skills and content <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Unit Paper
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 11 Practical Law I (Civics)

Unit 2: The Bill of Rights & the Criminal Justice System

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● 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. ● D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. 	<i>Transfer</i>	
	Students will be able to understand the role of the Bill of Rights and protections of individual liberties in the U.S. legal system.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Bill of Rights is the foundation of individual civil liberties. ● The Bill of Rights limits the power of the federal and state governments. ● The Bill of Rights protects individuals in the criminal justice process. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the Bill of Rights? ● What are my rights as a student in school? ● What legal rights are guaranteed in the criminal justice system and how are they protected? ● What is the relationship between individual rights and rights of the community? ● What are my rights in relation to police search and seizure? ● What are my rights in relation to police interrogations?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The history of the creation of the Bill of Rights. ● The meaning and protections of the Bill of Rights. ● How the Bill of Rights is applicable in daily life. ● How the Bill of Rights is applicable in the criminal justice system and the criminal justice process. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reading, writing, and thinking critically. ● Evaluating a variety of sources for credibility and accuracy. ● Researching sources to support a point of view. ● Identifying bias in a variety of sources. ● Interpreting visual media ● Reading fluently with understanding ● Writing for a purpose and audience

<ul style="list-style-type: none"> ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. 	<ul style="list-style-type: none"> ● The relationship between the police and society ● Methods of policing and investigations ● Criminal procedure ● Search and seizure law and applicable Supreme Court cases ● Interrogation and Confessions and applicable Supreme Court cases ● Limits of police authority 	<ul style="list-style-type: none"> ● Using written documents to make inferences and draw conclusions ● Analyze the nature of cause and effect ● Recognize the difference between critical judgments and personal opinion ● Speaking purposefully and articulately
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<ul style="list-style-type: none"> ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will think critically about media sources and biases. ● Students will collaborate and communicate effectively with peers through group discussions and simulations.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Quizzes ● Writing Reflections <p>Summative:</p> <ul style="list-style-type: none"> ● Bill of Rights Test ● Fourth Amendment Pre-Trial Motion Project ● Socratic Seminars related to current issues related to the Bill of Rights
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 11 Practical Law I (Civics)

Unit 3: Introduction to Criminal Law

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. ● D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● 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. ● D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, 	<i>Transfer</i>	
	Students will be able to understand the basic elements of criminal law.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <ul style="list-style-type: none"> ● What constitutes a crime and the goals for designating crimes. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How does the American legal system impact the lives of Americans?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The elements of a crime ● The various theories about the causes of crimes ● how to identify crimes against the person ● how to identify crimes against property ● what a prosecutor must prove for a conviction in a criminal case ● various defenses to crimes 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reading, writing, and thinking critically. ● Evaluating a variety of sources for credibility and accuracy. ● Researching sources to support a point of view. ● Identifying bias in a variety of sources. ● Interpreting visual media ● Reading fluently with understanding ● Writing for a purpose and audience ● Using written documents to make inferences and draw conclusions ● Analyze the nature of cause and effect ● Recognize the difference between critical judgments and personal opinion ● Speaking purposefully and articulately ● Developing a theory and supporting it with evidence

<p>democratic principles, constitutional rights, and human rights.</p> <ul style="list-style-type: none"> ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom 		
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<p>using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will think critically about media sources and biases. ● Students will collaborate and communicate effectively with peers through group discussions and simulations

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Class discussions ● Writing reflections <p>Summative:</p> <ul style="list-style-type: none"> ● Crimes and Defenses Test
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Grade 11 Practical Law I (Civics)

Unit 4: The Criminal Case and the Mock Trial

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. 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. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 	Transfer	
	Students will be able to understand how a criminal case is reflective of rights guaranteed in the U.S. Constitution.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Defendants have the right to a fair trial Prosecutors have the burden of proof in a criminal case 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does the American legal system impact the lives of American citizens? What is the relationship between individual rights and the rights of the community? What are the roles of citizens in the American legal system?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The rights to which people accused of crimes are entitled How the Sixth Amendment protects people accused of crimes How to identify circumstances in which a jury trial is not required The criminal justice process and proceedings before trial The roles in a criminal trial Criminal trial procedures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading, writing, and thinking critically. Evaluating a variety of sources for credibility and accuracy. Researching sources to support a point of view. Identifying bias in a variety of sources. Interpreting visual media Reading fluently with understanding Writing for a purpose and audience Using written documents to make inferences and draw conclusions Analyze the nature of cause and effect Recognize the difference between critical judgments and personal opinion Speaking purposefully and articulately

<ul style="list-style-type: none"> ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		<ul style="list-style-type: none"> ● Developing a theory and supporting it with evidence
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<ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will think critically about media sources and biases. ● Students will collaborate and communicate effectively with peers through group discussions and simulations

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> ● Oral questioning ● Bail Hearing Simulation ● Voir Dire Simulation ● Rules of Evidence Simulation ● Jury Deliberation Simulation Summative: <ul style="list-style-type: none"> ● Proceedings Before Trial Test ● Mock Trial ● Jury research paper
	OTHER EVIDENCE:

Title of Curriculum: WHS Introduction to Political Science (Civics)

Unit Name	Why	How	What
Unit 1: Foundations of Government	<ul style="list-style-type: none"> Students will demonstrate an understanding of the influences and principles of the U.S. and New Hampshire governments 	<ul style="list-style-type: none"> Identify the six big ideas in the U.S. Constitution and New Hampshire State Constitution Describe the influences on the United States and New Hampshire governments 	<ul style="list-style-type: none"> The Founding Documents (US. Declaration of Independence, U.S. Constitution, U.S. Bill of Rights) Six Big Ideas of the U.S. Constitution (Federalism, popular sovereignty, separation of powers, checks and balances, limited government / rule of law, republicanism) Government, civil society, and private sphere Definition, purpose, and creation of public policy Ratification of the U.S. Constitution (Federalists and Anti-Federalists)
Unit 2: Federalism	<ul style="list-style-type: none"> Students will demonstrate understanding of how powers are divided between the federal, state, and local governments in the U.S. 	<ul style="list-style-type: none"> Contrast the role of the federal, state, and local governments in the U.S. federalist system Contrast different interpretations of the U.S. Constitution Describe how the division of powers between the federal, state, and local governments have evolved over time 	<ul style="list-style-type: none"> Federalism Enumerated / expressed powers, Reserved / delegated powers, Shared powers State police powers Necessary and proper clause (Article I, Section 8 of the U.S. Constitution) Significant court cases 14th Amendment (incorporation)

			<ul style="list-style-type: none"> Loose vs. strict constructionism
Unit 3: Legislative branch	<ul style="list-style-type: none"> Students will evaluate how well republicanism is demonstrated in the structure and responsibilities of Congress and interest groups. 	<ul style="list-style-type: none"> Explain how republicanism and popular sovereignty are reflected in the U.S. Legislative Branch Diagram how a bill becomes a law Describe the role of civil society in the creation of public policy 	<ul style="list-style-type: none"> Structure and powers of the U.S. Senate and U.S. House of Representatives Qualifications and selection of members of Congress Theories of representation (trustee, sociological, agency) How a bill becomes a law Role of interest groups (i.e. political parties, lobbyists, political action committees (PACs)) Redistricting process (census, apportionment, gerrymandering) 15th, 17th, 19th, 24th, and 26th Amendments, and the Voting Rights Act of 1965
Unit 4: Executive branch	<ul style="list-style-type: none"> Students will evaluate the power of the U.S. presidency by examining the branch's structure and powers 	<ul style="list-style-type: none"> Explain how the rule of law and checks and balances control the power of the Executive branch Diagram the structure and powers of the U.S. Executive branch 	<ul style="list-style-type: none"> Powers of the U.S. Executive branch Structure of the Executive branch (executive departments, executive Office of the President, independent agencies) Qualifications and selection of the U.S. President Theories of presidential power 6 roles / hats of the U.S. President

			<ul style="list-style-type: none"> • Executive privilege and executive powers • Significant court cases • How judicial review, the power of the purse, the law-making process, and impeachment check the powers of the Executive branch
Unit 5: Judicial Branch	<ul style="list-style-type: none"> • Students will demonstrate an understanding of the framework and purpose of the state and federal court systems. 	<ul style="list-style-type: none"> • Describe the structure and powers of the U.S. Judicial branch • Explain how the power of judicial review maintains the U.S. system of checks and balances • Explain how the U.S. Judicial branch protects individual rights 	<ul style="list-style-type: none"> • Powers of the U.S. Judicial branch (judicial review) • Structure of the U.S. Judicial branch • Qualifications and selection of the U.S. federal judges • Rights stated in the U.S. Bill of Rights • Significant court cases • Theories of the role of the Judicial branch

Windham School District Curriculum

Content Topic: Introduction to Political Science (Civics)

Unit 1: Foundations of Government

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated “town hall” exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to processes by which voters ultimately are influenced in their voting decisions.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. • 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. • D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. 	Transfer	
	Students will be able to explain the historical influences on the structure of the United States and New Hampshire governments.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The government is established by a social contract between the government and the private sphere. • The role of government, civil society, and the private sphere in establishing public policy • The United States and New Hampshire governments are influenced by Antiquity, English Common Law, the failures of the Articles of Confederation, the colonial experience, and the Enlightenment. • The ideals of federalism, popular sovereignty, separation of powers, checks and balances, limited government, and republicanism are embedded in the U.S. Constitution. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • What is “government”? • How does one’s belief in the nature of human behavior impact their view on the role of government? • What is an individual’s role in a democracy?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The Founding Documents (US. Declaration of Independence, U.S. Constitution, U.S. Bill of Rights) • Six Big Ideas of the U.S. Constitution (federalism, popular sovereignty, separation of powers, checks and balances, limited government / rule of law, republicanism) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Identifying the six big ideas in the U.S. Constitution and New Hampshire State Constitution • Describing the influences on the United States and New Hampshire governments

<ul style="list-style-type: none"> ● D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. 	<ul style="list-style-type: none"> ● Government, civil society, and private sphere ● Definition, purpose, and creation of public policy ● Ratification of the U.S. Constitution (Federalists and Anti-Federalists) 	
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will be able to think critically about the role of government in their lives ● Students will collaborate on the creation of public policy ideas

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Class discussion ● Connections to current events <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Personal reflection
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Public policy project such as Project Citizen ● U.S. Naturalization Exam

Windham School District Curriculum

Content Topic: Introduction to Political Science (Civics)

Unit 2: Federalism

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated “town hall” exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to processes by which voters ultimately are influenced in their voting decisions.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. ● D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present. ● D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● D2.Civ.4.9-12. Explain how the U.S. Constitution establishes a system of government that has 	Transfer	
	Students will be able to describe the role of federalism in the United States.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The U.S. Constitution delegates powers to the federal, state, and local governments. ● The powers of the United States government have evolved over time ● Political scientists have differing interpretations of how power is delegated to the different levels of government in the United States 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How should power be delegated in the United States federalist system?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Federalism ● Enumerated / expressed powers, Reserved / delegated powers, Shared powers ● State police powers ● Necessary and proper clause (Article I, Section 8 of the U.S. Constitution) ● Significant court cases ● 14th Amendment (incorporation) ● Loose versus strict constructionism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Contrasting the role of the federal, state, and local governments in the U.S. federalist system ● Contrasting different interpretations of the U.S. Constitution ● Describing how the division of powers between the federal, state, and local governments have evolved over time

<p>powers, responsibilities, and limits that have changed over time and that are still contested.</p> <ul style="list-style-type: none"> ● D2.Civ.11.9-12. Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. ● D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will be able to think critically about the U.S. federalist system ● Students will collaborate on the creation of public policy ideas ● Students will communicate how differing opinions concerning the role of the federal government exist

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Class discussion ● Connection to current events <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Personal reflection
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Public policy project such as Project Citizen ● U.S. Naturalization Exam

Windham School District Curriculum

Content Topic: Introduction to Political Science (Civics)

Unit 3: Legislative Branch

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated “town hall” exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to processes by which voters ultimately are influenced in their voting decisions.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present • 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. • D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets. 	Transfer	
	Students will be able to explain how the U.S. Constitution establishes the legislative branch to represent the diverse people and beliefs within the United States.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The principles of republicanism and popular sovereignty are represented in the legislative branch of the United States government • The U.S. Constitution establishes the structure, responsibilities, and qualifications for the U.S. Senate and U.S. House of Representatives • The U.S. Constitution and U.S. Congress has established a process of redistricting every ten years • Voting rights have evolved in the United States over time • Civil society influences the creation of public policy • Political scientists debate how members of Congress should represent the people 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How does the U.S. Does the Legislative Branch represent the diverse people and beliefs within the United States?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Structure and powers of the U.S. Senate and U.S. House of Representatives • Qualifications and selection of members of Congress 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how republicanism and popular sovereignty are reflected in the U.S. Legislative Branch • Diagraming how a bill becomes a law

<ul style="list-style-type: none"> ● D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times and places, that promote civic virtues and enact democratic principles. ● D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purposes achieved. ● D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. 	<ul style="list-style-type: none"> ● Theories of representation (trustee, sociological, agency) ● How a bill becomes a law ● Role of interest groups (i.e. political parties, lobbyists, political action committees (PACs)) ● Redistricting process (census, apportionment, gerrymandering) ● 15th, 17th, 19th, 24th, and 26th Amendments, and the Voting Rights Act of 1965 	<ul style="list-style-type: none"> ● Describing the role of civil society in the creation of public policy
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will be able to think critically about representation in the U.S. Legislative Branch ● Students will collaborate on the creation of public policy ideas

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Class discussion ● Connection to current events <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Personal reflection
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Public policy project such as Project Citizen ● U.S. Naturalization Exam

Windham School District Curriculum

Content Topic: Introduction to Political Science (Civics)

Unit 4: Executive Branch

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated “town hall” exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to process by which voters ultimately are influenced in their voting decisions</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • 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. • D2.Civ.6.9-12 Critique relationships among governments, civil societies, and economic markets. • D2.Civ.8.9-12 Evaluate social and political systems in different contexts, times and places, that 	Transfer	
	Students will be able to explain how the system of checks and balances and the rule of law established in the U.S. Constitution empowers and controls the Executive branch.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The U.S. Constitution establishes the structure, responsibilities, and qualifications for the Executive branch. • The process to select the U.S. President • The size and scope of the Executive branch has evolved over time • The President has different roles / hats • The different systems used to check the power of the Executive branch • Political scientists debate the strength of the Executive branch 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How does the U.S. Constitution empower and restrain the Executive branch?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Powers of the U.S. Executive branch • Structure of the Executive branch (executive departments, executive Office of the President, independent agencies) • Qualifications and selection of the U.S. President • Theories of presidential power • 6 roles / hats of the U.S. President • Executive privilege and executive powers • Significant court cases 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Explaining how the rule of law and checks and balances control the power of the Executive branch • Diagramming the structure and powers of the U.S. Executive branch

<p>promote civic virtues and enact democratic principles.</p> <ul style="list-style-type: none"> ● D2.Civ.11.9-12 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of civic purposes achieved. ● D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. 	<ul style="list-style-type: none"> ● How judicial review, the power of the purse, the law-making process, and impeachment check the powers of the Executive branch 	
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will be able to think critically about the powers of the Executive branch

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Class discussion ● Connection to current events <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Personal reflection
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Public policy project such as Project Citizen ● U.S. Naturalization Exam

Windham School District Curriculum

Content Topic: Introduction to Political Science (Civics)

Unit 5: Judicial Branch

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Political Science will take an in-depth look at national and global issues and examine how the political process and media shape these issues. Students will evaluate their position on the political spectrum and understand how they have formed their political identity. Students will engage in and use the Socratic method and participate in simulated “town hall” exercises to gain an understanding of political issues and how they are argued. This course will include an extensive examination of the election process, candidate selection and election, and campaign creation and management. Careful attention will be paid to processes by which voters ultimately are influenced in their voting decisions.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions ● D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level ● D2. Civ. 9. 9-12. Use appropriate deliberative processes in multiple settings. ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, 	Transfer	
	Students will be able to describe the role of the Judicial branch in protecting individual rights and maintaining the system of separation of powers in the U.S. system of government.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The U.S. Constitution establishes the structure, responsibilities, and qualifications for the Judicial branch. ● The process to select U.S. federal judges ● The Judicial branch’s role in maintaining the system of checks and balances and protecting individual rights ● Political scientists debate the strength of the Judicial branch 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What role does the U.S. Judicial branch have in the United States system of government?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Powers of the U.S. Judicial branch (judicial review) ● Structure of the U.S. Judicial branch ● Qualifications and selection of the U.S. federal judges ● Rights stated in the U.S. Bill of Rights ● Significant court cases ● Theories of the role of the Judicial branch 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing the structure and powers of the U.S. Judicial branch ● Explain how the power of judicial review maintains the U.S. system of checks and balances ● Explain how the U.S. Judicial branch protects individual rights

democratic principles, constitutional rights, and human rights. <ul style="list-style-type: none"> D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> Students will be able to communicate how the role of the Judicial branch has changed over time Students will think critically about the responsibilities of the Judicial branch

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> Quizzes Class discussion Connection to current events Summative: <ul style="list-style-type: none"> Unit Test Personal reflection
	OTHER EVIDENCE: <ul style="list-style-type: none"> Public policy project such as Project Citizen U.S. Naturalization Exam

Title of Curriculum: Grade 11 Economics

Unit Name	Why	How	What
Unit 1: Basic Economics Concepts and the Role of the Individual	<ul style="list-style-type: none"> Students will learn about their role in a free market, how decisions they make affect the economy, and how changes in the economy can affect them. Students will learn about the pillars of a free market economy and the market mechanism. 	<ul style="list-style-type: none"> Analyze how incentives influence choices Use marginal benefits and marginal costs to construct an economic argument 	<ul style="list-style-type: none"> Scarcity Choice Trade offs Opportunity Costs Production Possibilities Circular Flow Resource Allocation Economic Systems Free Enterprise system Safety Nets
Unit 2: Market Economies at Work	<ul style="list-style-type: none"> Students will be able to describe multiple market interactions in a free market and how prices are influenced by consumers and producers. 	<ul style="list-style-type: none"> Analyze how incentives influence production and distribution Evaluate the existence of competition between buyers and sellers Describe the consequences of competition 	<ul style="list-style-type: none"> Demand Effects on Demand Elasticity Supply Production costs <ul style="list-style-type: none"> Effects on prices The free market Their choices
Unit 3: Market Structures and Business Organizations	<ul style="list-style-type: none"> Students will learn about the types of market structures inside a free market economy and how those systems affect everyday life. 	<ul style="list-style-type: none"> Explain why technological advancements and investments increase growth and standards of living 	<ul style="list-style-type: none"> Different types of Markets <ul style="list-style-type: none"> Perfect Competition Monopoly Oligopoly

			<ul style="list-style-type: none"> ● Regulation and Deregulation ● Non-Price Competition ● Types of Business <ul style="list-style-type: none"> ○ Organizations ○ Sole Proprietorships ○ Partnerships, ○ Corporation ○ Mergers ○ Multinationals ○ Non-Profits ● Labor ● Wages ● Organized Labor
Unit 4: Money and Banking	<ul style="list-style-type: none"> ● Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual. ● Students will be able to explain the importance of money ● management, spending credit, saving, and investing in a free market 	<ul style="list-style-type: none"> ● Evaluate the selection of monetary and fiscal policies in economic conditions 	<ul style="list-style-type: none"> ● Currency ● Types of Money: M1, M2 ● Money Supply ● Fractional Banking ● US Banking System ● Savings and Investments ● Stocks and Bonds
Unit 5: Economic Performance	<ul style="list-style-type: none"> ● Students will be able to explain the business cycle and trends in economic activity over time. 	<ul style="list-style-type: none"> ● Use current date to explain influence of changes in spending, production, and the money supply 	<ul style="list-style-type: none"> ● Business Cycles ● Indicators <ul style="list-style-type: none"> ○ Market Basket ○ Consumer Price index ○ Inflation

		<ul style="list-style-type: none"> ● Use economic indicators to analyze the current and future state of the economy 	<ul style="list-style-type: none"> ○ GDP ● Types of unemployment ● Impacts of unemployment ● Poverty ● Safety Nets
Unit 6: International Trade and Global Economy	<ul style="list-style-type: none"> ● Students will recognize the importance of international trade and how economies are affected by it. 	<ul style="list-style-type: none"> ● Analyze the role of comparative advantage in international trade ● Explain how globalization affects different nations 	<ul style="list-style-type: none"> ● Benefits of International Trade ● Comparative and absolute Advantage ● Trade Barriers ● Trade Institutions ● Economic Development <ul style="list-style-type: none"> ○ Developed Countries ○ Lesser Developed Countries ○ Developing Countries ● Currency ● Exchange Rates

Windham School District Curriculum

Content Topic: Grade 11 Economics

Unit 1: Basic Economic Concepts and the Role of the Individual

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Eco.1.9-12 Students will analyze how incentives influence choices that may result in policies with a range of cost benefits for different groups D2.Eco.2.9-12 Students will use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic problem 	Transfer	
	Students will be able to understand basic economic concepts and identify how those impact their day to day lives	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> Their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them. About the pillars of a free market economy and the market mechanism. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why do individuals have to make choices? What is the impact of making those choices and how is that impact measured?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Trade-offs Opportunity Cost Marginal Analysis Three Basic Questions of What, How, and Who Factors of Production <ul style="list-style-type: none"> land labor capital entrepreneurship Circular flow of money Capitalism Command Economy Socialism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Applying marginal analysis to everyday life and making economic choices. Demonstrating the circular flow of money. Comparing different economic systems.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> ● Students will think critically about examples of economics in their own lives. ● Students will communicate how they make choices ● Students will demonstrate their ability to make choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Formative: <ul style="list-style-type: none"> ● Chapter readings ● Vocabulary checks Summative: <ul style="list-style-type: none"> ● Role Plays for decision making
	OTHER EVIDENCE: <ul style="list-style-type: none"> ● Examples given in end of term Life Paper

Windham School District Curriculum

Content Topic: Grade 11 Economics

Unit 2: Market Economics at Work

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> • D2.Eco.3.9-12 Analyze the ways in which incentives influence what is produced and distributed in a market system • D2.Eco.4.9-12 Evaluate the extent to which competition among sellers and buyers exists in specific markets • D2.Eco.5.9-12 Describe the consequences of competition in specific markets. • D2.Econ.6.9-12. Describe the consequences of competition in specific markets • D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. 	Transfer	
	Students will be able to explain the role of incentives and utility in decision making.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> • The role of competition in establishing market prices • The positive and negative consequences of government involvement in the market 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How does producer supply and consumer demand impact prices? • How is price an incentive?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Demand • Law of demand • Factors / Determinants of Demand • Supply • Law of supply • Factors / Determinants of Supply • Market equilibrium • Shortages and surpluses • Elasticity • Price floors / Price ceilings 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Describing how changes in price incentivise the quantity supplied and demanded • Diagramming changes / shifts in supply and demand to show new equilibrium prices • Evaluate the effects of price floors and price ceilings

<ul style="list-style-type: none"> • D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. 		
Used in Content Area Standards		21st Century Skills
		<ul style="list-style-type: none"> • Students will communicate how price impacts changes in quantities supplied and demanded by completing supply and demand charts • Students will think creatively to brainstorm how supply and demand are evident in their lives • Students will think critically about the role of government in a market economy

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Chapter readings • Vocabulary checks Summative: <ul style="list-style-type: none"> • Diagraming supply and demand charts
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Examples given in end of term Life Paper

Windham School District Curriculum

Content Topic: Grade 11 Economics

Unit 3: Markets & Competition

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D3.Eco.13.9-12: Explain why the advancements in technology and investments in capital goods and human capital increase economic growth and standards of living D2.Eco.4.9-12. Evaluate the extent to which competition among sellers and among buyers exists in specific markets. D2.Eco.5.9-12. Describe the consequences of competition in specific markets. D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist 	<i>Transfer</i>	
	Students will understand how markets affect their own economic decision making and help to shape their economic behavior	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> The types of market structures inside a free market economy and how those systems affect everyday life. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the key differences and similarities in different types of market structures? ie., control over prices, similarity or products, number of sellers, and barriers to entry How are businesses organized?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Different types of Markets, Perfect Competition, Monopoly, Oligopoly, Regulation of and Deregulation . Non Price Competition. Types of Business Organizations, Sole Proprietorships, Partnerships, Corporations, Mergers, Multinationals, Non-Profits, Labor, Wages, Organized Labor 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Working collaboratively to identify different markets Communicating how different markets operate and influence their choices.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Chapter readings • Vocabulary checks • Enrichment activities Summative: <ul style="list-style-type: none"> • Role Plays for decision making
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Concepts will be reflected in the end of Term Life Paper

Windham School District Curriculum

Content Topic: Grade 11 Economics Unit 4: Money & Banking

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. ● D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. ● D2.Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. 	Transfer	
	Students will be able to explain their role in the financial system and its significance in a market economy.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The financial system connects borrowers and investors ● Financial intermediaries and financial markets play an important role in a free market ● Money management, spending credit, saving, and investing is significant in a free market economy 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How does the financial system increase wealth in a free market? ● What role do individuals play in the financial system?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The definition, functions, and properties of money ● Financial system ● Federal Reserve ● Banking financial intermediaries ● Nonbank financial intermediaries ● Financial markets (i.e. NYSE, NASDAQ) ● Investment objective ● Investments versus savings ● Financial asset 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Describing the role of the Federal Reserve in the financial system ● Diagramming the financial system ● evaluating types of investments by identifying their risk, liquidity, and return ● Explaining the relationship between risk and return
Used in Content Area Standards		21st Century Skills
		<ul style="list-style-type: none"> ● Students will collaborate and think critically about what investments would best meet different investment objectives

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Chapter readings • Vocabulary checks Summative: <ul style="list-style-type: none"> • Role Plays for Investing
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Examples given in end of term Life Paper

Windham School District Curriculum

Content Topic: Grade 11 Economics

Unit 5: Economics Indicators and Fiscal and Monetary Policy

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. ● D2.Eco.10.9-12. Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions ● D2.Eco.11.9-12. Use economic indicators to analyze the current and future state of the economy ● D2.Eco.12.9-12. Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. 	<i>Transfer</i>	
	Students will be able to analyze the business cycle and assess the role of the government in stabilizing it.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Economic indicators assess the general health of the business cycle ● Monetary and fiscal policy are used to stabilize the economy 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How do economists use economic indicators to evaluate the health of the economy? ● What are the effects of monetary and fiscal policy?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The phases of the business cycle (expansion, peak, contraction, trough) ● Economic indicators (GDP, inflation, unemployment, etc.) ● The Federal Reserve's monetary policy tools (discount rate, reserve requirements) open market operations, interest on reserves) ● Congress and the President's fiscal policy tools (taxation and spending) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Diagramming the business cycle ● Explaining the relationship between economic indicators ● Describing the impact of expansionary and contractionary monetary policy ● Describing the impact of expansionary and contractionary fiscal policy

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
	<ul style="list-style-type: none"> Students will communicate ideas on how economic indicators describe the economy Students will think critically about the role of the government in a market economy

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Formative: <ul style="list-style-type: none"> Chapter readings Vocabulary checks Summative: <ul style="list-style-type: none"> Diagramming the business cycle Analysing the intended and effect of monetary and fiscal policy
	OTHER EVIDENCE: <ul style="list-style-type: none"> Examples given in end of term Life Paper

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Content Topic: Grade 11 Economics Unit 6: Global Economics

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>Students will examine economic principles including microeconomics, macroeconomics, and international economics. Students will analyze the major role economics plays in the free enterprise system, while developing an understanding of the economic principles that influence business decisions. Weekly analysis of current economic issues will be required. This is a practical course that investigates the allocation of economic resources, the production, distribution, marketing and consumption of goods and services, and the impact of money, banks and government on the economy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. 	<i>Transfer</i>
	Students will be able to describe and understand how the global economy functions and the interdependence of nations economies.
	<i>Meaning</i>
	<div> <p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand...</i></p> <ul style="list-style-type: none"> The importance of international trade and how economies are affected by it. </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Why do nations trade? How do nations determine what to produce and how much to trade? What are the goals, obstacles, and ways to measure development in a country? </div>
	<i>Acquisition</i>
	<div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> The benefits of international trade, comparative and absolute advantage, trade barriers, trade institutions, economic development, developed countries, lesser developed countries, developing countries, currency exchange rates </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining how comparative advantage affects trade decisions, e.g., importing steel or exporting capital equipment. Analyzing the reasons for changes in international currency values, e.g., interest rates or the balance of trade. Examining how various national economic policies have led to changes in the international economy, e.g., mercantilism or privatization </div>
<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will collaborate and think critically about global economics.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Chapter readings • Vocabulary checks • Enrichment activities Summative: <ul style="list-style-type: none"> • Role Plays for decision making
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Concepts reflected in the end of term Life Paper

Title of Curriculum: WHS Contemporary World History (Elective)

Unit Name	Why	How	What
Media Literacy	<ul style="list-style-type: none"> Students will be able to summarize the controversies around contemporary issues in the 21st century Students will become informed consumers of the news. 	<ul style="list-style-type: none"> Analyze media and media bias Research current issues 	<ul style="list-style-type: none"> Bias Perspective Editorial
Contemporary Issues	<ul style="list-style-type: none"> Students will be able to summarize the controversies around contemporary issues in the 21st century and propose logical, reasonable solutions. Students will be able to speak persuasively about contemporary issues to peers and others. Students will be able to understand how political, economic, cultural, and social forces shape the contemporary world. 	<ul style="list-style-type: none"> Examine issues from multiple perspectives Research current issues Formulate and supporting opinions based on multiple data points and sources Connect current events to historical events and causes 	<ul style="list-style-type: none"> Current economic events (i.e. recessions, currency valuations, etc.) Current political issues (i.e. Brexit, international agreements, etc.) Current environmental issues (i.e. Climate agreements, etc.) Current social/cultural events (i.e. Revolutions, protests, etc.)

Windham School District Curriculum

Content Topic: Contemporary World History (Elective)

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>This course focuses on research, discussion, and debate of current events. The course allows students to build language, vocabulary, reading comprehension, critical thinking, problem solving, oral expression, and listening skills in the context of issues confronting our nation and our world. The course is organized around current topics selected to research, discuss and ultimately debate.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. ● D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. ● D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. 	<i>Transfer</i>	
	Students will be able to summarize the controversies around contemporary issues in the 21 st century and propose logical, reasonable solutions. Students will be able to speak persuasively about contemporary issues to peers and others. Students will be able to understand how political, economic, cultural, and social forces shape the contemporary world.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Global issues have an impact on students' everyday lives ● The media plays an important role in affecting people's understanding of events. ● Historical events often have future implications. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What role does the media play in global affairs? ● How do selected issues impact your state, nation, and world? ● How does what happened in the past continue to impact our world today?
	<i>Acquisition</i>	
	<p><i>Students will know about...</i></p> <ul style="list-style-type: none"> ● Media literacy ● Current economic events (i.e. recessions, currency valuations, etc.) ● Current political issues (i.e. Brexit, international agreements, etc.) ● Current environmental issues (i.e. Climate agreements, etc.) ● Current social/cultural events (i.e. Revolutions, protests, etc.) 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Examining issues from multiple perspectives ● Analyzing media and media bias ● Researching current issues ● Formulating and supporting opinions based on multiple data points and sources ● Connecting current events to historical events and causes

<ul style="list-style-type: none"> ● 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. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will engage in frequent class discussions and debates so that students confront multiple perspectives on complex issues, while also developing their own informed opinions.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Class discussion ● Content check-ins <p>Summative:</p> <ul style="list-style-type: none"> ● Socratic seminars ● Research projects
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Debates ● News analysis

Title of Curriculum: Ethics & Genocide Studies (Elective)

Unit Name	Why	How	What
Unit 1: Introduction	<ul style="list-style-type: none"> Students will be able to understand the history of the field of ethics and the way in which our understanding of right and wrong impacts international law related to genocide. 	<ul style="list-style-type: none"> Identify flaws in arguments using logic patterns or logical fallacies. Identify the conditions under which treatment of others may be considered a genocide 	<ul style="list-style-type: none"> The development of an argument How to avoid logical fallacies The three subfields of ethics UN Definition of genocide & its development Development & contents of the Universal Declaration of Human Rights
Unit 2: Genocide-Looking to the Social Science for Answers	<ul style="list-style-type: none"> Students will be able to understand how the social sciences can create a lens through which we can understand human behavior related to genocide. 	<ul style="list-style-type: none"> Connect psychological theories to the roles of those involved in genocides Identify patterns of human behavior related to genocide 	<ul style="list-style-type: none"> The psychological roles of fear, narcissism, greed, & humiliation The role of gender identity in genocide Sociological causes for collective identity and conformity Political causes and reactions to genocidal acts
Unit 3: Normative Ethics	<ul style="list-style-type: none"> Students will be able to understand the normative branch of ethics and its concern with the criteria and formulation of rules regarding what is morally right and wrong. 	<ul style="list-style-type: none"> List and verbally advocate for traits and virtues they believe to be the most important for good moral character. Determine what rules ought to be established or followed to determine morality. Propose scenarios that either fulfill the categorical imperative or do not, and explain why. 	<ul style="list-style-type: none"> Virtues & character traits that define the foundations of virtue ethics. Deontology Kant's Categorical Imperative Consequentialist theory Egoism & Hedonism Utilitarianism

		<ul style="list-style-type: none"> ● Analyze the actions of major figures in history, knowing their consequences, and judging the morality of their decisions. ● Describe a society or life that follows only egotistic or hedonistic principles. ● Apply utilitarianism to modern social issues. 	
Unit 4: Case Studies in Genocide	<ul style="list-style-type: none"> ● Students will be able to identify patterns of genocide throughout the 20th & 21st centuries. 	<ul style="list-style-type: none"> ● Discuss the influence of one genocide on another. ● Analyze the provocation of genocides. ● Examine the evidence of genocides. ● Evaluate the effects of genocide. ● Evaluate and debate criticism in responses to genocide. ● Evaluate justice procedures ● Discuss and analyze genocide denial. 	<ul style="list-style-type: none"> ● Armenian Genocide ● Cambodian Genocide ● Bosnian Genocide ● Genocide in the Sudan
Unit 5: Intervention, Prevention, & Applied Ethics	<ul style="list-style-type: none"> ● Students will be able to understand how the complex interaction of actors, politics, memory, and denial play a role in the prevention, intervention, and prosecution of genocide. 	<ul style="list-style-type: none"> ● Discuss and debate current questions and controversies in applied ethics. ● Evaluate responses to genocides and how justice was determined. ● Debate responses to genocides using applied ethics. 	<ul style="list-style-type: none"> ● Political ethics. ● Systems of inequality. ● Traits of humanity brought out by genocide.

Windham School District Curriculum

Content Topic: Ethics & Genocide Studies (Elective)

Unit 1: Introductions

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. They will also examine the essential questions of moral philosophy. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic. They will also practice skills of critical thinking, debate, and written expression to consider how we determine right from wrong and good from evil.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● D2.Civ.8.9-12: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. 	<i>Transfer</i>	
	Students will be able to understand the history of the field of ethics and the way in which our understanding of right and wrong impacts international law related to genocide.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● It is important to define and protect universal human rights ● The subfields of ethics seek to understand and protect human rights ● It is difficult for the international community to respond to genocide ● Building a strong argument requires more than just opinion ● Ethical standards are principles by which we judge whether a moral action is right or wrong. ● Personal reflection and questioning are necessary to study ethics. ● Metaethics is the study of where ethical notions came from and what they mean. In particular, whether there is an ethical system independent of our own opinions that could be applied to any situation at any time or place. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How are complex ideas defined? ● How are strong arguments made? ● Is genocide easily recognizable? ● What are universal human rights? ● Is genocide ever justified? ● Is it possible to find an ethical system that applies to all members of society? ● How can one act in a "good" or "bad" way? ● What does it mean to be "good" or "bad?" ● How should questions of morality best be approached?

<ul style="list-style-type: none"> ● D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, deomocratic principles, constitutional rights, and human rights. ● D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness ● D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technological) ● D4.4.9-12: Critique the use of claims and evidence in arguments for credibility ● D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations. 	<ul style="list-style-type: none"> ● Normative ethics is the search for a principle (or principles) that guide or regulate human conduct – that tell us what is right or wrong. Normative ethics is the attempt to find a single test or criterion for what constitutes moral behavior – and what does not. ● Applied ethics is the study of specific problems or issues with the use or application of moral ideas investigated in normative ethics and based on the lessons of metaethics. Applied ethics may coincide with political or social questions and involve a moral dimension. 	
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The development of an argument ● How to avoid logical fallacies ● The UN definition of genocide & its development ● The development and contents of the Universal Declaration of Human Rights 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying flaws in arguments using logic patterns or logical fallacies. ● Identifying the conditions under which treatment of others may be considered a genocide
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will think critically about how arguments are made ● Students will communicate the criteria of genocide ● Students will demonstrate the process of tackling and defining abstract ideas

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Check ins ● Chapter Readings <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Performance Assessment: Unit Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Informal class discussion

Windham School District Curriculum

Content Topic: Ethics & Genocide Studies (Elective)

Unit 2: Genocide-Looking to the Social Sciences for Answers

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. They will also examine the essential questions of moral philosophy. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic. They will also practice skills of critical thinking, debate, and written expression to consider how we determine right from wrong and good from evil.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by historical context D2.Psy.2.9-12: Investigate human behavior from biological, cognitive, behavioural, and sociocultural perspectives. D2.Psy.17.9-12: Acknowledge the interconnectedness of knowledge in the discipline of psychology. D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations. D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning 	Transfer	
	Students will be able to understand how the social sciences can create a lens through which we can understand human behavior related to genocide.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Certain personality traits are common among perpetrators, rescuers, and bystanders. The social sciences provides a lens through which we can better understand human nature. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What is the psychology of perpetrators? What is the psychology of rescuers? What is the psychology of victims? What can sociology and anthropology tell us about what causes genocide? What are the similarities and differences in the way in which men and women react to various roles of genocide? How do politics and international relations contribute to the perpetration, intervention or prevention of genocide?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The psychological roles of fear, narcissism, greed, and humiliation in the context of genocide How gender identity can play a role in genocide Sociological causes for collective identity and conformity Political causes and reactions to genocidal acts 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Connecting psychological theories to the roles of those involved in genocides Identifying patterns of human behavior related to genocide.

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will think critically about how the social sciences explain human behavior. • Students will synthesize how various approaches to human understanding can explain events throughout history

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check ins • Chapter Readings <p>Summative:</p> <ul style="list-style-type: none"> • Unit Essay Assessment
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class discussions

Windham School District Curriculum

Content Topic: Ethics & Genocide Studies (Elective)

Unit 3: Normative Ethics

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. They will also examine the essential questions of moral philosophy. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic. They will also practice skills of critical thinking, debate, and written expression to consider how we determine right from wrong and good from evil.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> ● D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings ● D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. ● D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● D2.Civ.8.9-12: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. ● D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 	Transfer	
	Students will be able to understand the normative branch of ethics and its concern with the criteria and formulation of rules regarding what is morally right and wrong.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Ethics involves systematizing, defending, and recommending concepts of acceptable behavior. ● Virtue ethics emphasizes virtues and moral character traits, with a focus on "being" rather than "doing" ● Deontology applies rules, duties, and obligations to a choice to determine its morality. ● Consequentialism defines morality based only on the consequences and/or motives behind an action. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How can one act in a "good" or "bad" way? ● What virtues and traits make a morally good person in today's society? ● If doing something is not possible for everyone else, is it a moral action? ● Do the ends justify the means?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Virtues and character traits define the ethical foundations of virtue ethics, a perspective first developed by Aristotle. ● Deontology deals with choices and actions, and whether they are morally required, prohibited, or permitted. ● Kant's categorical imperative dictates that an action is good only if it is universalized--that is, that everyone can and should do it. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Listing and verbally advocating for traits and virtues they believe to be the most important for good moral character ● Determining what rules ought to be established or followed to determine morality ● Proposing scenarios that either fulfill the categorical imperative or do not, and explain why

<ul style="list-style-type: none"> ● D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● D3.4.9-12: Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both ● D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness ● D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technological) ● D4.4.9-12: Critique the use of claims and evidence in arguments for credibility ● D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations. 	<ul style="list-style-type: none"> ● Consequentialist theory is concerned with measuring morality based on the consequences or motivations of an action ● Egoism is concerned only with personal consequences, and judges morality based on self-interest. ● Utilitarianism, developed by Jeremy Bentham and John Stuart Mill, promotes the best interests of everyone as a moral standard--doing the greatest good for the greatest number 	<ul style="list-style-type: none"> ● Analyzing the actions of major figures in history and, knowing many of the consequences of their actions, judge the morality of their decisions. ● Describing a society or life that follows only egotistic or hedonistic principles. ● Applying utilitarianism to modern social issues.
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use reasoning to evaluate different theories on morality. ● Students will imagine different scenarios in which they may apply different theories on morality ● Students will think critically on how they make moral decisions

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Reading checks & mini quizzes ● Class discussions ● In class group project/presentation <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Performance Assessment: Moral Jury
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Ethics & Genocide Studies (Elective)

Unit 4: Case Studies in Genocide

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. They will also examine the essential questions of moral philosophy. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic. They will also practice skills of critical thinking, debate, and written expression to consider how we determine right from wrong and good from evil.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Geo.7.9-12: Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. D2.Geo.11.9-12: Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries 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 	<i>Transfer</i>	
	Students will be able to identify patterns of genocide throughout the 20th & 21st centuries	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Genocides have occurred throughout the modern era in multiple places around the world. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Can all instances of mass murder be considered genocide? What caused various genocides to happen across history and the world?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The major factors contributing to the genocide of the Armenians by the Turks. How the Armenian genocide influenced the Holocaust. Why the genocide is denied by the Turkish government and how this impacted the extent to which perpetrators were punished. How Pol Pot and the Khmer Rouge designed and enacted genocide in Cambodia. How Cambodian society was 'purged' and 'purified' of perceived enemies. How the genocide in Cambodia ended. The similarities between the violence in Kosovo and that in Bosnia. The role of ethnic tensions and cultural histories in creating prejudice and hate. The role of ethnic tension in creating a genocidal environment. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Discussing the influence of the Armenian genocide on Adolf Hitler. Identifying the factors that contributed to the genocide of the Armenians. Analyzing how World War I provoked Turkish animosity towards the Armenians. Assessing why the Turkish government denies the genocide against the Armenians. Analyzing Pol Pot and the genocide he led in Cambodia. Discussing the Khmer Rouge and their goal to create a community peasant farming society. Examining the killing fields. Discussing the purging of 'class enemies' and the 'purification' of Cambodian society. Analyzing how Pol Pot lost power and how the genocide ended.

<ul style="list-style-type: none"> ● D2.His.3.9-12: Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by historical context ● D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning ● D4.8.9-12: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts. 	<ul style="list-style-type: none"> ● What ethnic cleansing is and how the euphemism was contrived. ● Why genocide is occurring in Sudan and who is involved. ● The role of religious differences and prejudice in this area. ● Why the international community has only been marginally involved in helping Sudan 	<ul style="list-style-type: none"> ● Examining the effects of the Cambodian genocide. ● Determining to what extent the Bosnian genocide can be ascribed to ‘ancient hatreds’? ● Assessing the role of nationalist leaders in the late 1980s and early 1990s. ● Debating criticisms that have been made of the foreign (Western European /US) role in Yugoslavia's dissolution, and during the Bosnian war of the 1990s. ● Evaluating what happened at Srebrenica in July 1995, and why. ● Evaluating the ways in which the campaign in Kosovo in 1998-99 was similar to the Serbs' genocidal strategy in Bosnia. ● Determining how successful the post-genocide quest for justice been in the territories of the former Yugoslavia. ● Examining the causes of genocide and violence occurring in Sudan. ● Discussing the role of the Sudanese government and the Janjaweed. ● Analyzing how religious differences and prejudice exacerbate these conflicts. ● Debating the role of the international community with regards to the violence in Sudan.
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will analyze the causes of genocides. • Students will synthesize information from various genocides to determine common patterns or themes • Students will think critically on the outcome of genocides on those involved as well as the broader international community

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading checks & mini quizzes • Class discussions • In class group project/presentation <p>Summative:</p> <ul style="list-style-type: none"> • Unit Essay • Unit project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Mock UN Human Rights Council

Windham School District Curriculum

Content Topic: Ethics & Genocide Studies (Elective)

Unit 5: Intervention, Prevention, & Applied Ethics

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will study the topic of genocide from an interdisciplinary view covering many fields in the social sciences. They will also examine the essential questions of moral philosophy. Students will use interdisciplinary approaches to analyze case studies of genocide to better understand what genocide is, and to build their own definition and concept of this often complex and controversial topic. They will also practice skills of critical thinking, debate, and written expression to consider how we determine right from wrong and good from evil.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.9.9-12: Use appropriate deliberative processes in multiple settings • D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • D2.Civ.5.9-12: Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • D2.Civ.8.9-12: Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. 	Transfer	
	Students will be able to understand how the complex interaction of actors, politics, memory, and denial play a roll in the prevention, intervention and prosecution of genocide.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Applied ethics is the branch of ethics concerned with the analysis of moral issues in private and public life. • Genocides are avoidable. Each event was the result of government decisions, compliance of citizens, and the lack of interference from other nations. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • What is the role of the international community? • What takes the world so long to recognize and act? • What ethical responsibilities do humans have to one another? • What is justice? • Is there an ethical difference between public and private actions? • How do you repair/move on?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Political ethics are the practice of making moral judgements about political action and political agents. • Political ethics largely deal with two ethical systems: the ethics of office that public officials exercise and the ethics of policy that considers policies and laws themselves. • Systems can create inequalities. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Discussing and/or debating current questions and controversies in applied ethics • Evaluating responses to genocides and how justice was determined • Debating responses to genocides using applied ethics

<ul style="list-style-type: none"> ● D2.Civ.10.9-12: Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● D2.Civ.13.9-12: Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● D3.4.9-12: Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both ● D4.1.9-12: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weakness ● D4.2.9-12: Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technological) ● D4.4.9-12: Critique the use of claims and evidence in arguments for credibility ● D4.5.9-12: Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12: Assess options for individual and collective action to address local, regional, and global problems by engaging in self reflection, strategy identification, and complex causal reasoning ● D4.8.9-12: Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out of school civic contexts. 	<ul style="list-style-type: none"> ● Genocides bring out the very best (e.g., sacrifice to help the suffering of humanity) and the very worst of humanity, (e.g., no reaction to the suffering of humanity). 	
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will communicate how applied ethics can be seen in international policy • Students will collaborate with each other to consider ways of preventing genocide • Students will creatively initiate ways that they can raise awareness about genocide

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading checks & mini quizzes • Class discussions • In class group project/presentation <p>Summative:</p> <ul style="list-style-type: none"> • Unit Test • Performance Assessment: Unit Project
	OTHER EVIDENCE:

Title of Curriculum: Global Economics (Elective)

Unit Name	Why	How	What
Unit 1: Introduction to Global Economics	<ul style="list-style-type: none"> Students will be able to demonstrate understanding of how countries' economies are interdependent now and have been throughout history 	<ul style="list-style-type: none"> Analyzing data and macro-measurements Making determinations about the efficacies of economic systems and policies 	<ul style="list-style-type: none"> 12 Pillars of economics development: institutions; infrastructure; ICT adoption; macroeconomic stability; health; skills; product market; labour market; financial system; market size; business dynamism; and, innovation capability
Unit 2: Current and Historical Perspectives	<ul style="list-style-type: none"> Students will understand how population and available resources shape a country's economy 	<ul style="list-style-type: none"> Identifying a country's strengths and weaknesses in a global economy based on population and resources Analyzing environmental impact studies Analyzing maps--political and topographical 	<ul style="list-style-type: none"> Traditional economy Communism Socialism Free market Mixed economy Basic geographic approaches Basic economic principles Keys to globalization History of Capitalism
Unit 3: Population, Resources, and Environment	<ul style="list-style-type: none"> Students will understand how population and available resources shape a country's economy 	<ul style="list-style-type: none"> Identifying a country's strengths and weaknesses in a global economy based on population and resources Analyzing environmental impact studies Analyzing maps--political and topographical 	<ul style="list-style-type: none"> Geographic terms Relationships between geography and economics Population data

Unit 4: Infrastructures, Communications and Urban Development	<ul style="list-style-type: none"> Students will be able to describe and discuss the impact infrastructure, communications, and urban development have on a country's economy 	<ul style="list-style-type: none"> Analyzing data and maps to understand the impact of infrastructure Working with primary and secondary sources to make determinations about the success and shortcomings of different economies 	<ul style="list-style-type: none"> Aspects of infrastructure Evolution of communications systems and their impact on the economy The growth of urban areas throughout the 20th century
Unit 5: Agriculture, Manufacturing, and Service Industry	<ul style="list-style-type: none"> Students will be able to distinguish between the three basic foundations of an economy and how these have changed throughout time. 	<ul style="list-style-type: none"> Analyzing a country's data and determining what stage of development it is in and what the next steps are to continue to develop. 	<ul style="list-style-type: none"> The difference between primary, secondary and tertiary economic systems. The role and importance of the different segments of an economy to that economy's success.
Unit 6: Consumption and International Trade	<ul style="list-style-type: none"> Students will understand how consumption is measured and evaluated and how doing so helps understand a nation's ability to meet its needs and wants. They will also understand how international trade is used to meet the needs and wants that are not met from within an economy. 	<ul style="list-style-type: none"> Determining successful and beneficial trade situations. Determining the limitations of trade restrictions Determining the benefits of free trade 	<ul style="list-style-type: none"> Gains from trade Comparative advantage Absolute advantage Trade barriers

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 1: Introduction to Global Economics

Stage 1 Desired Results	
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. 	Transfer
	Students will be able to describe basic macroeconomic measurements, different economic systems and the 12 pillars of economic development
	Meaning
	<div> <div> <p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are consistent and dependable economic measurements that are universally used to determine economic success and development </div> <div> <p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How does a government, and its citizenry, know if their economy and current economic policies are effective? </div> </div>
	Acquisition
	<div> <div> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> 12 Pillars of economics development: Institutions; Infrastructure; ICT adoption; Macroeconomic stability; Health; Skills; Product market; Labour market; Financial system; Market size; Business dynamism; and, Innovation capability </div> <div> <p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Compiling data Analyzing data Analyzing a country's data to be able to determine the feasibility of economic growth and suitability as a trade partner. </div> </div>
Used in Content Area Standards	
not applicable	<p style="text-align: center;">21st Century Skills</p> <ul style="list-style-type: none"> Students will think critically about examples of economics in their own lives. Students will communicate how they make choices Students will demonstrate making choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Check-ins ● In class discussion <p>Summative:</p> <ul style="list-style-type: none"> ● Performance Assessment: ● Country Assessments ● Trade game ● Poster Activity
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Global Fair

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 2: Current and Historical Perspectives

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.6.9-12. Critique relationships among governments, civil societies, and economic markets. • D2.Eco.3.9-12 Analyze the ways in which incentives influence what is produced and distributed in a market system • D2.Eco.4.9-12 Evaluate the extent to which competition among sellers and buyers exists in specific markets • D2.Eco.5.9-12 Describe the consequences of competition in specific markets. • D2.Econ.6.9-12. Describe the consequences of competition in specific markets • D2.Eco.6.9-12. Generate possible explanations for a government role in markets when market inefficiencies exist. 	<i>Transfer</i>	
	Students will be able to demonstrate understanding of how countries' economies are interdependent now and have been throughout history	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Current and historical perspectives of economics of traditional, communist, socialist, free market and mixed economies • The differences between economic systems and how resources are allocated in different societies with different systems. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • What economic systems are successful? • What economic systems have failed and why?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • Traditional economy • communism • socialism • free market • mixed economy • Basic Geographic approaches • Basic Economic Principles • Keys to globalization • History of Capitalism 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Making determinations about the efficacies of economic systems and policies

<ul style="list-style-type: none"> • D2.Eco.7.9-12. Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • D2.Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will think critically about examples of economics in their own lives. • Students will communicate how they make choices • Students will demonstrate making choices

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check-ins • In class discussion <p>Summative:</p> <ul style="list-style-type: none"> • Performance Assessment • Role plays • Economy game • Socratic Seminar
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Global Fair

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 3: Population, Resources and Environment

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Geo.1.9-12. Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. ● D2.Geo.2.9-12. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. ● D2.Geo.3.9-12. Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales. 	Transfer	
	Students will understand how population and available resources shape a country's economy	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> ● Population growth has helped shape economies and economic policy ● Population impacts nations and international conflict? ● What natural and renewable resources are 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How has population affected economic decision making? ● How does a country identify and exploit their resources? ● Are there environmental impacts that go beyond a country's borders?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Geographic terms ● Relationships between geography and economics ● How to calculate and segment population data 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying a country's strengths and weaknesses in a global economy based on population, Resources, and Analyze Environmental impact studies ● Analyzing maps political and topographical

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will think critically about examples of economics in their own lives. • Students will communicate how they make choices • Students will demonstrate their ability to make choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check-ins • In class discussion <p>Summative:</p> <ul style="list-style-type: none"> • Performance Assessment • Population Pyramids • Resource trade game
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Global Fair

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 4: Infrastructures, Communications, & Urban Development

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions. D2.Geo.6.9-12. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. 	Transfer	
	Students will be able to describe and discuss the impact infrastructure, communications, and urban development have on a country's economy	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> There are many aspects to infrastructure. Communication systems play a major role in a country's economic success. The development of urban areas in industrialized nations has been essential to economic development and success 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the different types of infrastructure? How does geography impact these infrastructures?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Aspects of Infrastructure Evolution of communications systems and their impact on the economy The growth of urban areas throughout the 20th century 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing data and maps to understand the impact of infrastructure Working with primary and secondary sources to make determinations about the success of shortcomings of different economies

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will think critically about examples of economics in their own lives. • Students will communicate how they make choices • Students will demonstrate the ability to make choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check-ins • In class discussion <p>Summative:</p> <ul style="list-style-type: none"> • Performance Assessment • Readings • Primary source analysis • SIMS
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Global Fair

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 5: Agriculture, Manufacturing, and Service Industries

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Geo.10.9-12. Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. D2.Eco.9.9-12. Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy. 	Transfer	
	Students will be able to distinguish between the three basic foundations of an economy and how these have changed throughout time.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> A nation's economy has developed over time through predictable and manageable growth periods. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the differences between an agricultural, manufacturing, or service economy? How have these foundations changed throughout history? How does geography influence the decision of a society to choose agriculture, manufacturing, or service?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The difference between primary, secondary and tertiary economic systems. The role and importance of the different segments of any economy to that economy's success. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Analyzing a country's data and determining what stage of development a country is in; and, what the next steps are to continue to develop.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will think critically about examples of economics in their own lives. Students will communicate how they make choices Students will demonstrate their ability to make choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check-ins • In class discussion <p>Summative:</p> <ul style="list-style-type: none"> • Performance Assessment • Readings and analyzing histories and documentation of economies around the world
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Global Fair

Windham School District Curriculum

Content Topic: Global Economics (Elective)

Unit 6: Consumption & International Trade

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will examine the global economy from the theoretical perspective of micro- and macroeconomics, as well as a geopolitical perspective. The focus of the course will be on: the geography and its impact on the economy; the historical development of Capitalism; global resources; impact of population on agriculture and manufacturing; infrastructure; cities and urban development; international trade and investment; and, developing nations.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. ● D2.Eco.3.9-12. Analyze the ways in which incentives influence what is produced and distributed in a market system ● D2.Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services. ● D2.Eco.15.9-12. Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations 	Transfer	
	Students will understand how consumption is measured and evaluated and how doing so helps understand a nation's ability to meet its needs and wants. They will also understand how international trade is used to meet the needs and wants that are not met from within an economy.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Individuals' wants are basically unlimited which causes scarcity, which all economies must deal with. ● Specialization and trade are integral to the success of any economy both internally and internationally. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What do human beings consume? ● What is the history of consumption in different societies? ● What are the approaches to international trade?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Gains from trade ● Comparative advantage ● Absolute advantage ● Trade barriers 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Determining successful and beneficial trade situations. ● Determining the limitations of trade restrictions ● Determining the benefits of free trade

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will think critically about examples of economics in their own lives. • Students will communicate how they make choices • Students will demonstrate their ability to make choices

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Check-ins • In class discussion <p>Summative:</p> <ul style="list-style-type: none"> • Performance Assessment • Trade game • Readings • Visual activities
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Global Fair

Title of Curriculum: Legacy of Greco-Roman Culture (Elective)

Unit Name	Why	How	What
Unit 1: Homeric Greece & Greek Epic	<ul style="list-style-type: none"> Students will be able to describe the history and culture of the Greco-Roman world. Students will be able to describe the origins of modern Euro-American culture in the Greco-Roman world. Students will be able to make connections between Greco-Roman culture and other areas of the high school curriculum. 	<ul style="list-style-type: none"> Describe and evaluate the archaeological and literary record for Bronze Age Greece & Troy Read and interpret Greek literature in translation Apply their knowledge and understanding of Greek epic and heroic myth to other areas of the high school curriculum and their daily lives 	<ul style="list-style-type: none"> Archaeology of Bronze Age Greece & Troy Nature of epic poetry Literary tropes in epic poetry Oral poetics vs written literature Oral history vs. history Greek epic cycle Origins of the Trojan War Heroes and heroines of the Trojan War Greco-Roman heroism vs. modern heroism Life and family of Achilles Achilles' character arc in the <i>Iliad</i> Trojan War post <i>Iliad</i> Reception of the Homeric epics in later Greek culture Parallels between Greek epic and the Biblical tradition Impact of Greek epic on Euro-American art, literature, and cinema Impact of Greek epic on the English language
Unit 2: The Greek City States (Archaic & Classical Greece)	<ul style="list-style-type: none"> Students will be able to describe the history and culture of the Greco-Roman world. 	<ul style="list-style-type: none"> Describe and evaluate the archeological and literary sources for Archaic and Classical Greece 	<ul style="list-style-type: none"> Archaeology of the Archaic Period Literary sources for Archaic Greece

	<ul style="list-style-type: none"> • Students will be able to describe the origins of modern Euro-American culture in the Greco-Roman world. • Students will be able to make connections between Greco-Roman culture and other areas of the high school curriculum. 	<ul style="list-style-type: none"> • Read and interpret Greek literature in translation • Explain how the culture and history of Classical Greece influenced European and American art, literature, and popular culture 	<ul style="list-style-type: none"> • The rise of the <i>polis</i> in Archaic Greece • Archaic art & literature • Early history of Athens (Theseus, Draco) • Solon's reforms & meritocracy in Athens • Peisistratus' Tyranny in Athens • Cleisthenes & the Athenian democracy • Spartan Society in the Archaic & Classical Period • Literary Sources for the Classical Period • Persian Empire • Persian Wars (Marathon, Salamis, Thermopylae, Platea) • Classical Greece • Classical Art & Culture • Greek Philosophy
Unit 3: Alexander and the Hellenistic Period	<ul style="list-style-type: none"> • Students will be able to describe the history and culture of the Greco-Roman world. • Students will be able to describe the origins of modern Euro-American culture in the Greco-Roman world. • Students will be able to make connections between Greco-Roman culture and other areas of the high school curriculum. 	<ul style="list-style-type: none"> • Describe and evaluate the archaeological and literary sources for Alexander and the Hellenistic Period • Read and interpret ancient literature • Explain how Alexander the Great and the Hellenistic Period has influenced European and American culture 	<ul style="list-style-type: none"> • Sources for Alexander and the Hellenistic Period (archaeology, Arrian, Curtius Rufus, Demosthenes, Old Testament, Plutarch) • Rise of Macedon • Life and career of Philip II • Demosthenes' speeches • Alexander's early life • Alexander's conquests (Arrian's account) • Alexander's death & legacy • Successor Kingdoms • Hellenistic Greek culture

Unit 4: The Rise of Rome	<ul style="list-style-type: none"> ● Students will be able to describe the history and culture of the Greco-Roman world. ● Students will be able to describe the origins of modern Euro-American culture in the Greco-Roman world. ● Students will be able to make connections between Greco-Roman culture and other areas of the high school curriculum. 	<ul style="list-style-type: none"> ● Read and interpret ancient literature ● Describe the archaeological and literary evidence for the early history of Rome ● Describe the Roman relationship with and view of Greek culture ● Discuss the lessons of early Roman history 	<ul style="list-style-type: none"> ● Sources for Early Roman History (archaeology, Livy, Polybius, Vergil) ● Aeneas as Roman ancestor (<i>Aeneid</i> 2) ● Italy before the Romans ● Founding of Rome ● Reign of Romulus ● Kings of Rome ● Birth of the Republic ● Structure of Roman Republic ● Early to Middle Republic ● Roman Culture
Unit 5: The Decline of the Republic & The Rise of the Empire	<ul style="list-style-type: none"> ● Students will be able to describe the history and culture of the Greco-Roman world. ● Students will be able to describe the origins of modern Euro-American culture in the Greco-Roman world. ● Students will be able to make connections between Greco-Roman culture and other areas of the high school curriculum. 	<ul style="list-style-type: none"> ● Read and interpret ancient literature ● Describe and evaluate the archaeological and literary evidence for Late Republic & Early Empire ● Explain the legacy of the Roman Empire in today's world 	<ul style="list-style-type: none"> ● Sources for the Late Republic & Early Empire (archaeology, Caesar, Cicero, Sallust, Suetonius) ● Political Instability in the Late Republic ● Life & Career of Cicero ● Life & Career of Julius Caesar ● Aftermath of Caesar's Death ● Julio-Claudian Dynasty ● Flavian Dynasty ● Good Emperors ● Culture of the High Empire ● Legacy of the Roman Empire in the Modern World

Windham School District Curriculum

Content: Legacy of the Greco-Roman World (Elective)

Unit 1: Homeric Greece & Greek Epic

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The two goals of this course are to provide a general understanding of the history and cultural development of the Greco-Roman world from the Bronze Age up to the fall of the Western Roman Empire. This instruction, in turn, will provide a greater understanding of American culture and history. The class will accomplish these objectives through primary and secondary readings, regular quizzes, presentations, and projects.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.His.1.9-12. Analyze how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. 	Transfer	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the history and culture of the Greco-Roman world Describe the origins of modern Euro-American culture in the Greco-Roman world Make connections between Greco-Roman culture and other areas of the high school curriculum 	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Modern American culture has its roots in Ancient Greco-Roman culture Modern literature, cinema, and television have their roots in Greco-Roman literature 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What is an epic? What makes a story epic? What is the difference between oral tradition and history? How has Homer's poetry shaped European and American art and literature?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Archaeology of Bronze Age Greece & Troy Nature of epic poetry Literary tropes in epic poetry i.e. aristeia, ekphrasis, epiphany, proem Oral poetics vs written literature Oral history vs. history Greek epic cycle Origins of the Trojan War Heroes and heroines of the Trojan War Greco-Roman heroism vs. modern heroism Life and family of Achilles Achilles' character arc in the <i>Iliad</i> 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Describing and evaluating the archaeological and literary record for Bronze Age Greece & Troy Reading and interpreting Greek literature in translation Describing the nature of epic poetry Identifying epic literary tropes in context discussing the differences between oral poetics and written literature Discussing the differences between oral history and written history

<ul style="list-style-type: none"> ● D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> ● Trojan War post <i>Iliad</i> ● Reception of the Homeric epics in later Greek culture i.e.Iliadic parody in <i>The War of the Mice and the Frogs</i> ● Parallels between Greek epic and the Biblical tradition ● Impact of Greek epic on Euro-American art, literature, and cinema ● Impact of Greek epic on the English language 	<ul style="list-style-type: none"> ● Describing the mythological origins of the Trojan War ● Distinguishing between the heroes and heroines involved in the Trojan War ● Presenting on a chosen hero or heroine to the rest of the class ● Explaining how has the concept of the hero has evolved from early Greece to today ● Describing Achilles' background and early life ● Describing Achilles' character arc in Homer's <i>Iliad</i> ● Describing the events of the Trojan War after Homer's <i>Iliad</i> ● Comparing and contrasting the Greek epic tradition and the Biblical tradition ● Describing how later Greeks received & parodied Homer's <i>Iliad</i> ● Providing examples of the impact of Greek epic on European and American art, literature, and cinema ● Providing examples of the impact of Greek epic on the English language e.g. Achilles' Heel ● Applying their knowledge and understanding of Greek epic and heroic myth to other areas of the high school curriculum and their daily lives
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2- Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading comprehension quizzes on Homer's <i>Iliad</i> • Class presentation on chosen hero/heroine in the Trojan War <p>Summative</p> <ul style="list-style-type: none"> • Essay on Homeric Greece/Greek epic • Achilles' Shield Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class discussions • Kahoots

Windham School District Curriculum

Content: Legacy of the Greco-Roman World (Elective)

Unit 2: The Greek City States (Archaic & Classical Greece)

Stage 1 - Desired Results		
<div>ESTABLISHED GOALS:</div> <p>The two goals of this course are to provide a general understanding of the history and cultural development of the Greco-Roman world from the Bronze Age up to the fall of the Western Roman Empire. This instruction, in turn, will provide a greater understanding of American culture and history. The class will accomplish these objectives through primary and secondary readings, regular quizzes, presentations, and projects.</p> <div>Content Standards:</div> <ul style="list-style-type: none">D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles.D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.D2.His.1.9-12. Analyze how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	Transfer	
	Students will be able to: <ul style="list-style-type: none">Describe the history and culture of the Greco-Roman worldDescribe the origins of modern Euro-American culture in the Greco-Roman worldMake connections between Greco-Roman culture and other areas of the high school curriculum	
	Meaning	
	ENDURING UNDERSTANDINGS - OVERARCHING Students will understand that... <ul style="list-style-type: none">Modern American culture has its roots in Ancient Greco-Roman cultureModern literature, cinema, and television have their roots in Greco-Roman literature	ESSENTIAL QUESTIONS - OVERARCHING <ul style="list-style-type: none">What role did the polis play in Greek culture and history?What does it mean to be a good citizen?What is the relationship between democracy and empire?What does it mean to live a virtuous life?
	Acquisition	
	Students will know... <ul style="list-style-type: none">Archaeology of the Archaic PeriodLiterary sources for Archaic GreeceThe rise of the polis in Archaic GreeceArchaic art & literature<ul style="list-style-type: none">poetrysculptureblack figure vs. red figure vase paintinginfluence of the Near EastLiterary sources for early Athens (Aristotle, Herodotus, Solon)Early history of Athens (Theseus, Draco)Solon’s reforms & meritocracy in Athens	Students will be skilled at... <ul style="list-style-type: none">Describing and evaluating the archeological and literary sources for Archaic and Classical GreeceReading and interpreting Greek literature in translationExplaining the development of the alphabetDescribing the art and literature of Archaic GreeceDescribing the early history of AthensDescribing and evaluating the literary record for early Athens

<ul style="list-style-type: none"> ● D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> ● Peisistratus' Tyranny in Athens ● Cleisthenes & the Athenian democracy ● Spartan Society in the Archaic & Classical Period ● Literary Sources for the Classical Period (Aristophanes, Herodotus, Thucydides, tragedy, Xenophon) ● Persian Empire <ul style="list-style-type: none"> ○ Rise of Persians (Cyrus the Great) ○ Greek view of Persians vs. Biblical view of Persians ● Persian Wars (Marathon, Salamis, Thermopylae, Platea) ● Classical Greece <ul style="list-style-type: none"> ○ Pericles' leadership of Athens ○ Birth of Athenian Empire ○ Delian League vs. Peloponnesian League ● Peloponnesian War <ul style="list-style-type: none"> ○ Plague in Athens ○ Pericles' Funeral Oration ○ Alcibiades & Demagoguery ○ Mutilation of Herms & Alcibiades' exile ○ Sicilian Expedition ○ Failure of the Athenian democracy ● Classical Art & Culture <ul style="list-style-type: none"> ○ architecture (Parthenon) ○ sculpture ● Greek Philosophy <ul style="list-style-type: none"> ○ Pre-socratics ○ Socrates (Plato's <i>Apology</i>) ○ Reception of Socratic Philosophy (Plato and Xenophon) ○ Aristotle 	<ul style="list-style-type: none"> ● Describing Solon's reforms and meritocracy in Ancient Athens ● Describing the Athenian tyranny ● Describing the origin of historical writing in Ancient Greece ● Describing the rise of the Persian Empire under Cyrus the Great ● Comparing and contrasting different outside cultural perspectives on the Persian Empire ● Describing the battles of Marathon, Salamis, Thermopylae, and Platea ● Describing the golden age of Athens before the Peloponnesian War ● Discussing the relationship between democracy and empire ● Describing the events of the Peloponnesian War ● Discussing the failures of direct democracy in Athens ● Comparing and contrasting ancient Athens and modern America ● Describing the architecture and sculpture of the Classical Period ● Comparing and contrasting Archaic Greek art with Classical Greek art ● Describing the development of philosophy in the Greek world ● Explaining the origin and development of modern citizenship and government in Classical Greece ● Explaining how the culture and history of Classical Greece influenced European and American art, literature, and popular culture
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<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Reading comprehension quizzes on primary sources <p>Summative:</p> <ul style="list-style-type: none"> Essay on archaic and classical Greece Board Game Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class discussions Kahoots

Windham School District Curriculum

Content: Legacy of the Greco-Roman World (Elective)

Unit 3: Alexander and the Hellenistic Period

Stage 1 - Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The two goals of this course are to provide a general understanding of the history and cultural development of the Greco-Roman world from the Bronze Age up to the fall of the Western Roman Empire. This instruction, in turn, will provide a greater understanding of American culture and history. The class will accomplish these objectives through primary and secondary readings, regular quizzes, presentations, and projects.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.His.1.9-12. Analyze how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. 	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the history and culture of the Greco-Roman world Describe the origins of modern Euro-American culture in the Greco-Roman world Make connections between Greco-Roman culture and other areas of the high school curriculum 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Modern American culture has its roots in Ancient Greco-Roman culture Modern literature, cinema, and television have their roots in Greco-Roman literature 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> How did Alexander the Great shape the development of the modern world? What makes a historical figure "great?" Should a government invest in the arts, humanities, and the sciences?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Sources for Alexander and the Hellenistic Period (archaeology, Arrian, Curtius Rufus, Demosthenes, Old Testament, Plutarch) Rise of Macedon Life and career of Philip II <ul style="list-style-type: none"> hostage in Greece military reforms conquest of Greek mainland Demosthenes' speeches Alexander's early life Alexander's conquests (Arrian's account) Alexander's death & legacy 	<p>Students will be skilled at...</p> <ul style="list-style-type: none"> Describing and evaluating the archaeological and literary sources for Alexander and the Hellenistic Period Reading and interpreting ancient literature Describing the rise of the kingdom of Macedon Describing the life and career of Philip II Describing Demosthenes' speeches Describing Alexander's early life Describing Alexander's campaigns Describing the end of Alexander's life and his legacy

<ul style="list-style-type: none"> D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> Successor Kingdoms <ul style="list-style-type: none"> division of Alexander's empire relations between kingdoms relation between the Hellenistic world and the Jews (Maccabees) Hellenistic Greek culture <ul style="list-style-type: none"> art & poetry Library of Alexandria (Museon) philosophy (Epicureanism. Stoicism) science & technology syncretism warfare 	<ul style="list-style-type: none"> Describing how Alexander's empire split into various Greco-Macedonian kingdoms Describing the relationship between the Hellenistic world and the Jews Describing the artistic, literary, philosophical, and scientific achievements of the Hellenistic period Explaining cultural syncretism in the Hellenistic Period Describing warfare in the Hellenistic Period Explaining how Alexander the Great and the Hellenistic Period has influenced European and American culture
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Reading comprehension quizzes on primary sources <p>Summative:</p> <ul style="list-style-type: none"> Essay on Alexander and the Hellenistic Period Social Media Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class discussions Kahoots

Windham School District Curriculum

Content: Legacy of the Greco-Roman World (Elective)

Unit 4: The Rise of Rome

Stage 1 - Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The two goals of this course are to provide a general understanding of the history and cultural development of the Greco-Roman world from the Bronze Age up to the fall of the Western Roman Empire. This instruction, in turn, will provide a greater understanding of American culture and history. The class will accomplish these objectives through primary and secondary readings, regular quizzes, presentations, and projects.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.His.1.9-12. Analyze how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. 	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the history and culture of the Greco-Roman world Describe the origins of modern Euro-American culture in the Greco-Roman world Make connections between Greco-Roman culture and other areas of the high school curriculum 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Modern American culture has its roots in Ancient Greco-Roman culture Modern literature, cinema, and television have their roots in Greco-Roman literature 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What do founding stories tell us about the cultures that tell them? What is the difference between legend and history? What lessons can modern people glean from the early history of Rome?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Sources for Early Roman History (archaeology, Livy, Polybius, Vergil) Aeneas as Roman ancestor (<i>Aeneid</i> 2) Italy before the Romans <ul style="list-style-type: none"> ethnic & cultural makeup of Italy outside influence on Roman culture (Etruscans) Founding of Rome Reign of Romulus Kings of Rome Birth of the Republic Structure of Roman Republic 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading and interpreting ancient literature Describing the archaeological and literary evidence for the early history of Rome Describing the myth of Aeneas and his link to the Romans Describing the cultural and ethnic makeup before the rise of Rome Explaining how other Italian cultures influenced the culture of early Rome Describing the founding of Rome Describing the Roman monarchy from Romulus to Tarquinius Superbus

<ul style="list-style-type: none"> ● D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> ● Early to Middle Republic <ul style="list-style-type: none"> ○ Plebeians vs. Patricians ○ Roman conquest of the Italian peninsula ○ Pyrrhus of Epirus ○ Punic Wars <ul style="list-style-type: none"> ■ Hannibal ■ Fabius Maximus ■ Scipio Africanus ■ Cato the Elder ○ Gracchii ○ Roman influence outside of Italy ● Roman Culture <ul style="list-style-type: none"> ○ Architecture ○ Art ○ <i>mos maiorum</i> ○ patron-client relationship ○ religious belief and practice ○ role and view of women ○ view of and relationship with Greeks 	<ul style="list-style-type: none"> ● Describing the story of Lucretia and the birth of the Roman Republic ● Describing the structure of the Roman government under the Republic ● Comparing and contrasting the Roman republic and modern American government ● Describing social and political conflict within Rome during the early and middle Republic ● Describing Rome's conflict with Pyrrhus of Epirus ● Describing the conflicts between Carthage and Rome ● Describing the major players in the Punic Wars and their accomplishments ● Describing the beginnings of Roman influence outside of Italy and the growth of the Roman Empire under the Republic ● Describing Roman architecture and art ● Describing the patron-client relationship and its role in Roman society ● Describing religious belief and practice in early Rome ● Describing the Roman male view of women and the role of women in Roman society ● Describing the Roman relationship with and view of Greek culture ● Discussing the lessons of early Roman history
Used in Content Area Standards		21st Century Skills
not applicable		Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading comprehension quizzes on primary sources <p>Summative:</p> <ul style="list-style-type: none"> • Essay on early Rome • Roman news report & interview
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> • Class discussions • Kahoots

Windham School District Curriculum

Content: Legacy of the Greco-Roman World (Elective)

Unit 5: The Decline of the Republic & The Rise of the Empire

Stage 1- Desired Results		
<p>ESTABLISHED GOALS:</p> <p>The two goals of this course are to provide a general understanding of the history and cultural development of the Greco-Roman world from the Bronze Age up to the fall of the Western Roman Empire. This instruction, in turn, will provide a greater understanding of American culture and history. The class will accomplish these objectives through primary and secondary readings, regular quizzes, presentations, and projects.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places that promote civic virtues and enact democratic principles. D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. D2.His.1.9-12. Analyze how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. 	<i>Transfer</i>	
	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> Describe the history and culture of the Greco-Roman world Describe the origins of modern Euro-American culture in the Greco-Roman world Make connections between Greco-Roman culture and other areas of the high school curriculum 	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Modern American culture has its roots in Ancient Greco-Roman culture Modern literature, cinema, and television have their roots in Greco-Roman literature 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Is a republic the best form of government? Why or why not? Which factors lead to the decline and fall of republics? Was the Roman Republic doomed to fail? Why or why not? What lessons can Americans learn from the decline of the Roman Republic?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Sources for the Late Republic & Early Empire (archaeology, Caesar, Cicero, Sallust, Suetonius) Political Instability in the Late Republic <ul style="list-style-type: none"> Weaknesses of the Republic Marius vs. Sulla Sulla's dictatorship Life & Career of Cicero <ul style="list-style-type: none"> legal & political speeches political career philosophical writings 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading and interpreting ancient literature Describing and evaluating the archaeological and literary evidence for Late Republic & Early Empire Explaining the roots of political instability in the Late Republic Explaining why the Roman Republic declined Discussing lessons that can be learned from the Roman Republic and if they can be applied to modern America

<ul style="list-style-type: none"> ● D2.His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. ● D2.His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. ● D2.His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. ● D2.His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. ● D2.His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. 	<ul style="list-style-type: none"> ● Life & Career of Julius Caesar <ul style="list-style-type: none"> ○ early life ○ early political career ○ First Triumvirate ○ Gallic War ○ Dictatorship & Assassination ● Aftermath of Caesar's Death <ul style="list-style-type: none"> ○ Octavian & Antony vs. the Liberators ○ Second Triumvirate ○ Antony & Cleopatra ○ Octavian vs. Antony ○ Creation of Principate ● Julio-Claudian Dynasty <ul style="list-style-type: none"> ○ Augustus ○ Tiberius ○ Caligula ○ Nero ○ Architecture, art, and literature of the Julio-Claudian Period ● Civil War of 69 AD ● Flavian Dynasty <ul style="list-style-type: none"> ○ Vespasian ○ Titus ○ Domitian ○ Flavian Amphitheater ○ Architecture, art, and literature of the Flavian Period ● Good Emperors <ul style="list-style-type: none"> ○ Second Civil War ○ Nerva ○ Trajan ○ Hadrian ○ Atoninus Pius ○ Marcus Aurelius 	<ul style="list-style-type: none"> ● Describing the conflict between Marius and Sulla ● Explaining the legacy of this conflict ● Describing Cicero's life and career ● Describing Caesar's life and career ● Describing the aftermath of Caesar's death ● Describing the creation of the Roman Principate ● Describing the emperors of the Julio-Claudian Dynasty ● Describing the architecture, art, and literature of the Julio-Claudian Period ● Describing the end of the Julio-Claudian Dynasty and the resulting civil war ● Describing the rise of the Flavian Dynasty ● Describing the Flavian emperors ● Describing the architecture, art, and literature of the Flavian Period ● Describing the Good Emperors ● Describing the architecture, art, and literature of the High Roman Empire ● Reading and interpreting the writings of Lucian ● Explaining the legacy of the Roman Empire in today's world
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	<ul style="list-style-type: none"> ● Culture of the High Empire <ul style="list-style-type: none"> ○ architecture ○ art ○ Second Sophistic <ul style="list-style-type: none"> ■ Plutarch ■ Lucian (True History) ● Legacy of the Roman Empire in the Modern World 	
Used in Content Area Standards		21st Century Skills
not applicable		Students will use one to one technology, employing 21st century skills of collaboration, communication, critical thinking and creativity.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Reading comprehension quizzes on primary sources <p>Summative:</p> <ul style="list-style-type: none"> ● Essay on late Roman Republic/Roman Empire ● Wanted Poster for Roman Emperor
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Class discussions ● Kahoots

Title of Curriculum: WHS Practical Law II (Elective)

Unit Name	Why	How	What
Unit 1: The Judicial Branch	<ul style="list-style-type: none"> Students will understand the structure and function of the Judicial Branch in the U.S. government. 	<ul style="list-style-type: none"> Analyze the structure and function of the judicial branch 	<ul style="list-style-type: none"> The structure and function of the state and federal judicial branches. The shared powers of the state and federal judiciaries. How judges are selected in the state and federal system. The difference between criminal and civil law. The difference between trial courts and appeals courts.
Unit 2: The Supreme Court	<ul style="list-style-type: none"> Students will understand that the Supreme Court is the highest court in the U.S. government and plays an important role in establishing precedent in the U.S. Students will recognize that the Supreme Court is a historical institution that has helped to shape the course of U.S. history. 	<ul style="list-style-type: none"> Analyze the institution of the Supreme Court 	<ul style="list-style-type: none"> The structure and function of the U.S. Supreme Court. How Supreme Court justices are appointed and confirmed. The relationship of the Supreme Court to the other co-equal branches of government. How to prepare an oral argument for the Supreme Court. How to present an oral argument to Supreme Court justices. Landmark cases in U.S. history (<i>chosen based on the relevancy of current events in the U.S. at the time of teaching</i>).

Unit 3: The Criminal Case and the Mock Trial	<ul style="list-style-type: none"> • Students will know that defendants have the right to a fair trial. • Students will recognize that prosecutors have the burden of proof in a criminal case 	<ul style="list-style-type: none"> • Learn the process for how a case makes it way through the court system • Analyze a case and learn how to conduct a criminal trial 	<ul style="list-style-type: none"> • The rights to which people accused of crimes are entitled • How the Sixth Amendment protects people accused of crimes • How to identify circumstances in which a jury trial is not required • The criminal justice process and proceedings before trial • The roles in a criminal trial • Criminal trial procedures
Unit 4: Sentencing and Corrections	<ul style="list-style-type: none"> • Students will understand the purpose of punishments in the criminal justice system. • Students will understand the effectiveness of the corrections system in the criminal justice system. 	<ul style="list-style-type: none"> • Analyze the role of sentencing and corrections in the criminal justice process 	<ul style="list-style-type: none"> • The purposes of punishments • Sentencing options in the justice system • The structure of the corrections system in the U.S. • The effectiveness of the corrections system in the U.S.
Unit 5: Juvenile Justice	<ul style="list-style-type: none"> • Students will understand the purpose and structure of the juvenile justice system. 	<ul style="list-style-type: none"> • The historical purpose of the juvenile justice system • The current role and state of the juvenile justice system 	<ul style="list-style-type: none"> • The history of the juvenile justice system • Procedures in the juvenile justice system • How the juvenile system compare to the adult system • The state of the juvenile justice system today

Windham School District Curriculum

Content Topic: Practical Law II (Elective)

Unit 1: The Judicial Branch

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.2.9-12. Analyze the role of citizens in the U.S. political system, with attention to various theories of democracy, changes in Americans' participation over time, and alternative models from other countries, past and present. • 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. • D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. • D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. 	Transfer	
	Students will be able to understand the structure and function of the Judicial Branch in the U.S. government.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The judicial branch is a co-equal branch of government in the U.S. government. • The judicial branch is a complex system of shared power between the states and federal government. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How is the judicial branch structured? • How does the judicial branch distribute justice in the U.S.?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The structure and function of the state and federal judicial branches. • The shared powers of the state and federal judiciaries. • How judges are selected in the state and federal system. • The difference between criminal and civil law. • The difference between trial courts and appeals courts. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Reading, writing, and thinking critically. • Evaluating a variety of sources for credibility and accuracy. • Researching sources to support a point of view. • Identifying bias in a variety of sources. • Interpreting visual media • Reading fluently with understanding • Writing for a purpose and audience • Using written documents to make inferences and draw conclusions • Analyzing the nature of cause and effect • Recognizing the difference between critical judgments and personal opinion • Speaking purposefully and articulately

<ul style="list-style-type: none"> ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and 		
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<p>digital technologies (e.g., Internet, social media, and digital documentary).</p> <ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> ● Students will collaborate and communicate effectively with peers through group discussions and simulations. ● Students will analyze and interpret information to better understand the judicial branch.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Reading quizzes ● Socratic discussions ● Informal class conversations about skills and content <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Unit Paper
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Practical Law II (Elective)

Unit 2: The Supreme Court

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● 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. ● D2.Civ.5.9-12. Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● D2.Civ.7.9-12. Apply civic virtues and democratic principles when working with others. ● D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. ● D2.Civ.12.9-12. Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. 	Transfer	
	Students will be able to understand the structure and significance of the Supreme Court in the U.S.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The Supreme Court is the highest court in the U.S. government and plays an important role in establishing precedent in the U.S. ● The Supreme Court is a historical institution that has helped to shape the course of U.S. history. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What is the significance of the role the Supreme Court has played throughout U.S. history? ● How is the Supreme Court a significant institution in the U.S.?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The structure and function of the U.S. Supreme Court. ● How Supreme Court justices are appointed and confirmed. ● The relationship of the Supreme Court to the other co-equal branches of government. ● How to prepare an oral argument for the Supreme Court. ● How to present an oral argument to Supreme Court justices. ● Landmark cases in U.S. history (<i>to be chosen based on the relevancy of current events in the U.S. at the time of teaching</i>). 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Reading, writing, and thinking critically. ● Evaluating a variety of sources for credibility and accuracy. ● Researching sources to support a point of view. ● Identifying bias in a variety of sources. ● Interpreting visual media ● Reading fluently with understanding ● Writing for a purpose and audience ● Using written documents to make inferences and draw conclusions ● Analyze the nature of cause and effect ● Recognize the difference between critical judgments and personal opinion ● Speaking purposefully and articulately

<ul style="list-style-type: none"> ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. 		
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<ul style="list-style-type: none"> ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will collaborate and communicate effectively with peers through group discussions and projects. ● Students will learn how to think critically and effectively communicate to a larger audience. ● Students will practice self-direction and coordination in preparing arguments for a larger audience.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Quizzes ● Writing Reflections <p>Summative:</p> <ul style="list-style-type: none"> ● Supreme Court Simulation
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Practical Law II (Elective)

Unit 3: The Criminal Case & The Mock Trial

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • 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. • D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 	<i>Transfer</i>	
	Students will be able to understand how a criminal case is reflective of rights guaranteed in the U.S. Constitution.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • Defendants have the right to a fair trial • Prosecutors have the burden of proof in a criminal case 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How does the American legal system impact the lives of American citizens? • What is the relationship between individual rights and the rights of the community? • What are the roles of citizens in the American legal system?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The rights to which people accused of crimes are entitled • How the Sixth Amendment protects people accused of crimes • How to identify circumstances in which a jury trial is not required • The criminal justice process and proceedings before trial • The roles in a criminal trial • Criminal trial procedures 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Reading, writing, and thinking critically. • Evaluating a variety of sources for credibility and accuracy. • Researching sources to support a point of view. • Identifying bias in a variety of sources. • Interpreting visual media • Reading fluently with understanding • Writing for a purpose and audience • Using written documents to make inferences and draw conclusions • Analyzing the nature of cause and effect • Recognizing the difference between critical judgments and personal opinion

<ul style="list-style-type: none"> ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		<ul style="list-style-type: none"> ● Speaking purposefully and articulately ● Developing a theory and supporting it with evidence
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<ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will collaborate and communicate effectively with peers through group discussions and projects. ● Students will learn how to think critically and effectively communicate to a larger audience. ● Students will practice self-direction and coordination in preparing arguments for a larger audience.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Oral questioning ● Bail Hearing Simulation ● Voir Dire Simulation ● Rules of Evidence Simulation ● Jury Deliberation Simulation <p>Summative:</p> <ul style="list-style-type: none"> ● Proceedings Before Trial Test ● Mock Trial ● Jury research paper
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Practical Law II (Elective)

Unit 4: Sentencing & Corrections

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • 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. • D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. • D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 	<i>Transfer</i>	
	Students will understand how the process of sentencing and corrections are reflective of rights guaranteed in the U.S. Constitution.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> • The purpose of punishments in the criminal justice system. • The effectiveness of the corrections system in the criminal justice system. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • What is the purpose of punishment in the criminal justice system and is it effective? • How does the corrections system treat defendants in the criminal justice system? • Should the corrections system be reformed in the U.S.?
	<i>Acquisition</i>	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The purposes of punishments • Sentencing options in the justice system • The structure of the corrections system in the U.S. • The effectiveness of the corrections system in the U.S. 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Reading, writing, and thinking critically. • Evaluating a variety of sources for credibility and accuracy. • Researching sources to support a point of view. • Identifying bias in a variety of sources. • Interpreting visual media • Reading fluently with understanding • Writing for a purpose and audience • Using written documents to make inferences and draw conclusions • Analyzing the nature of cause and effect • Recognizing the difference between critical judgments and personal opinion • Speaking purposefully and articulately

<ul style="list-style-type: none"> ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		<ul style="list-style-type: none"> ● Developing a theory and supporting it with evidence
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<ul style="list-style-type: none"> ● D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. ● D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. ● D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning ● D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will collaborate and communicate effectively with peers through group discussions and projects. ● Students will learn how to think critically and effectively communicate to a larger audience. ● Students will practice self-direction and coordination in preparing arguments for a larger audience.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> ● Quizzes ● Oral questioning ● Class discussions ● Writing reflections Summative: <ul style="list-style-type: none"> ● Prison Debate
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Practical Law II (Elective) Unit 5: Juvenile Justice

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical readers, writers, and thinkers, as they learn about the significance of the U.S. government. They will understand and apply basic knowledge of the structure and function of the U.S. government. They will also understand and apply how the government plays an active role in their lives. Students will learn why it is important to become an informed and engaged citizen in a democracy.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Civ.1.9-12. Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. D2.Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. 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. D2.Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles. D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. 	Transfer	
	Students will be able to understand the purpose and structure of the juvenile justice system.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING</p> <p><i>Students will understand:</i></p> <ul style="list-style-type: none"> The historical purpose of the juvenile justice system The current role and state of the juvenile justice system 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What is the historical purpose of the juvenile justice system What is the current role and state of the juvenile justice system? Is it effective, or should it be reformed?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The history of the juvenile justice system Procedures in the juvenile justice system How the juvenile system compare to the adult system The state of the juvenile justice system today 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Reading, writing, and thinking critically. Evaluating a variety of sources for credibility and accuracy. Researching sources to support a point of view. Identifying bias in a variety of sources. Interpreting visual media Reading fluently with understanding Writing for a purpose and audience Using written documents to make inferences and draw conclusions Analyzing the nature of cause and effect Recognizing the difference between critical judgments and personal opinion Speaking purposefully and articulately Developing a theory and supporting it with evidence

<ul style="list-style-type: none"> ● D2.Civ.13.9-12. Evaluate public policies in terms of intended and unintended outcomes, and related consequences. ● D2.Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● 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. ● D3.3.9-12. Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims. ● D3.4.9-12. Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both. ● D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. ● D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). ● D4.3.9-12. Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). 		
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<ul style="list-style-type: none"> • D4.4.9-12. Critique the use of claims and evidence in arguments for credibility. • D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations. • D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning • D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. 		
Used in Content Area Standards		21st Century Skills
not applicable		<ul style="list-style-type: none"> • Students will collaborate and communicate effectively with peers through group discussions and projects. • Students will learn how to think critically and effectively communicate to a larger audience. • Students will practice self-direction and coordination in preparing arguments for a larger audience.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Quizzes • Oral questioning • Class discussions • Writing reflections <p>Summative:</p> <ul style="list-style-type: none"> • Juvenile Justice Research Project
	OTHER EVIDENCE:

Title of Curriculum: WHS Psychology (Elective)

Unit Name	Why	How	What
Unit 1: Introduction and Research Methods	<ul style="list-style-type: none"> Students will have an understanding of the history of psychology and how it has changed over time. Students will understand how psychologists conduct research and how research is evaluated and interpreted. 	<ul style="list-style-type: none"> Identify the study of psychology and the different viewpoints through various texts that attempt to explain human behavior Describe the different research methods and procedures for experimenting through text readings and video supplements. Analyze ethical scenarios to show how psychologists are held accountable in their profession. 	<ul style="list-style-type: none"> What is psychology History of psychology Perspectives of psychology Observation methods Scientific method and use in psychology Experiments and ethics
Unit 2: Brain and Biology	<ul style="list-style-type: none"> Students will understand how biology and physical development impact psychological development. 	<ul style="list-style-type: none"> Identify the parts of the nervous system, brain and endocrine system to show how they influence human behavior/psychology. Describe the debate surrounding nature vs. nurture to explain human behavior. 	<ul style="list-style-type: none"> Nervous System The brain Endocrine System Nature vs. Nurture
Unit 3: Learning and Memory	<ul style="list-style-type: none"> Students will be able to understand how they learn and apply it to their own lives 	<ul style="list-style-type: none"> Identify the different ways in which people learn and applying them in the real world through readings, labs, video clips 	<ul style="list-style-type: none"> Classical conditioning Operant conditioning Cognitive learning

	<ul style="list-style-type: none"> Students will learn how memories are stored and will learn effective ways to improve their own memory. 		
Unit 4: Stages and Types of Development	<ul style="list-style-type: none"> Students will understand how the stages of development influence/impact human behavior/psychology. 	<ul style="list-style-type: none"> Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development Explain issues of continuity/discontinuity and stability/ change Distinguish methods used to study development Describe the role of sensitive and critical periods in development Discuss issues related to the end of life Describe the principles of observational and cognitive learning Apply observational and cognitive learning to everyday life 	<ul style="list-style-type: none"> Infancy and Early Childhood Adolescence Adulthood
Unit 5: Personality	<ul style="list-style-type: none"> Students will be able to understand how biology and environment influence who we are as people and what motivates human behavior. 	<ul style="list-style-type: none"> Describe the theories on how personality develops through readings and video supplements Investigate the accuracy of personality tests and explaining the limitations of such tests 	<ul style="list-style-type: none"> Theories on personality <ul style="list-style-type: none"> Psychoanalytic Humanistic Social Cognition Trait Personality Tests

Unit 6: Abnormal Psychology and Psych Disorders	<ul style="list-style-type: none"> Students will understand the different classifications of psych disorders and how a psychological disorder can influence or change a person's life 	<ul style="list-style-type: none"> Describe how psych disorders are classified using the textbook and DSM-IV as a reference. Describe the different psychological disorders by evaluating text, video and primary source materials. 	<ul style="list-style-type: none"> Classification of disorders Anxiety and Mood Disorders Schizophrenia Dissociative Disorders Personality Disorders
Unit 7: Social Psychology	<ul style="list-style-type: none"> Students will understand how the elements of psychology mold ideas and influence our relationships 	<ul style="list-style-type: none"> Identify how attitudes develop and impact behavior. Identify the ways in which a person can be persuaded. Identify and explain how prejudice is formed and its impact on behavior. Explain what factors influence our perception of other people. Identify and explain how people use nonverbal communication 	<ul style="list-style-type: none"> Attitudes and Persuasion Prejudice Social perception Group behavior Conformity and Obedience Nonverbal Communication
Unit 8: Consciousness	<ul style="list-style-type: none"> Students will understand that our thoughts, emotions, feelings exist on different levels of consciousness Students will have a deeper understanding of how behavior can be driven by unconscious motives 	<ul style="list-style-type: none"> Examine the different levels of consciousness through Freud's iceberg metaphor and creating our own metaphor Identify the altered states of consciousness through text readings, videos and supplemental readings. Interpret dreams using Freud's dream analysis to foster understanding of what our dreams mean or why we dream. 	<ul style="list-style-type: none"> Levels of consciousness-Freud Altered States <ul style="list-style-type: none"> Sleeping and dreaming Drugs and alcohol Meditation

Windham School District Curriculum

Content Topic: Psychology (Elective)

Unit 1: Introduction History and Research Methods

Stage 1 Desired Results			
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> D2.Psy.1.9-12: Demonstrate a basic understanding of the scientific methods that are at the core of psychology. D2.Psy.3.9-12: Discuss theories, methodologies, and empirical findings necessary to plan, conduct, and especially interpret research results. D2.Psy.4.9-12: Adhere to and consider the impact of American Psychological Association and federal guidelines for the ethical treatment of human and nonhuman research participants. D2.Psy.6.9-12: Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics. D2.Psy.13.9-12: Explain common themes across the field of psychological science, including ethical 	<i>Transfer</i>		
	Students will be able to understand the history of the field of psychology and the way in which psychological research is conducted, evaluated, and interpreted.		
	<i>Meaning</i>		
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> Psychology is a science. Like other scientists, psychologists seek to explain and control behavior and mental processes and test their ideas through research methods. While there are many fields of psychology, they all focus on studying and explaining behavior & mental processes. Since ancient times, philosophers & scientists have studied behavior & mental processes continuing to refine and develop these studies. Contemporary psychologists seek to expand traditional research to develop new and different approaches. Psychologists follow similar steps to scientists in conducting their research. Psychologists use many different methods when gathering information including: surveying, observation, and experimentation. In all cases, psychologists must consider the ethical issues involved in their experiments. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What is psychology? What were the important trends in the history of psychology? What approaches have been/are used in the study of psychology? What methods are used by psychologists to gather information? What are the advantages and disadvantages of these methods? What ethical concerns arise in psychological research? 	

<p>issues, diversity, developmental issues, and concerns about health and wellbeing.</p> <ul style="list-style-type: none"> ● D2.Psy.14.9-12: Use information from different psychological sources to generate research questions. ● D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena. ● D2.Psy.16.9-12: Use critical thinking skills to become better consumers of psychological knowledge. ● D2.Psy.17.9-12: Acknowledge the interconnectedness of knowledge in the discipline of psychology. 		
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● The history and development of Psychology ● Fields of Psychology ● Research methods 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying historical and current leaders in the field of psychology. ● Identifying and contextualizing the different fields of psychology and careers found in each field. ● Conducting research in the field of psychology using the scientific method.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will think critically about how psychological research can be used to better understand themselves and others. ● Students will communicate how psychology has helped us to better understand our mental processes. ● Students will demonstrate the wide variety of fields and careers found in Psychology.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Check ins ● Chapter Readings <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Unit Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Careers in Psychology Project

Windham School District Curriculum

Content Topic: Psychology (Elective) Unit 2: Brain & Biology

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Psy.2.9-12: Investigate human behavior from biological, cognitive, behavioural, and sociocultural perspectives. ● D2.Psy.9.9-12: Describe biological, psychological, and sociological factors that influence individuals' cognition, perception, and behavior. ● D2.Psy.10.9-12: Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. ● D2.Psy.11.9-12: Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. ● D2.Psy.13.9-12: Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. 	Transfer	
	Students will be able to understand how biology and physical development impact psychological development.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The nervous system contains millions of neurons which communicate with one another through the central and peripheral nervous systems. ● The human brain has many parts that work together to coordinate body movement, create thought and emotions, and shape behaviors. ● The endocrine system produces hormones that affect growth, development, and some behaviors. ● Heredity is the transmission of characteristics from parents to offspring. Both heredity and environment shape an individual's personal traits. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What are the structures and functions of the human brain, nervous system, and endocrine system? ● How does the brain, nervous system, and endocrine system affect human behavior? ● What are the various ways used to study the brain?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Parts of the brain and function ● Nervous system(s) and function ● Endocrine system and function 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Identifying key biological systems ● Connecting biological systems to psychological outcomes

<ul style="list-style-type: none"> ● D2.Psy.14.9-12: Use information from different psychological sources to generate research questions. ● D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena. ● D2.Psy.16.9-12: Use critical thinking skills to become better consumers of psychological knowledge. ● D2.Psy.17.9-12: Acknowledge the interconnectedness of knowledge in the discipline of psychology. ● D2.Psy.22.9-12: Use psychological knowledge to promote healthy lifestyle choices. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will think critically about how biological systems impact psychological behavior. ● Students will communicate how understanding biology has helped us to better understand psychology. ● Students will demonstrate connections between biological systems and psychological outcomes.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Check ins ● Chapter Readings <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test Assessment ● Unit Project
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Psychology (Elective) Unit 3: Learning & Memory

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Psy.6.9-12 Collect and analyze data designed to answer a psychological question using basic descriptive and inferential statistics D2.Psy.9.9-12 Describe biological, psychological and sociocultural factors that influence individuals cognition, perceptions and behavior D2.Psy.18.9-12 Apply psychological knowledge to their daily lives D2.Psy.22.9-12 Use psychological knowledge to promote healthy lifestyle choices D1.1.9-12. Explain how a question reflects an enduring issue in the field. D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 	Transfer	
	Students will be able to understand how they learn and apply it to their own lives as well as how memories are stored and effective ways to improve their own memory.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> How they and others learn and be able to apply that to their school, career They can improve their memory by using various strategies 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <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? How do humans learn?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The principles of classical conditioning How classical conditioning applies to everyday life, especially their own The principles of operant conditioning How to apply the principles of operant conditioning to everyday life The 3 stages of memory and how memories are encoded and stored The different strategies for how to improve memory and retrieve memory That memories are malleable and that their memories can't always be trusted as their perspective, bias can influence what really happened 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Conducting research in the field of psychology Applying knowledge about memory and learning to their daily lives Using knowledge about learning and memory to lead a healthy lifestyle

<i>Used in Content Area Standards</i>	<i>21st Century Skills</i>
<i>not applicable</i>	<ul style="list-style-type: none"> • Students will think critically about how psychological research in learning and memory can be used to better understand themselves and others. • Students will communicate, using technology, the process of memory and how it can be improved • Students will work cooperatively in groups to explain how people learn differently

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Reading checks • Mini quizzes on unit • In class group project/presentation <p>Summative</p> <ul style="list-style-type: none"> • Unit Test • Unit Project
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Psychology (Elective)

Unit 4: Stages & Types of Development

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p>Content Standards:</p> <ul style="list-style-type: none"> D2.Psy.8.9-12. Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people. D2.Psy.9.9-12. Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception, and behavior. D2.Psy.10.9-12. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. D2.Psy.11.9-12. Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities. D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena. 	Transfer	
	Students will be able to explain how the stages of development influence/impact human behavior/psychology.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that:</i></p> <ul style="list-style-type: none"> Human development follows a predictable pattern in the areas of physical, cognitive, social, and moral development. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> Are there ways to analyze and predict human development throughout life? How do we recognize what stages of development people are in? How can individuals be helped during and through these stages if needed?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> Theories of cognitive development Theories of moral development Theories of social development Methods and issues in lifespan development Theories of lifespan development Prenatal development and the newborn Infancy (i.e., the first two years of life) Childhood Adolescence Adulthood and aging 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Explaining the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development Explaining issues of continuity/discontinuity and stability/ change Distinguishing methods used to study development Describing the role of sensitive and critical periods in development Discussing issues related to the end of life Describing the principles of observational and cognitive learning Applying observational and cognitive learning to everyday life

<ul style="list-style-type: none"> D2.Psy.16.9-12: Use critical thinking skills to become better consumers of psychological knowledge. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will think critically about how psychological research can be used to better understand themselves and others. Students will communicate how psychology has helped us to better understand our mental processes. Students will demonstrate the wide variety of fields and careers found in Psychology.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENTS:</p> <p>Formative:</p> <ul style="list-style-type: none"> Interviews Chapter Readings Vocabulary Checks <p>Summative:</p> <ul style="list-style-type: none"> Unit Test Unit project
	OTHER EVIDENCE:

Windham School District Curriculum

Content Topic: Psychology (Elective) Unit 5: Personality

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> • D2.Psy.2.9-12 Investigate human behavior from biological, cognitive, behavioral and sociocultural perspectives • D2.Psy.7.9-12 Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior • D2.Psy.8.9-12 Explain the complexities of human thought and behavior as well as the factors related to the individual differences among people • D2.Psy.9.9-12 Describe biological, psychological, and sociocultural factors that influence individuals' cognition, perception and behavior • D2.Psy.18.9-12 Apply psychological knowledge to their daily lives • D2.Psy.19.9-12 Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal and social issues 	<i>Transfer</i>	
	Students will be able to understand how biology and environment influence who people are and what motivates human behavior.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Psychologists support the trait approach believe that personality traits are inborn and unchanging. Many trait theorists believe that people can be measured according to five basic personality factors. • The psychoanalytic approach stresses the influence of the unconscious on personality. Freud, Jung, Adler, Horney, and Erikson are among the most important psychoanalytic theorists. • The learning approach has two branches: behaviorism and social-learning theory. Behaviorists believe that our actions are learned. Social-learning theorists believe we learn by observation. • Humanistic psychologists believe that people shape their personalities through free choice and action. Sociocultural psychologists focus on the roles of ethnicity, gender, and culture in personality formations. • Objective tests and projective tests can help to describe and measure various aspects of personality. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> • How do psychologists define and study personality? • How do we reliably measure personality and interpret personality in behavior?

<ul style="list-style-type: none"> ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge ● D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> ● The different theories surrounding personality and how it develops <ul style="list-style-type: none"> ○ trait approach ○ psychoanalytic ○ learning ○ humanistic 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> ● Distinguishing the different theories on personality ● Connecting their own personalities to the different theories discussed ● Understanding how personality tests are used and why
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will communicate how psychology has helped us to better understand our mental processes and behavior ● Students will collaborate with each other to explain what motivates human behavior

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> ● Quizzes ● Presentations ● Reading checks Summative: <ul style="list-style-type: none"> ● Unit Test ● Performance Assessment: Unit Project
	OTHER EVIDENCE: <ul style="list-style-type: none"> ● Class discussions

Windham School District Curriculum

Content Topic: Psychology (Elective)

Unit 6: Abnormal Psychology & Psych Disorders

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Psy.8.9-12 Explain the complexities of human thought and behavior, as well as the factors related to the individual differences among people ● D2.Psy.11.9-12 Identify the role psychological science can play in helping us understand differences in individual cognitive and physical abilities ● D2.Psy.16.9-12 Use critical thinking skills to become better consumers of psychological knowledge ● D2.Psy.19.9-12 Apply the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal and social issues ● D1.1.9-12. Explain how a question reflects an enduring issue in the field. 	Transfer	
	Students will understand how psychological disorders are diagnosed, treated and how individual lives are impacted by a psychological disorder.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Psychological disorders are complex and can greatly impact the lives of those with the disorders as well as friends of families of those afflicted 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● How do psychologists measure and define abnormal behavior? ● How are the various psychological disorders identified and studied? ● What impact do these psychological disorders have on individuals?
	Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● How psychologists diagnose psychological disorders ● The different categories of psychological disorders ● The major psychological disorders ● How psychological disorders can impact an individual's life 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> ● Critically analyzing case studies and distinguishing between disorders ● Identifying disorders ● Understanding how psychological disorders impact the individual and those around them

<ul style="list-style-type: none"> ● D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge ● D1.5.9-12. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. 		
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> ● Students will think critically and analyze case studies to explain how psychological disorders impact the individual and society ● Students will communicate via technology how psychology has helped us to better understand our mental processes and how psychological disorders develop

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Quizzes ● Reading checks ● mini projects ● Group Presentations/Individual presentations ● Case studies <p>Summative:</p> <ul style="list-style-type: none"> ● Unit Test ● Performance Assessment: Unit Project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> ● Class discussions

Windham School District Curriculum

Content Topic: Psychology (Elective) Unit 7: Social Psychology

Stage 1 Desired Results		
<p>ESTABLISHED GOALS:</p> <p>Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p><i>Content Standards:</i></p> <ul style="list-style-type: none"> ● D2.Psy.2.9-12: Investigate human behavior from biological, cognitive, behavioural, and sociocultural perspectives. ● D2.Psy.7.9-12: Explore multicultural and global perspectives that recognize how diversity is important to explaining human behavior. ● D2.Psy.9.9-12: Describe biological, psychological, and sociological factors that influence individuals' cognition, perception, and behavior. ● D2.Psy.12.9-12: Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. ● D2.Psy.13.9-12: Explain common themes across the field of psychological science, including ethical issues, diversity, developmental issues, and concerns about health and wellbeing. ● D2.Psy.14.9-12: Use information from different psychological sources to generate research questions. 	<i>Transfer</i>	
	Students will be able to understand how the elements of social psychology mold ideas and influence relationships.	
	<i>Meaning</i>	
	<p>ENDURING UNDERSTANDINGS - OVERARCHING <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Attitudes are an important aspect of our psychological lives because they are a major motivator for how we behave and view the world. ● People use a range of persuasive techniques to try to change other people's attitudes. These techniques can be direct, relying on logic or evidence, or indirect, relying on emotions or perceptions. ● Prejudice occurs when people prejudge and stereotype other groups, and it can result in discrimination. Prejudice has deep-seated social and psychological causes that can be overcome. ● Social perception refers to how we see and what we feel about others. Social perception is heavily influenced by first impressions, differing vantage points, and nonverbal cues. ● People behave differently in groups than they do as individuals. Often, they are willing to take greater risks in groups. ● The pressure to conform is an indirect social influence on behavior. The power of people in positions of authority is a more direct social influence. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> ● What are “attitudes”, and how do they develop and relate to behavior? ● What influence can persuasion have on people’s attitudes and behavior? ● What are the main causes of prejudice and how can it be overcome? ● What are some factors that may influence our perceptions of others? ● How can group membership influence individual behavior? ● What are the main theories of social obedience?

<ul style="list-style-type: none"> • D2.Psy.15.9-12: Use existing evidence and formulate conclusions about psychological phenomena. • D2.Psy.16.9-12: Use critical thinking skills to become better consumers of psychological knowledge. • D2.Psy.17.9-12: Acknowledge the interconnectedness of knowledge in the discipline of psychology. • D2.Psy.21.9-12: Discuss ways in which the applications of psychological science can address domestic and global issues. • D2.Psy.23.9-12: Apply psychological knowledge to civic engagement. 	Acquisition	
	<i>Students will know...</i> <ul style="list-style-type: none"> • Attitude • Persuasion • Prejudice • Social Perception • Nonverbal communication 	<i>Students will be skilled at...</i> <ul style="list-style-type: none"> • Identifying how attitudes develop and impact behavior. • Identifying the ways in which a person can be persuaded. • Identifying and explaining how prejudice is formed and its impact on behavior. • Explaining what factors influence our perception of other people. • Identifying and explaining how people use nonverbal communication.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> • Students will think critically about how attitudes and prejudice form. • Students will communicate how persuasion and social perception work to form our attitudes and prejudices. • Students will demonstrate that social psychological awareness impacts personal and professional relationships.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	ASSESSMENT: Formative: <ul style="list-style-type: none"> • Check Ins • Chapter Readings Summative: <ul style="list-style-type: none"> • Performance Assessment: Unit Project
	OTHER EVIDENCE: <ul style="list-style-type: none"> • Class discussions

Windham School District Curriculum

Content Topic: Psychology (Elective) Unit 8: Consciousness

Stage 1 Desired Results		
<p>ESTABLISHED GOALS: Students will become critical thinkers and demonstrate an understanding of the human thought processes and human behaviors. They will understand and apply knowledge of psychology to analyze/explain human behavior. Students will study various psychological topics through text readings, case studies, video supplements and conducting their own research to explore the foundations and principles of psychology.</p> <p>Content Standards: (APA National Standards for High School Psychology)</p> <ul style="list-style-type: none"> 1.1 Identify states of consciousness 1.2 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit) 2.1 Describe the circadian rhythm and its relation to sleep 2.2 Describe the sleep cycle 2.3 Compare theories about the functions of sleep 2.4 Describe types of sleep disorders 2.5 Compare theories about the functions of dreams 3.1 Characterize the major categories of psychoactive drugs and their effects 3.2 Describe how psychoactive drugs act at the synaptic level 3.3 Evaluate the biological and psychological effects of psychoactive drugs 	Transfer	
	Students will be able to understand that the human condition exists on a conscious and unconscious level.	
	Meaning	
	<p>ENDURING UNDERSTANDINGS - <i>Students will understand that:</i></p> <ul style="list-style-type: none"> The human brain sometimes manages different information on many different levels. Chemicals can influence conscious awareness Sleep plays a crucial role in human psychology. 	<p>ESSENTIAL QUESTIONS - OVERARCHING</p> <ul style="list-style-type: none"> What are the levels of human consciousness? Do dreams have meaning? Is it possible to access memories, events, or traumas through dream analysis, psycho analysis, or hypnosis?
Acquisition		
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> The relationship between conscious and unconscious processes Characteristics of sleep and theories that explain why we sleep and dream Categories of psychoactive drugs and their effects Other states of consciousness 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> Applying psychological knowledge to their daily lives. Applying the major theoretical approaches in psychology to educational, emotional, political, ethical, motivational, organizational, personal, and social issues. Suggesting psychologically based ethical solutions to actual problems including, but not limited to, those encountered in education, business and industry, and the environment. Discussing ways in which the applications of psychological science can address domestic and global issues. Using psychological knowledge to promote healthy lifestyle choices.

<ul style="list-style-type: none"> 3.4 Explain how culture and expectations influence the use and experience of drugs 		<ul style="list-style-type: none"> Applying psychological knowledge to civic engagement.
Used in Content Area Standards		21st Century Skills
<i>not applicable</i>		<ul style="list-style-type: none"> Students will think critically about how psychological research can be used to better understand themselves and others. Students will communicate how psychology has helped us to better understand our mental processes. Students will demonstrate the wide variety of fields and careers found in Psychology.

Stage 2 - Evidence	
Evaluative Criteria	Assessment Evidence
	<p>ASSESSMENT:</p> <p>Formative:</p> <ul style="list-style-type: none"> Chapter readings Check-ins <p>Summative:</p> <ul style="list-style-type: none"> Unit Summative Unit project
	<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> Class discussions Large Formative

AP Social Studies Curriculum

We are pleased to have the ability to offer a wide array of AP Social Studies courses to our students at WHS. These courses include:

- AP US History
- AP European History
- AP Human Geography
- AP Economics
- AP Psychology
- AP US Government
- AP Comparative Government

The College Board requires that any course signified as “AP” must submit a course syllabus for approval by the College Board. Therefore, we have chosen to include these syllabi as the curriculum for these courses.

Advanced Placement Comparative Government and Politics Course Syllabus

Course Description:

This is a college level course taught in a one-year time frame. This course introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures, policies, and political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues.

Texts and Readings:

Students will be responsible for assigned readings in the following college level textbook:

Patrick H. O'Neil, Karl Fields, and Don Share. *Essentials of Comparative Politics*, W.W. Norton & Company, 2018.

Students will be responsible for supplemental readings from the Choices Program at Brown University:

International Trade in a Globalized World

Between Two Worlds: Mexico at the Crossroads

Russia's Transformation: Challenges for U.S. Policy

China on the World Stage: Weighing the U.S. Response

Iran Through the Looking Glass: History, Reform, and Revolution

Nigeria: History Identity, and Change

Current Events:

It is critical for students to keep up with current events in comparative government. Students will be responsible for readings from various current events sources:

Newspapers: *The New York Times*, *The Wall Street Journal*, *The Christian Science Monitor*, *The Washington Post*

Magazines: *Time*, *Newsweek*, *U.S. News and World Report*, *The Economist*

Television: The PBS NewsHour, Washington Week In Review, CNN, FOX, BBC, etc.

Course Evaluation:

Students will be evaluated through a variety of measures throughout the course: multiple choice tests, free response questions, regular quizzes, Socratic seminars, current events presentations, public policy presentations, analytical and interpretive essays, panel discussions, and additional projects.

Course Outline:

Unit I: Introduction to Comparative Politics and Globalization (3-4 weeks)

Content:

1. Purposes and methods of comparison and classification

- Ways to organize government
- Normative and empirical questions

2. Concepts (state, nation, regime, government)

3. Process and policy (what is politics; purpose of government; what are political science and comparative politics; common policy challenges)

Readings:

O'Neil, Fields, and Share: Chapters 1, 2, and 11

Current Events Articles: articles from various sources related to major themes and content in the course introduction

The Choices Program Brown University: *International Trade in a Globalized World*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Current events presentations

Public policy presentations

Panel discussions

Analysis and interpretation of charts, graphs, and other data

- Internet Development Lesson – How do the six countries compare?
 - o Students use resources (charts, graphs, and data) from the Internet to research the Gini Index, GDP per capita, HDI, civil rights and liberties, etc. to compare the six countries – students rank the development of each country based on this data
- Using the CIA World Factbook, Freedom House website, the Economist website, construct a comparison chart featuring population, territory, HDI, GDP, PPP, Economic, Political/ Civil Liberty Freedom figures. Analyze relationships using methods. (Taken from one of the sample syllabi provided by the College Board)

Unit II: Democratic Regimes and Mexico (4 weeks)

Content:

All of the following topics/themes will be taught through a case study on Mexico:

1. Sovereignty, Authority, and Power

2. Political Institutions
3. Citizens, Society, and the State
4. Political and Economic Change
5. Public Policy

Readings:

O'Neil, Fields, and Share: Chapter 6 and Case 5 (Mexico)

Current Event Articles: articles from various sources that relate to the themes and content in the Mexico unit
The Choices Program Brown University: *Between Two Worlds: Mexico at the Crossroads*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Current events presentations

Public policy presentations

Panel discussions

Political party posters

Mexico public policy research paper

Analysis and interpretation of charts, graphs, and other data

- *The Economist* Article Discussion: *Mexico's Political System: Redrawing the Federal Map*
- Data analysis activity on social cleavages in Mexico

Unit III: Developed Democracies: The United Kingdom and the European Union (6 weeks)

Content:

All of the following topics/themes will be taught through a case study on the UK and EU:

1. Sovereignty, Authority, and Power
2. Political Institutions
3. Citizens, Society, and the State
4. Political and Economic Change
5. Public Policy
6. Comparisons made to Mexico

Readings:

O'Neil, Fields, and Share: Chapters 6, 7, and Case 1

Current events Articles: articles from various sources related to major themes and content in the Advanced Democracies unit

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Country context questions

Current events presentations

Public policy presentations

Panel discussion on parliamentary v. presidential systems (Mexico and UK as case studies)

Brexit Socratic Seminar

Political party ads

Analysis and interpretation of charts, graphs, and other data

- Data analysis of UK political parties and Brexit
- Polling data analysis in relation to Brexit
- Charts comparing presidential and primary systems of government

Unit IV. Communism, Post-Communism and Russia (4 weeks)**Content:**

All of the following topics/themes will be taught through a case study on Russia:

1. Sovereignty, Authority, and Power
2. Political Institutions
3. Citizens, Society, and the State
4. Political and Economic Change
5. Public Policy
6. Comparisons made to Mexico, the UK, and EU

Readings:

O'Neil, Fields, and Share: Chapter 9 and Case 2

Current Events Articles: articles from various sources related to major themes and content in the Russia unit

The Choices Program Brown University: *Russia's Transformation: Challenges for U.S. Policy*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Country context questions

Current events presentations

Public policy presentations

Panel discussion on Russian oil industry and government's legitimacy

- Analysis and interpretation of charts, graphs, and other data as needed to provide evidence for the panel discussion

Unit V. Nondemocratic Regimes and China (4 weeks)**Content:**

All of the following topics/themes will be taught through a case study on China:

1. Sovereignty, Authority, and Power
2. Political Institutions
3. Citizens, Society, and the State
4. Political and Economic Change
5. Public Policy
6. Comparisons made to Mexico, the UK and EU, and Russia

Readings:

O'Neil, Fields, and Share: Chapter 8 and Case 3

Current Events Articles: articles from various sources related to major themes and content in the China unit

The Choices Program Brown University: *China on the World Stage: Weighing the U.S. Response*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Country context questions

Current events presentations

Public policy research paper

Panel discussion on Chinese government and social media

Public policy research paper

Analysis and interpretation of charts, graphs, and other data

- Freedom House and Models of Nondemocratic Rule Activity

Unit VI. Nondemocratic Regimes and Iran (3-4 weeks)

Content:

All of the following topics/themes will be taught through a case study on Iran:

1. Sovereignty, Authority, and Power
2. Political Institutions
3. Citizens, Society, and the State
4. Political and Economic Change
5. Public Policy
6. Comparisons made to Mexico, the UK and EU, Russia, and China

Readings:

O'Neil, Fields, and Share: Chapter 8 and Case 4

Current Events Articles: articles from various sources related to major themes and content in the Iran unit

The Choices Program Brown University: *Iran Through the Looking Glass: History, Reform, and Revolution*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Country context questions

Current events presentations

Public policy presentations

Panel discussions

Analysis and interpretation of charts, graphs, and other data

- Freedom House and Models of Nondemocratic Rule Activity

Unit VII. Less Developed, Newly Industrializing Countries and Nigeria (3-4 weeks)

Content:

All of the following topics/themes will be taught through a case study on Nigeria:

1. Sovereignty, Authority, and Power
2. Political Institutions
3. Citizens, Society, and the State

4. Political and Economic Change
5. Public Policy
6. Comparisons made to Mexico, the UK and EU, Russia, China, and Iran

Readings:

O'Neil, Fields, and Share: Chapter 10 and Case 6

Current Events Articles: articles from various sources related to major themes and content in the Nigeria unit

The Choices Program Brown University: *Nigeria: History Identity, and Change*

Assessments:

Multiple Choice Exam

Short Answer Concept Questions

Conceptual Analysis Questions

Country Context questions

Current events presentations

Public policy presentations

Panel discussion on Nigeria and democratization

Analysis and interpretation of charts, graphs, and other data

- Identifying the emerging and shifting risks of election violence in Nigeria's 2019 election – analysis of the Nigerian electoral landscape (through maps and data) and its impact on the 2019 elections

Review for AP Exam (1 -2 weeks)

- Research and prepare presentation for a part of a comparative chart (which compares six comparative countries)
- Students are assigned in groups to create a website for a developing country (China, Mexico, Nigeria, or Iran). Included in the site are comparisons between it and other core countries (Great Britain and Russia), analyses of major political issues hampering economic development and extension of human rights, best and worst-case scenario for the next five years, annotated bibliography of at least six sources used in preparation of site information, links to pertinent other information sites, and discussion of bias and credibility. Maps, graphs, and charts must be included in each website. Each group presents the website and makes it available to the rest of the class. (Taken from one of the sample syllabi provided by the College Board)

AP Micro/Macroeconomics Syllabus

Text: *Principles of Economics, Eighth Edition*, N. Gregory Mankiw New York: Cengage Learning: 2018

Video Series: ACDC Economics; Jacob Clifford

Class Activities/Work:

- Use of *Grokking Economics* Website for Graphing analysis and practice. Produced by Dick Brunelle and Steven Reff 2015.
- ACDC Ultimate review Packets
- *AP Economics Examination: Fourth Edition* D&S Marketing Systems 2013

Course Description:

“The purpose of this AP course in Micro and Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.” (AP Course Description Manual 2019)

AP Outline and Pacing Guide

Unit	# of Days	Topics	% of AP Test	Mankiw Chapters
<u>Micro Unit 1</u> Intro to Econ	9	Scarcity Resource Allocation Economic Systems Production Possibility Curve Comparative Advantage/Trade Cost Analysis Marginal Analysis and Consumer Choice	12-15%	1, 2, 3
<u>Micro Unit 2</u> Supply & Demand	13	Demand Supply Price Elasticity of Demand Price Elasticity of Supply	20-25%	4, 5, 6, 9

		Other Elasticities Market Equilibrium CS/PS Market Disequilibrium Changes in Equilibrium Effects of Government Interventions International Trade/Public Policy		
<u>Micro Unit 3</u> Production cost, and the Perfect Competition Model	7	The Production Function Short Run Production costs Long Run Production Costs Types of Profit Profit Maximization Firms' Short-Run Decisions to Product and Long Run Decisions to Enter/Leave Markets Perfect Competition	22-25%	13, 14
<u>Micro Unit 4</u> imperfect Competition	10	Imperfectly Competitive Markets Monopoly Price Discrimination Monopolistic Competition Oligopoly and Game Theory	15-22%	14, 15, 16, 17
<u>Micro Unit 5</u> Factor Markets	10	Introduction to Factor Markets Changes in Factor Demand Changes in Factor Supply Profit Maximizing in Perfectly Competitive Factor Markets Monopsonistic Markets	10-13%	18, 19
<u>MicroUnit 6</u> Market Failure and the Role of Government	5	Socially Efficient and Inefficient Outcomes Externalities Public and Private Goods Effects of Govt. Intervention in Different Market Structures Inequality	8-13%	10, 11, 12, 19, 20

Macro Economics Outline and Pacing Guide

Preface: Review of Basic Economic Concepts in Year Long Course

Unit	# of Days	Topics	% of AP Test	Mankiw Chapters
<u>Macro Unit 1</u> Circular Flow and Business Cycle	10	Gross Domestic Product Limits of GDP Price Indices and Inflation Costs of Inflation Real vs Normal Values Business Cycles Economic Indicators	12-17%	12, 24
<u>Macro Unit 2</u> National Income Price Determination	8	Income and Expenditure Aggregate Demand Multipliers Aggregate Supply LRAS Equilibrium of AD & AS Model Changes in SRAS/SRAD Long Run Self Adjustment Fiscal Policy Automatic Stabilizers	17-27%	26, 33, 34
<u>Macro Unit 3</u> Financial Sector	8	Financial Assets Nominal vs Real Interest Rates Definition, Measurement, and Functions of Money Banking and Expansion of Money Supply The Money market Monetary Policy Loanable Fund Market	18-23%	28, 29, 30
<u>Macro Unit 4</u> Long Run Consequences of Stabilization Policies	10	Fiscal and Monetary Policy SR Money Growth and Inflation Government Deficits/National Debt	20-30%	34, 35

		Crowding Out Growth in Economic Models Phillips Curve		
Macro Unit 5 Open Economy International Trade and Finance	5	Capital Flows and Balance of Payments Exchange Rates Foreign Exchange Market Effect of Changes in Policies and Economic Conditions on Foreign Exchange Market Changes in Foreign Exchange Market and Net Exports Real Interest Rates and International Capital Flows	10-15%	31, 32

AP Exam:

The AP Exam is an integral part of the AP experience and therefore the AP course itself. Students are required to take the exam in May in order to receive the AP designation on their transcript, and AP weighting in the calculation of their GPA. The intended college of students choosing not to take the AP exam will be actively notified by the Guidance Department of that decision.

AP European History Syllabus

Course Description:

Advanced Placement European History introduces the history of Europe from 1450 to the present. The course concentrates on the evolution of this history through seven main themes:

- Interaction of Europe and the World (INT)
- Economic and Commercial Developments (ECD)
- Cultural and Intellectual Developments (CID)
- States and Other Institutions of Power (SOP)
- Social Organization and Development (SCD)
- National and European Identity (NEI)
- Technological and Scientific Innovation (TSI)

In addition to the historical content, the course is also designed to hone students' historical skills and reasoning, specifically their ability to:

- Identify and explain historical developments and processes.
- Analyze sourcing and situation of primary and secondary sources.
- Analyze claims and evidence in primary and secondary sources.
- Analyze the context of historical events, developments or processes.
- Use the reasoning processes of comparison, causation, and continuity and change, to analyze patterns and connections between and among historical developments and processes.
- Develop an argument.

Texts: Each student will be assigned one of the following texts, which will serve as the primary sources of information.

Cole, Joshua, and Carol Symes. *Western Civilizations: Their History and Their Culture*. 18th high school ed. New York: W. W. Norton, 2014.

Hunt, Lynn, et al. *The Making of the West: Peoples and Cultures*. 4th ed. Boston: Bedford/St. Martin's, 2012.

Kagan, Donald, Steven Ozment, and Frank M. Turner. *The Western Heritage*. 9th ed. Upper Saddle River, N.J.: Prentice Hall, 2007.

McKay, John P., Crowston, Clare Haru, Wiesner-Hanks, M., and Perry, J. *A History of Western Society*. 11th ed. Boston: Bedford/St. Martin's, 2013.

Merriman, John. *A History of Modern Europe: From the Renaissance to the Present*. 3rd ed. New York: W. W. Norton, 2009.

Supplementary readings and materials will also be distributed regularly from the following book, of which all students will be given a copy, as well as other primary and secondary materials.

Sherman, Dennis, ed. *Western Civilization: Sources, Images, and Interpretations, Renaissance to the Present*. 7th ed. New York: McGraw-Hill, 2008.

Classroom Philosophy:

This class will most often be conducted as a seminar, which will require each student to participate in classroom discussion. Thus, the classroom must be an environment in which students feel comfortable to express their opinions and views without fear of ridicule or disrespect. Treat your classmates and teachers as you wish to be treated.

Assignments:

Students should expect nightly homework assignments, often consisting of reading from their textbooks, as well as supplementary primary and secondary sources, and answering short reflection questions based on their reading. Students will also take periodic short quizzes based on their reading and class materials, as well as larger in-class tests. Students may also expect to answer many Document Based Questions (DBQ's), with at least four formal, complete DBQs. Students will also be required to complete mock long-essay and free-response questions for each unit of study, with some of these contained on in-class exams and others done outside of class for homework. Following the AP Exam in May, students will be required to complete a creative project on a historical film(s), which will constitute a major portion of their fourth quarter grade.

Supplies:

Students should bring the following supplies to class each day: a fully charged laptop, a notebook, folder/binder, writing implements, and a highlighter.

Course Plan:

The course is divided into four major chronological units: 1450-1648, 1648-1815, 1815-1914, and 1914-present. This course plan is meant to provide a tentative guideline for the class. Unexpected events may require deviation from this outline at times. Class discussions and student interest and need may lead to additions or deletions from assignments.

First Quarter (1450-1648)

Unit 1a: Renaissance and Exploration

Topics:

- Contextualizing Renaissance and Discovery
- Italian Renaissance
- Northern Renaissance
- Printing
- New Monarchies
- Technological Advances and the Age of Exploration
- Rivals on the World Stage
- Colonial Expansion and the Columbian Exchange
- The Slave Trade
- The Commercial Revolution
- Causation the Renaissance and Age of Discovery

Resources:

- Kagan: Intro-10
- Late Medieval Background packet
- Braudel and Pomian “What is Europe?”
- Sir John Froissart, “The Peasant Revolt of 1381”
- Christine de Pisan, “The City of Ladies”
- A Merchant of Paris, “On Love and Marriage”
- Wycliffe “Challenging Papal Authority”
- Burkhardt “The Civilization of the Renaissance in Italy” and Burke’s “The Myth of the Renaissance”
- Joan Kelly Gadol on women in the Renaissance
- Humanist authors: Petrarch, Vergerio, Castiglione, Machiavelli, Erasmus, Shakespeare, More
- Renaissance Art: Duccio, Michelangelo, Donatello, Botticelli, Brunelleschi, Titian, da Vinci, van Eyck, Brueghel, Bosch Rembrandt, Holbein, Rabelais, Bernini
- Bernal Diaz del Castillo, de las Casas, Columbus

Assignments:

- Black Plague DBQ- The teacher will model close reading techniques using selections from one of the following primary sources. Students will then be asked to analyze each of the other documents and identify the historical concepts, developments, and processes they find. After students analyze the documents, they will participate in a discussion of the importance of what they have read. (Skill 1.A)
- Renaissance Patron Project-Students will research one Renaissance figure and determine how the context of the Renaissance impacted the individual's life and contributions. (Skill 4.A)
- Renaissance Education DBQ- The teacher will model close reading techniques using selections from one of the following primary sources. Students will then be asked to analyze each of the other documents and identify the historical concepts, developments, and processes they find. After students analyze the documents, they will participate in a discussion of the importance of what they have read. (Skill 1.A)
- Secondary Source Analysis Activity- Students will analyze excerpts from Burckhardt's *The Civilization of the Renaissance in Italy* and Burke's *The Myth of the Renaissance* to identify patterns and connections between historical developments and processes. Once they have analyzed the documents, they will participate in a small group discussion of the questions, "Was the Renaissance a reality or a myth?" (Skill 5.A: Comparison)
- Mapping Activity- Students will map the places explored and claimed by various European countries. Students will then analyze the reasons that different countries explored particular regions and the effects of their exploration on the places they went. (INT) (Skill 3.A)
- LEQ: Students will respond to the following prompt: To what extent did the Renaissance bring about continuity and change in the concept of the individual and his place in society? (CID) (Skill 5: Continuity and Change)
- FRQs:
 - Using the c.1480 painting by Andrea Mantegna titled "Lamentation of Christ" and your knowledge of European history identify and explain two characteristics of the Renaissance represented by the work of the artist and identify and explain one reason why the artist chose a religious subject to depict.

Unit 1b: Age of Reformation

Topics:

- Contextualizing 16th and 17th Century Challenges and Developments
- Luther and the Protestant Reformation
- Protestant Reform Continues
- Wars of Religion
- The Catholic Reformation
- 16th Century Society and Politics
- Art of the 16th Century: Mannerism and Baroque Art
- Causation in the Age of Reformation and the Wars of Religion

Resources:

- Kagan: Chapter 11
- Martin Luther, Calvin, More, Montaigne
- Comparison of Catholic and Protestant church interiors images
- Map of the British Isles and Areas involved in the Pilgrimage of Grace
- The Weber Thesis
- El Escorial image and quote

Assignments:

- Peasants' Revolt DBQ (Skill 3.B)
- Reformers' Conference Simulation-Students will research the reform ideas of one "reformer" (i.e. Wycliffe, Hus, Erasmus, etc.) and debate the problems and proposals for reform. (Skill 1.B)
- 30 Years' War DBQ practice
- FRQs
 - Describe ONE religious conflict that weakened the Holy Roman Empire before 1600 and ONE religious conflict that weakened the Holy Roman Empire after 1600.
 - Briefly explain TWO ways in which Protestant theology differed from Catholic theology and ONE way in which Lutheran theology differed from Calvinist theology.
 - Analyze the effect of national politics on domestic conflicts between Protestants and Catholics in sixteenth-century Europe. (Focus on SP-3)
 - Compare the views regarding the roles of women held by Catholics and Protestants?

- Compare Holborn's "Political Interpretation of the Thirty Years' War" with Friedrich's "Religious Interpretation of the Thirty Years' War". Which author do you most agree with and why?
- Identify and explain TWO characteristics of the "baroque" style illustrated by the example above and explain ONE way in which the "baroque" style differs from the artistic character of the Renaissance

Second Quarter (1648-1815)

Unit 2a: Absolutism and Constitutionalism

Major Topics:

- Contextualizing State Building
- The English Civil War and the Glorious Revolution
- Continuities and Changes to Economic Practice and Development
- Economic Development and Mercantilism
- The Dutch Golden Age
- Balance of Power
- Absolutist Approaches to Power
- Comparison in the Age of Absolutism and Constitutionalism

Resources:

- Kagan: Chapters 13+15
- James I writings
- Palace of Versailles images
- Cardinal Richelieu "Political Will and Testament"

Assignments:

- What would Machiavelli think? Essay
- Glorious Revolution DBQ (Skill 1.B)

Unit 2b: Scientific, Philosophical, and Political Developments

Major Topics:

- Contextualizing the Scientific Revolution and the Enlightenment
- The Scientific Revolution
- The Enlightenment
- 18th Century Society and Demographics
- 18th Century Culture and Arts
- Enlightened and Other Approaches to Power
- Causation in the Age of the Scientific Revolution and the Enlightenment

Resources:

- Kagan: Chapter 14
- Works of Copernicus, Galileo, Bacon, Descartes, Newton, Hobbes, and Locke
- Alexander Pope and Donne “Two Reactions to the Scientific Revolution”
- Frederick the Great, Daniel Defoe, Lady Mary Wortley Montagu
- Rococo Art: Francois Boucher, Jean-Honore Fragonard, Elizabeth Vigee-Lebrun, and Adelaide Labille-Guiard
- Neoclassical art: Tiepolo, David
- Jonathan Swift
- Kant, Diderot, Voltaire, Rousseau, Montesquieu, Wollstonecraft

Assignments:

- Figures of the Scientific Revolution monument assignment
- 18th century newspaper
- Enlightenment Salon simulation- Students research one Enlightenment era thinker, using at least one primary source document, to determine his/her main claims. The class then meets as a group to discuss the role of the state and the rights of humankind. (SOP) (Skill 5.B: Causation)
- Tulipmania Crisis- Students will examine text, graphs, and charts comparing the cost of tulip bulbs. They will use the information to analyze the perspectives of the crisis. (ECD) (Skill 2.B)
- FRQs:
 - Compare and contrast John Donne and Alexander Pope’s views on the Scientific Revolution. What happened in the span of 75 years to explain the difference in tone that exists?

- Why were Europeans able to achieve economic and political control over many non-European peoples between 1450 and 1750?
- Describe and analyze at least two factors that led to the English Revolution of 1642.
- Discuss the term “Enlightened Absolutism” as it applies to certain rulers in eastern Europe and Russia in the 18th century.

Unit 2c: Conflict, Crisis, and Reaction in the Late 18th Century

Major Topics:

- Contextualizing 18th-Century States
- The Rise of Global Markets
- Britain’s Ascendancy
- The French Revolution
- The French Revolution’s Effects
- Napoleon’s Rise, Dominance, and Defeat
- The Congress of Vienna
- Romanticism
- Continuity and Change in 18th-Century States

Resources:

- Kagan: Chapter 19-20
- Crane Brinton “Anatomy of a Revolution”
- Olympe de Gouges, Robespierre, Darnton (“The Great Cat Massacre”)
- Declaration of the Rights of Man and Citizen
- Goya “The Third of May” and David “Napoleon in his Study” + “Napoleon Crossing the Alps”
- Map showing the Three Partitions of Poland
- Romantics: Friedrich, Delacroix, and Wordsworth

Assignments:

- Reign of Terror DBQ
- Anatomy of a Revolution: English Civil War and French Revolution

- Enlightenment vs. Romanticism: Students will compare and contrast the beliefs of each period's vision of nature. They will also analyze how the contexts of each of the styles influenced their development and might explain the differences. (CID) (Skill 4.B)
- FRQs:
 - Identify and explain two reasons why some countries met with economic and political success during the period from 1648-1789. And, identify and explain one reason why some countries declined economically and politically during this period.
 - Identify and explain two major differences between countries in Eastern and Western Europe in the 18th c. Identify and explain one of the factors shared by Eastern European countries using at least two countries as specific examples.
 - Identify and explain two of the most important social or economic causes of the French Revolution. Identify and explain one theory of history that might lead a modern historian to designate a particular factor as the fundamental cause of the French Revolution.
 - Explain how the great powers of Europe attempted to stem the tide of revolution in the period from 1815 to 1830.

Third Quarter (1815-1914)

Unit 3a: Industrialization and Its Effects

Major Topics:

- Contextualizing Industrialization and Its Origins and Effects
- The Spread of Industry Throughout Europe
- Second Wave Industrialization and Its Effects
- Social Effects of Industrialization
- The Concert of Europe and European Conservatism
- Reactions and Revolutions
- Ideologies of Change and Reform Movements
- 19th Century Social Reform
- Institutional Responses and Reform
- Causation in the Age of Industrialization

Resources:

- Kagan: Chapter 22
- The Carlsbad Decrees
- Engels, Bentham
- Bismarck, Fabri
- Chamberlain, Wagner
- Marx and Engels
- Table of European Population Growth (1851-1911)
- Table of European Emigration (1876-1910)

Assignments:

- Manchester DBQ
- Agricultural Revolution Invention Convention- Students will be assigned an invention or process and convince others that it was the most influential technological factor that influenced the coming of the Industrial Revolution. (TSI)
- Workers' Rally Simulation: Students research a philosophy of the 19th c. and create a poster detailing their beliefs with the intent to persuade others. (SOD)
- FRQs:
 - Analyze the major social effects of the Industrial Revolution
 - Based on an excerpt from Henry Hebert Asquith, identify and explain one argument Liberals made to justify giving pensions to workers funded by taxes paid by the middle and upper classes. Identify and explain two in which Asquith's Liberalism had changed from earlier, 19th c. Liberalism.
 - Can Karl Marx be considered the last philosopher of the Enlightenment?

Unit 3b: 19th-Century Perspectives and Political Developments

Topics:

- Contextualizing 19th C. Perspectives and Political Developments
- Nationalism
- National Unification and Diplomatic Tensions
- Darwinism, Social Darwinism
- The Age of Progress and Modernity

- New Imperialism: Motivation and Methods
- Imperialism's Global Effects
- 19th Century Culture and Arts
- Causation in 19th Century Perspectives and Political Developments

Resources:

- Kagan: Chapters 23+24
- Kipling, Darwin, Spencer, Mill
- African Imperialism Maps
- von Metternich
- "The Age of Empire" by Eric Hobsbawn
- "Imperialism as a Nationalistic Phenomenon" by Carlton J.H. Hayes
- "The Unfinished Revolution" by Adam Ulam
- The Crystal Palace
- Art: Monet, Manet, Munch

Assignments:

- Imperialism DBQ (Skill 6)
- Greek Independence DBQ (Skill 6)
- "Is this 1848?": Comparing the Arab Spring to the Revolutions of 1848
- 19th Century Website (Age of Metternich, Age of Realpolitik, Age of Mass Politics)
- State of the Union address (based on state-consolidation)- Students look at primary sources from European leaders and then they will analyze to identify the author's point of view, purpose, audience, and historical situation. They will then present this information in a speech. Students will listen to these speeches and then choose to figures to write about how they contributed to the growth of nationalism and/or national identity (NEI) (Skill 2.C)
- FRQs:
 - Compare and contrast European imperialism in the 17th century and the 19th century
 - Compare and contrast Hobsbawn's interpretation of the economic motives for imperialism with Hayes' interpretation of the nationalistic motives for imperialism. Which do you find most compelling? Why?
 - Explain the ways in which the development of mass politics contributed to the New Imperialism of the late 19th c.
 - Based on an excerpt from Karl Pearson's *National Life from the Standpoint of Science*, identify and explain one argument made by Social Darwinists to justify their argument that Europeans had the right to establish colonies elsewhere in the world.

Identify and explain two arguments besides the Social Darwinist one used by Europeans to justify the expense and cost in lives of creating a colonial empire.

Fourth Quarter (1914-present)

Unit 4a: 20th-Century Global Conflicts

Topics:

- Contextualizing 20th Century Global Conflicts
- World War I
- The Russian Revolution and Its Effects
- Versailles Conference and Peace Settlement
- Global Economic Crisis
- Fascism and Totalitarianism
- Europe During the Interwar Period
- World War II
- The Holocaust
- 20th Century Cultural, Intellectual, and Artistic Developments
- Continuity and Changes in an Age of Global Conflict

Resources:

- Kagan: Chapter 26-28
- Map of Europe in 1914 vs. Europe in 1919
- Table of WWI and WWII Deaths by Country
- *Eyewitness to History* on the London Blitz, the Holocaust, life on the home front, etc.
- Blucher, Owen
- Lenin
- Wilson
- Dali, Ernst, Giacometti, and Freud
- Hauser
- Hitler, Mussolini, Goebbels, Stalin

- Picasso
- Baron, Bettelheim
- Ponomaryov, Reic
- UN, Balfour Declaration
- The Truman Doctrine and The Marshall Plan
- Simone de Beauvoir *The Second Sex* and “The Redstockings Manifesto” by the Redstockings
- Huntington, Ferguson, Friedman
- Chart of European Immigration since 1945

Assignments:

- Anatomy of a Revolution: Russian Revolution
- Fascism/Democracy DBQ
- DBQ on nationalism and sports (Causation, Continuity, and Change)
- Propaganda and Political Cartoon Activity: Students will analyze a variety of propaganda and cartoons (University of Kent’s British Cartoon Archive and *Business Insider*) for point of view, purpose, audience, and historical situation. They will then make their own cartoon.
- FRQs:
 - Based on an excerpt from *Strom of Steel* by Ernst Junger, identify and explain one factor that made it impossible for either side to make much progress against the other in trench warfare. Identify and explain two reasons why the Allies were ultimately able to defeat the Germans in 1918. (Skill 2.C)
 - Identify and explain one of the reasons why Hitler invaded Poland in 1939. Identify and explain one of the reasons why Stalin invaded Poland in 1939. Identify and explain one of the reasons why Stalin made a nonaggression pact with Hitler in the summer of 1939.
 - Identify and explain two of the difficulties confronting European countries in integrating recently arrived immigrants into established society. Identify and explain one-way Europe will be permanently changed by the diversification of previously large homogenous populations and cultures. Was one nation more responsible than the other others for the outbreak of the First World War in 1914?
 - Analyze the domestic problems faced by two of the great European powers in the decade immediately prior to the outbreak of the First World War.

Unit 4b. Cold War and Contemporary Europe

Topics:

- Contextualizing Cold War and Contemporary Europe
- Rebuilding Europe
- The Cold War
- Two Super Powers Emerge
- Postwar Nationalism, Ethnic Conflict, and Atrocities
- Contemporary Western Democracies
- The Fall of Communism
- 20th-Century Feminism
- Decolonization
- The European Union
- Mitigation and Immigration
- Technology
- Globalization
- 20th and 21st Century Culture, Arts, and Demographic Trends
- Continuity and Change in the 20th and 21st Centuries

Resources

- Kagan: Chapter 30-31
- Examples of Abstract Art + Architecture (Munch, Magritte, Warhol, Lichtenstein, Mondrian, etc.)

Assignments:

- Graphic organizer that identifies causes and effects of the fall of communism
- Protests Against Globalization SAQ
- DBQ Essay on European unity

AP Human Geography Syllabus

Course Description:

Advanced Placement Human Geography is an introductory college level course focusing on the study of human geography. This course will have content that is typical to a semester-length undergraduate college level course, but have that content spread out over the full high school year. Passing the final AP exam at the end of the year with a “3” or higher awards you a semester’s worth of college credit in geography at many colleges and universities.

AP Human Geography’s purpose is to introduce students to a systematic study of patterns and processes that have shaped mankind’s understanding, use, and alteration of Earth’s surface. Students will learn to use spatial concepts when analyzing human’s organization of space, landscapes, and the environmental consequences of their decisions from the local to global level. Students will also be looking for patterns across the cultural landscape, trying to identify trends, and anticipate future phenomena using the scientific methods, research, and tools of geographers.

At its core, Human Geography teaches students how to interpret maps, select the correct maps to obtain information, interpret sets of data, and analyze geographic models to effectively evaluate the world we live in.

Prerequisites:

There are no prerequisites for AP Human Geography. Students should be willing and able to read college level texts, and apply the conventions of Standard Written English in their writing, and put forth effort during the year that they are willing to attempt what may be difficult coursework.

Course Texts:

You are required to bring your textbook every day to class. Being an Advanced-Placement college level class, means that you will have to do outside reading above and beyond what we do on a daily basis.

Our Textbook:

Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 13th ed. Upper Saddle River, N.J.: Pearson, 2020

Other supplemental readings will be provided to you during the course of the semester. This will include information from other textbooks, scholarly articles, journals, and other resources.

Course Organization:

We meet for about 200 minutes weekly. The first few weeks of class will be a survey of physical geography with different materials, labs, and procedures. The rest of the class will focus on various topics related to how humans interact with geographic and spatial concepts.

The following is a lay-out of the course over the next year, and a tentative timetable for us to follow. Remember, for the AP Exam, YOU are responsible for knowing all of the following material in-depth; EVERY DAY COUNTS!

Unit Name, Topics Covered, and Percent of AP Exam	Rubenstein Chapters	Approx. Number of Days
Geography: Thinking Geographically (5%–10%) <ul style="list-style-type: none"> • Maps, Grids, and Telling Time • Contemporary Tools • Place: A Unique Location • Region: A Unique Area • Scale: From Local to Global • Space: Distribution of Features • Connections Between Places • Sustainability 	1	14
Population and Migration (13%–17%) <ul style="list-style-type: none"> • Population Distribution • Causes of Population Increase • Demographic Transition • Overpopulation and Other Population Futures • World Health Threats • Distribution of Migrants • U.S. Immigration Patterns • Interregional and Intraregional Migration • Obstacles to Migration 	2–3	18
Cultural Patterns and Processes (13%–17%) <ul style="list-style-type: none"> • Distribution of Culture • Unequal Access to Popular Culture • Folk and Popular Culture Sustainability • Distribution of Languages • Origins, Diffusion, and Dialects • Sustainability of Languages • Distribution of Religions • Organization of Religious Space • Territorial Religious Conflicts • Origin and Diffusion of Religions • Patterns of Religion • Territorial Conflicts 	4–7	26

<ul style="list-style-type: none"> • Distribution of Ethnicities • Conflict Between Ethnicities • Ethnic Cleansing and Genocide 		
Political Organization of Space (13%–17%) <ul style="list-style-type: none"> • Development of the State Concept • Nation-States and Multinational States • Colonies • Core and Periphery • Boundaries and Shapes of States • Governing States and Electoral Geography • Supranationalism and Devolution • Terrorism 	8	16
Agricultural and Rural Land Use (13%–17%) <ul style="list-style-type: none"> • The Invention of Agriculture • Subsistence and Commercial Agriculture • Diet, Nutrition, and Hunger • Shifting Cultivation and Pastoral Nomadism • Modern Commercial Farming • Challenges to Farmers • Strategies to Increase the Food Supply • Sustainable Agriculture 	9	15
Industrialization and Economic Development (13%–17%) <ul style="list-style-type: none"> • Varying Development Among Countries • GDP, Life Expectancy, and Gender • Renewable and Non-Renewable Energy • The Rostow Model • Financing Development • Distribution of Industry • Situation Factors • Site Factors • Industrial Pollution • Old and New Industrial Regions 	10 and 11	22

Cities and Urban Land Use (13%–17%) <ul style="list-style-type: none"> • Distribution of Services • Economic Base of Settlements • Services in Rural Settlements • Urbanization • Models of Urban Structure • Metropolitan Areas • Suburban Expansion • Suburban Segregation and Transportation • Inner-City Physical, Social, & Economic issues 	12, 13	22
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For more detail on the course topics covered in Human Geography, see the Course and Exam Description made available from the College Board:

<https://apcentral.collegeboard.org/courses/ap-human-geography?course=ap-human-geography>

Grading:

Each Unit of study will be accompanied by formative and summative assignments and assessments.

- Cities and Urban Land Use
- Cultural Patterns and Processes
- Geography: It's Nature and Perspectives
- Industrialization and Economic Development
- Political Organization of Space
- Population and Migration
- Agriculture, Food Production, and Rural Land use

Formative Assignments/Assessments: 20%

Summative Assessments: 80%

Each assignment will be worth x points, and your class average will be points earned/points available, and be calculated with the ratios above.

The AP Exam:

The AP Exam for Human Geography is typically in May.

The exam is approximately two hours and fifteen minutes long and has two parts — multiple choice and free response. Each section is worth 50% of the final exam grade.

Section I: Multiple Choice:

60 Questions | 1 Hour | 50% of Exam Score

There will now be increased emphasis on analyzing quantitative and qualitative sources in both individual and set-based multiple-choice questions:

- 5–8 sets will each include 2–3 questions with a quantitative or qualitative source.
- At least 1 of these sets will include a paired set of sources.

The multiple-choice section tests your ability to use and think about maps and spatial data, your understanding of how the world looks from a spatial perspective, your ability to interpret patterns and processes at different scales, your understanding of regions, and finally, your ability to characterize and analyze changing interconnections among places. It is important to remember that this outline is meant to be a guide only and should not be considered a complete list of topics or a preferred order of topics.

Section II: Free Response:

3 Questions | 1 Hour 15 Minutes | 50% of Exam Score

- Task and stimulus types will stay consistent from year to year, with the following focus for each of the three questions:
 1. Describe, explain, apply geographic situation or scenario (no stimulus)
 2. Describe, explain, apply geographic data using data, image, or map (one quantitative or qualitative source)
 3. Describe, explain, apply geographic data using data, image, and/or map (two sources, qualitative and/or quantitative)
- Each free-response question will now be worth 7 points.

Total scores on the multiple-choice section are based on the number of questions answered correctly. Points are not deducted for incorrect answers and no points are awarded for unanswered questions.

This section requires you to interrelate different topical areas and to analyze and evaluate geographical concepts. Some questions may be based on stimulus material such as verbal description, maps, graphs, photographs, and diagrams. You are expected to demonstrate both analytical and organizational skills in your essays. Remember to answer each question in the way it is structured as points are allocated for sub-parts of the question and not for the overall answer.

Educational Testing Service (ETS) will notify you of your score in July. Public universities recognize a 3 as a passing score, but some private universities only accept 4s and 5s.

Classroom Expectations:

- Treat teachers, peers, and their property with respect.
- Students should raise their hands and wait for permission to speak or leave their seats.
- Follow instructions the first time they are given.
- Follow all school rules and regulations.

Individual and Team Effort:

Success in this class will require a level of responsibility, cooperation, and interaction, which you may not have experienced before.

Your individual effort will consist of reading, writing, analyzing, synthesizing, and greatly expanding your base of knowledge. It is very important that you complete all the required readings and the related assignments. Always remember that I am here to help you, and you are here to help each other. If there is ever anything you do not understand and we will try to figure it out together. If there are any changes that you feel need to be made in the class, please make me aware of those as well. I take student concerns very seriously and am always willing to listen to you. With these things in mind, it is my hope that this will become one of the most rewarding classes of your high school career.

Classroom Expectations:

- Be Safe: Walk in class, keep distance, keep your hands to yourself, always wear a mask.
- Be Responsible: Bring your book, a pen/pencil, and notebook, folder EVERY DAY.
- Be Respectful: Everyone in class has the right to learn free from unnecessary distractions.
- Be On Time: Come on time and sit in your assigned seat/Show up to Zoom on time.

Required Class Materials:

- BRING YOUR BOOK (This year digital) EVERY DAY! BRING IT EVERY DAY!
- At least TWO writing utensils. This means bring either - multiple pens, multiple pencils, or a combination of each
- You are required to bring paper or a notebook and folder every day.

AP Psychology Syllabus

Course Overview:

This course is designed to simulate a high-level college introductory course in Psychology. As such, students in this course are expected to demonstrate knowledge of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students will be exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students will also learn about the ethics and methods psychologists use in their science and practice.

General Expectations and Commitment:

The AP Exam is an integral part of the AP experience and therefore the AP course itself. Students are required to take the exam on _____ in order to receive the AP designation on their transcript, and AP weighting in the calculation of their GPA. The intended college of students choosing not to take the AP exam will be actively notified by the Guidance Department of that decision.

As a college level course, students are expected to talk to me directly if they have conflicts or issues with deadlines or assignments. In general, reasonable requests will be granted. However, many AP level students have busy schedules, and it is the student's choice whether to take on this additional AP Psychology workload. Students who cannot meet this burden should realize that special treatment cannot be given to students simply because they are "overbooked." Students not willing or able to make this commitment should not take the course.

Finally, students should realize that the AP Psychology course deals with mature and personal subjects including, but not limited to: the psychology and biology of sexual development, sexual orientation, and gender development. A high level of maturity and respect for others is expected at all times. If any student or parent would like further information about the coverage of these topics, please contact me for clarification.

Major Assignments and Assessments:

All major assignments are due on the given due dates. It is your responsibility to make sure these assignments are handed in on time even if you are absent from school that day. Most assignments will be submitted digitally. When hard copies are required, papers must be printed and stapled before the start of class. Failure to turn in a major assignment on time will result in your assignment incurring a late penalty of 5% per day for five days. If you do not turn in major assignments after 5 days you will earn a zero. On a summative assignment (that you have completed on time) if you score below 80% you have the opportunity to redo the assignment if you complete teacher-selected remediation. The highest grade you can receive on a retake is 80%.

Students should expect one exam per unit. Each unit exam will mimic one or more sections of the actual AP exam. The AP Psychology exam is made up of multiple choice questions and two free-response questions (FRQs).

If you have an excused absence and are unable to attend class remotely, please contact me as soon as possible to schedule a time to complete a missed assessment.

Explanation of Grading Practices:

Grade Breakdown:

Summative (Tests): 70%

Formative (Projects/Quizzes/Assignments): 30%

Plagiarism: As stated in the student handbook, plagiarism is stealing another's thoughts and ideas and will result in revision with reduced credit or a zero for the assignment and an incidental referral is to be submitted to the Assistant Principal, as this is a matter involving student discipline. This means you must give credit to another's work through MLA or APA parenthetical citation.

Course Skills:

- Define, explain, and apply concepts, behavior, theories, and perspectives
 - Define and/or apply concepts.
 - Explain behavior in authentic context.
 - Apply theories and perspectives in authentic contexts.
- Analyze and interpret quantitative data
- Analyze psychological research studies

Unit 1: History of Psychology, Research Methods, Statistics, & Ethics

- A. What is Psychology?
- B. The History of Psychology
- C. Models of Psychology (Behavioral, Cognitive, Humanist, Psychodynamic, Biological & Evolutionary)
- D. The Scientific Method
- E. Research Methods
 - a. Descriptive Methods (case study, survey, naturalistic observation)
 - b. The Experimental Method
- F. Psychological Statistics
- G. Ethics in Psychology

Possible Projects/Activities:

- Lecture, concept application, and free response practice
- Outrageous Celebrity Assignment (Perspectives)
- Design your own experiment

Content and Skills

- 1.A Recognize how philosophical and physiological perspectives shaped the development of psychological thought.
- 1.B Identify the research contributions of major historical figures in psychology.
- 1.C Describe and compare different theoretical approaches in explaining behavior
- 1.D Recognize the strengths and limitations of applying theories to explain behavior.
- 1.E Distinguish the different domains of psychology
- 1.F Differentiate types of research with regard to purpose, strengths, and weaknesses.
- 1.G Discuss the value of reliance on operational definitions and measurement in behavioral research.
- 1.H Identify independent, dependent, confounding, and control variables in experimental designs.
- 1.I Describe how research design drives the reasonable conclusions that can be drawn.
- 1.J Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.
- 1.K Predict the validity of behavioral explanations based on the quality of research design.
- 1.L Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics.
- 1.M Distinguish the purposes of descriptive statistics and inferential statistics.
- 1.N Identify how ethical issues inform and constrain research practices.
- 1.O Describe how ethical and legal guidelines protect research participants and promote sound ethical practice

Unit 2: Biological Bases of Behavior

- A. The Nervous System
- B. Neural Communication
- C. The Endocrine System
- D. The Brain
- E. Hemispheric Specialization

Possible Project/Activities:

- Lecture, concept application, and free response practice
- The Brain Children's Book
- Hemispheric Interference lab
- Neural transmission in-class simulations

Content and Skills

- 2.A Discuss psychology's abiding interest in how heredity, environment, and evolution work together to shape behavior.
- 2.B Identify key research contributions of scientists in the area of heredity and environment.
- 2.C Predict how traits and behavior can be selected for their adaptive value.
- 2.D Discuss the effect of the endocrine system on behavior.
- 2.E Describe the nervous system and its subdivisions and functions.
- 2.F Identify basic processes and systems in the biological bases of behavior, including parts of the neuron.
- 2.G Identify basic process of transmission of a signal between neurons.
- 2.H Discuss the influence of drugs on neurotransmitters.
- 2.I Describe the nervous system and its subdivisions and functions in the brain.
- 2.J Identify the contributions of key researchers to the study of the brain.
- 2.K Recount historic and contemporary research strategies and technologies that support research.
- 2.L Identify the contributions of key researchers to the development of tools for examining the brain.
- 2.M Discuss the role of neuroplasticity in traumatic brain injury.
- 2.N Identify the contributions of key researchers to the study of neuroplasticity

Unit 3: Learning & Memory

- A. Classical Conditioning
- B. Operant Conditioning
- C. Social Learning Theory
- D. Information Processing Model (encoding, storage, retrieval)
- E. Short-term vs. Long-term Memory
- F. Forgetting
- G. Memory Construction & Eyewitness Memory

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Classical conditioning simulation
- Behavior Modification Assignment (use theories of operant conditioning to modify a behavior) - implementation, observation, and written lab report
- Memory simulations/demonstrations
- Loftus Memory Experiment (Parents as confederates)

Content and Skills

- 4.A Identify the contributions of key researchers in the psychology of learning.
- 4.B Interpret graphs that exhibit the results of learning experiments.
- 4.C Describe the essential characteristics of insight learning, latent learning, and social learning.
- 4.D Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- 4.E Provide examples of how biological constraints create learning predispositions.
- 4.F Describe basic classical conditioning phenomena.
- 4.G Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning.
- 4.H Predict the effects of operant conditioning.
- 4.I Predict how practice, schedules of reinforcement, other aspects of reinforcement, and motivation will influence quality of learning.
- 4.J Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- 5.A Compare and contrast various cognitive processes.
- 5.B Describe and differentiate psychological and physiological systems of memory.
- 5.C Identify the contributions of key researchers in cognitive psychology.
- 5.D Outline the principles that underlie construction and encoding of memories.
- 5.E Outline the principles that underlie effective storage of memories.
- 5.F Describe strategies for retrieving memories.

- 5.G Describe strategies for memory improvement and typical memory errors.
- 5.H Describe and differentiate psychological and physiological systems of short- and long-term memory.

Unit 4: Thinking, Language, and Intelligence

- A. What is Intelligence?
- B. The History of Intelligence Testing
- C. Genetic and Environmental Influences on Intelligence
- D. Components of Language Acquisition
- E. Introduction to Thinking and Problem-solving
- F. Biases and Errors in Thinking

Possible Projects/Activities

- Lecture, concept application, and free response practice
- In-class functional fixedness demonstration
- Language Lab
- Class Discussion on Intelligence

Content and Skills

- 5.I Identify problem-solving strategies as well as factors that influence their effectiveness.
- 5.J List the characteristics of creative thought and creative thinkers.
- 5.K Identify problem-solving strategies as well as factors that create bias and errors in thinking.
- 5.L Define intelligence and list characteristics of how psychologists measure intelligence.
- 5.M Discuss how culture influences the definition of intelligence.
- 5.N Compare and contrast historic and contemporary theories of intelligence.
- 5.O Identify the contributions of key researchers in intelligence research and testing.
- 5.P Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- 5.Q Interpret the meaning of scores in terms of the normal curve.
- 5.R Describe relevant labels related to intelligence testing.
- 5.S Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
- 5.T Debate the appropriate testing practices, particularly in relation to culture-fair test uses.

Unit 5: Development

- A. Prenatal development
- B. Infancy and attachment
- C. Dimensions of Development (Cognitive, Moral, Personality)
- D. Adolescence and Adulthood
- E. Death and Dying

Possible Project/Activities

- Lecture, concept application, and free response practice
- Individual Development Project

Content and Skills

- 6.A Explain the process of conception and gestation, including factors that influence successful prenatal development.
- 6.B Discuss the interaction of nature and nurture (including cultural variations), specifically physical development, in the determination of behavior.
- 6.C Discuss maturation of motor skills.
- 6.D Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- 6.E Identify the contributions of major researchers in developmental psychology in the area of social development in childhood.
- 6.F Discuss the interaction of nature and nurture (including cultural variations), specifically social development, in the determination of behavior.
- 6.G Explain how parenting styles influence development.
- 6.H Explain the maturation of cognitive abilities (Piaget's stages, Information process).
- 6.I Identify the contributions of major researchers in the area of cognitive development in childhood.
- 6.J Discuss maturational challenges in adolescence, including related family conflicts.
- 6.K Characterize the development of decisions related to intimacy as people mature.
- 6.L Predict the physical and cognitive changes that emerge through the lifespan, including steps that can be taken to maximize function.
- 6.M Identify the contributions of key researchers in the area of adulthood and aging.
- 6.N Identify the contributions of major researchers in the area of moral development.
- 6.O Compare and contrast models of moral development.
- 6.P Describe how sex and gender influence socialization and other aspects of development.

Unit 6: Personality

- A. The Psychoanalytic/Psychodynamic Perspective
- B. The Behavioral Perspective
- C. The Humanist Perspective
- D. The Biological Perspective
- E. Assessment Techniques

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Personality inventories
- Defense Mechanism Skis
- Visual media activity

Content and Skills

- 7.I Describe and compare research methods that psychologists use to investigate personality
- 7.J Identify the contributions of major researchers in personality theory
- 7.K Compare and contrast the psychoanalytic theories of personality with other theories of personality.
- 7.L Compare and contrast the behaviorist and social cognitive theories of personality with other theories of personality.
- 7.M Compare and contrast humanistic theories of personality with other theories of personality
- 7.N Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept.
- 7.O Compare and contrast trait theories of personality with other theories of personality
- 7.P Identify frequently used assessment strategies, and evaluate relative test quality based on reliability and validity of the instruments.

Unit 7: Consciousness, Sleep, & Drugs

- A. Sleep and Dreams
- B. Hypnosis
- C. Drugs and Consciousness

Possible Project/Activities

- Lecture, concept application, and free response practice
- Dream interpretation
- Class discussion

Content and Skills

- 2.O Describe various states of consciousness and their impact on behavior.
- 2.P Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- 2.Q Discuss drug dependence, addiction, tolerance, and withdrawal.
- 2.R Identify the contributions of major figures in consciousness research.
- 2.S Discuss aspects of sleep and dreaming.

Unit 8: Social Psychology

- A. Social Thinking (Attributions)
- B. Social Influence
 - a. Techniques of Persuasion
 - b. Conformity
 - c. Obedience
- C. Social Relations
 - a. Attraction
 - b. Prejudice & Stereotyping
 - c. Conflict
 - d. Altruism
 - e. Group Dynamics

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Breaking Social Norms Assignment
- Class discussion

Content and Skills

- 9.A Apply attribution theory to explain motives.
- 9.B Articulate the impact of social and cultural categories on self-concept and relations with others.
- 9.C Anticipate the impact of self-fulfilling prophecy on behavior.
- 9.D Identify important figures and research in the areas of attitude formation and change.
- 9.E Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- 9.F Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.
- 9.G Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority
- 9.H Describe the structure and function of different kinds of group behavior.
- 9.I Predict the impact of the presence of others on individual behavior.
- 9.J Describe processes that contribute to differential treatment of group members
- 9.K Describe the variables that contribute to altruism and aggression.
- 9.L Describe the variables that contribute to attraction.

Unit 9: Motivation & Emotion

- A. Theories of Emotion
- B. Hunger
- C. Theories of Emotion
- D. Emotion Perception
- E. Stress, Coping, and Health

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Type A/Type B inventory
- In-class discussion
- Class yoga & meditation

Content and Skills

- 7.A Identify and apply basic motivational concepts to understand the behavior of humans and other animals.
- 7.B Compare and contrast motivational theories, including the strengths and weaknesses of each.
- 7.C Describe classic research findings in specific motivations.
- 7.D Identify contributions of key researchers in the psychological field of motivation and emotion.
- 7.E Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- 7.F Compare and contrast major theories of emotion.
- 7.G Describe how cultural influences shape emotional expression, including variations in body language.
- 7.H Discuss theories of stress and the effects of stress on psychological and physical well-being.

Unit 10: Abnormal Psychology & Treatment

- A. Perspectives on Psychological Disorders
- B. Anxiety Disorders
- C. Somatoform Disorders
- D. Mood Disorders
- E. Dissociative Disorders
- F. Schizophrenic Disorders
- G. Personality Disorders
- H. Insight Therapies
- I. Psychodynamic Approaches
- J. Behavioral Approaches
- K. Cognitive Approaches
- L. Biological Therapies and Psychopharmacology

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Psychological Disorders research and presentation
- In-class simulations
- Class discussion
- Therapy skits

Content & Skills

- 8.A Recognize the use of the most recent version of the Diagnostic and Statistical Manual of Mental Disorders (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- 8.B Describe contemporary and historical conceptions of what constitutes psychological disorders.
- 8.C Discuss the intersection between psychology and the legal system.
- 8.D Evaluate the strengths and limitations of various approaches to explaining psychological disorders.
- 8.E Identify the positive and negative consequences of diagnostic labels.
- 8.F Discuss the major diagnostic categories, including neurodevelopmental disorders, neurocognitive disorders, schizophrenia spectrum, and other psychotic disorders, and their corresponding symptoms.
- 8.G Discuss the major diagnostic categories, including anxiety disorders, bipolar and related disorders, depressive disorders, obsessive-compulsive and related disorders, and their corresponding symptoms.
- 8.H Discuss the major diagnostic categories, including dissociative disorders, somatic symptom and related disorders, and trauma- and stressor-related disorders and their corresponding symptoms.

- 8.I Discuss the major diagnostic categories, including feeding and eating disorders, personality disorders, and their corresponding symptoms.
- 8.J Describe the central characteristics of psychotherapeutic intervention.
- 8.K Identify the contributions of major figures in psychological treatment.
- 8.L Describe major treatment orientations used in therapy and how those orientations influence therapeutic planning.
- 8.M Summarize effectiveness of specific treatments used to address specific problems.
- 8.N Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- 8.O Describe prevention strategies that build resilience and promote competence.
- 8.P Summarize effectiveness of specific treatments used to address specific problems from a biological perspective.
- 8.Q Compare and contrast different treatment methods.

Unit 11: Sensation & Perception

- A. Attention and awareness
- B. Vision
- C. Hearing
- D. The other senses
- E. Perceptual Illusions
- F. Perceptual Organization
- G. Perceptual Interpretation

Possible Projects/Activities

- Lecture, concept application, and free response practice
- Sensory State Fair

Content and Skills

- 3.A Describe general principles of organizing and integrating sensation to promote stable awareness of the external world.
- 3.B Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- 3.C Identify the research contributions of major historical figures in sensation and perception.
- 3.D Discuss how experience and culture can influence perceptual processes.
- 3.E Discuss the role of attention in behavior.

- 3.F Describe the vision process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.G Explain common sensory conditions.
- 3.H Explain the role of top-down processing in producing vulnerability to illusion.
- 3.I Describe the hearing process, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.J Describe taste and smell processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- 3.K Describe sensory processes, including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the body senses.

AP United States Government and Politics Syllabus

Course Description: AP U.S. Government and Politics is a college-level year-long course that not only seeks to prepare students for success on the AP Exam in May, but also provides students with the political knowledge and reasoning processes to participate meaningfully and thoughtfully in discussions and debates that are currently shaping American politics and society. It is important to note that this course is not a history course; it is a political science course that studies the interconnectedness of the different parts of the American political system and the behaviors and attitudes that shape this system and are the byproduct of this system.

AP U.S. Government and Politics accomplishes these goals by framing the acquisition of political knowledge around enduring understandings and big ideas about American government and politics that can be applied to a set of disciplinary practices through the use of a set of reasoning processes. Through the development of this set of political knowledge, disciplinary practices, and reasoning processes, by the end of the course, students will be able to analyze current and historical political events like a political scientist and develop factually accurate, well-reasoned, thoughtful arguments and opinions that acknowledge and grapple with alternative political perspectives. The course is organized around the following units of study:

- Unit 1: Foundations of American Democracy
- Unit 2: Interactions Among Branches of Government
- Unit 3: Civil Liberties and Civil Rights
- Unit 4: American Political Ideologies and Beliefs
- Unit 5: Political Participation

Overview of the AP Exam and Keys to AP Exam Success: The AP U.S. Government and Politics Exam will be comprised of the following sections:

- Multiple-Choice Questions: Number of Questions: 55
Structure – The questions on multiple choice will ask students to:
 - Analyze and compare political concepts
 - Analyze and interpret quantitative, text-based, and visual sources
 - Apply course concepts, foundational documents, and Supreme Court decisions in a variety of hypothetical and real-world scenariosTiming: One hour and 20 minutes
Percentage of Total Exam: 50%
- Free-Response Questions:
Number of Questions: 4
Structure – The four questions on the free response will ask students to:
 - Apply political concepts in real-world scenarios
 - Compare the decisions and implications of different Supreme Court cases
 - Analyze quantitative data
 - Develop an argument using required foundational documents as evidence

Timing: One hour and 40 minutes

Percentage of Total Exam: 50%

As the breakdown of the AP Exam highlights, success in this course and on the AP Exam requires far more than the memorization of political knowledge. Success in this course and on the AP Exam requires connection-making with the aim of being able to analyze political information, regardless of the format the information is presented, and develop a factually accurate, thoughtful, and well-reasoned opinion regarding this information.

The different pieces of the course fit together in pursuit of this aim through course content and big ideas, reasoning processes, and disciplinary practices.

Course Content and Big Ideas:

The course content consists of the essential political knowledge that will be synthesized in the construction of enduring understandings and big ideas about American government and politics. The big ideas that connect the content in the course units include:

- Constitutionalism (CON)
- Liberty and Order (LOR)
- Civic Participation in a Representative Democracy (PRD)
- Competing Policy-Making Interests (PMI)
- Methods of Political Analysis (MPA)

Reasoning Processes:

The reasoning processes are the thought processes that will facilitate connection-making and analysis in the pursuit of effectively executing the disciplinary practices in the course. In other words, the reasoning processes form the cognitive bridge between the course content/big ideas and the disciplinary practices. The reasoning processes in this course include:

- Definition/Classification: Demonstrating knowledge of course concepts
- Explain - Process: Explaining political processes
- Explain - Causation: Explaining causes and effects of political principles, institutions, processes, and behaviors
- Explain - Comparison: Explaining similarities and differences among political principles, institutions, processes, and behaviors

Disciplinary Practices:

The disciplinary practices are the tasks students will apply to the course content using the reasoning processes. Becoming proficient in these disciplinary practices gives students the tools to analyze political information, regardless of the format, and develop a factually accurate, thoughtful, and well-reasoned argument or opinion about an issue related to American government and politics. The disciplinary practices in this course include:

- Practice 1: Apply political concepts and processes to scenarios in context
- Practice 2: Apply Supreme Court decisions
- Practice 3: Analyze and interpret quantitative data represented in tables, charts, graphs, maps, and infographics
- Practice 4: Read, analyze, and interpret foundational documents and other text-based and visual sources

- Practice 5: Develop an argument in essay format

Every AP Exam question fuses course content, reasoning processes, and disciplinary practices. Thus, in-class and outside of class assignments will focus on the acquisition of course content and the application of course content to disciplinary practices using reasoning skills.

Overview of Required Course Texts and Additional Resources

Textbook and Online Resources

Each student will check out a copy of an AP textbook at the beginning of the course:

Additionally, students will have access to the following free online resources:

- *AP United States Government and Politics reading skills lessons* – This resource contains all of the required Supreme Court cases and foundational documents, along with close reading and discussion questions and activities.
- *Oyez* – This online database provides succinct and accessible overviews for all Supreme Court cases.
- *The National Constitution Center’s Interactive Constitution* – This online resource is an annotated U.S. Constitution that includes essays from multiple perspectives that frame the debates underlying key clauses and provisions of the U.S. Constitution. The National Constitution Center also has a blog that applies constitutional principles to current events.

Required Supreme Court Cases: This course will incorporate the analysis of the following 15 required Supreme Court cases:

- Marbury v. Madison (1803)
- McCulloch v. Maryland (1819)
- Schenck v. United States (1919)
- Brown v. Board of Education (1954)
- Baker v. Carr (1961)
- Engel v. Vitale (1962)
- Gideon v. Wainwright (1963)
- Tinker v. Des Moines Independent Community School District (1969)
- New York Times Company v. United States (1971)
- Wisconsin v. Yoder (1972)
- Roe v. Wade (1973)
- Shaw v. Reno (1993)
- United States v. Lopez (1995)
- McDonald v. Chicago (2010)
- Citizens United v. Federal Election Commission (FEC) (2010)

For each of these cases, the facts, issues, holdings, and reasoning underlying the majority and dissenting opinions can be found through the Oyez database online. Oyez also has an app that can be downloaded to smartphones. Students will be required to complete multiple assignments analyzing and comparing these cases with other non-required cases. [CR15: activity]

The list above is not an exhaustive list of the Supreme Court cases that will be analyzed and discussed in this course. Additionally, students will have access to the AP United States Government and Politics Interactive Reader, which includes information and majority/dissenting opinion excerpts for cases that complement the required cases, such as:

- Gonzales v. Raich (2005) to go along with the analysis of McCulloch v. Maryland (1819)
- Heart of Atlanta Motels v. United States (1964) to go along with the analysis of United States v. Lopez (1995)
- Zelman v. Simmons-Harris (2002) to go along with the analysis of Engel v. Vitale (1962)
- Morse v. Frederick (2007) to go along with the analysis of Tinker v. Des Moines (1969)

Required Foundational Documents: This course will incorporate the analysis and discussion of nine required foundational documents to help understand the context and beliefs of the founders and their critics and the debates surrounding the writing and ratification of the U.S.

Constitution:

- The Declaration of Independence
- The Articles of Confederation
- Federalist No. 10
- Brutus No. 1
- Federalist No. 51
- The Constitution of the United States
- Federalist No. 70
- Federalist No. 78
- “Letter from Birmingham Jail”

To aid in the analysis of these foundational documents, students will also have access to the AP United States Government and Politics reading skills workbook. This online reader contains strategies for analyzing the required foundational documents and a sampling of related readings, including:

- Excerpts from Locke’s Second Treatise of Civil Government to go along with the analysis of the Declaration of Independence
- “Letters from the Federal Farmer to the Republican I” to go along with the analysis of the Articles of Confederation
- Essays from the National Constitution Center’s “Matters of Debate” series (Interactive Constitution resource) to go along with the analysis of the Tenth Amendment.

Course Outline

This section provides a breakdown of each of the course’s five units. Included in each breakdown is an overview of unit topics, big ideas, learning objectives, key terms, and connections to the required foundational sources and required Supreme Court cases. Each breakdown also includes a sampling of activities and assignments used during the unit and the Civic Engagement Project tasks that fall under the unit.

Unit 1: Foundations of American Democracy

Essential Questions:

- How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
- How have theory, debate, and compromise influenced the U.S. Constitutional system? How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Topic 1.1: Ideals of Democracy

- Big Idea and Learning Objective: Liberty and Order (LOR-1.A)
- Key Terms: Limited Government, Natural Rights, Popular Sovereignty, Republicanism, Social Contract
- Foundational Documents: The Declaration of Independence, the Constitution of the United States

Topic 1.2: Types of Democracy

- Big Idea and Learning Objective: Liberty and Order (LOR-1.B)
- Key Terms: Participatory Democracy, Pluralist Democracy, Elite Democracy
- Foundational Documents: Excerpts from Federalist No. 10 and excerpts from Brutus No. 1

Topic 1.3: Government Power and Individual Rights

- Big Idea and Learning Objective: Constitutionalism (CON-1.A)
- Key Terms: Faction, Federalist, Anti-Federalist, Federalism, Checks and Balances, Separation of Powers
- Foundational Documents: Excerpts from Federalist No. 10 and excerpts from Brutus No. 1

Topic 1.4: Challenges of the Articles of Confederation

- Big Idea and Learning Objective: Constitutionalism (CON-1.B)
- Key Terms: Articles of Confederation, Shays's Rebellion
- Foundational Documents: Excerpts from the Articles of Confederation

Topic 1.5: Ratification of the U.S. Constitution

- Big Idea and Learning Objective: Constitutionalism (CON-1.C)
- Key Terms: Great Compromise, Electoral College, Three-Fifths Compromise, Amendment Process
- Foundational Documents: The Constitution of the United States

Topic 1.6: Principles of American Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.A)
- Key Terms: Congress, the President, Federal Judiciary, Checks and Balances, Separation of Powers
- Foundational Documents: Excerpts from Federalist No. 51

Topic 1.7: Relationship Between the States and the Federal Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-1.B)
- Key Terms: Checks and Balances, Separation of Powers

Topic 1.8: Constitutional Interpretations of Federalism

- Big Idea and Learning Objective: Constitutionalism (CON-2.A)
- Key Terms: Federalism, Concurrent Powers, Federal Revenue Sharing, Mandates, Categorical Grants, Block Grants

Topic 1.9: Federalism in Action

- Big Idea and Learning Objective: Constitutionalism (CON-2.B)

- Key Terms: Federalism, Tenth Amendment, Fourteenth Amendment, Commerce Clause, Necessary and Proper Clause, Enumerated Powers, Implied Powers, Separation of Powers, Policymaking
- Required Cases: *McCulloch v. Maryland* (1819), *United States v. Lopez* (1995)

Sample Activities and Assignments for Unit 1

- Articles of Confederation versus U.S. Constitution Case Study:
 - Framing Question: To what extent does the U.S. Constitution fix the problems of the Articles of Confederation without creating a new set of problems?
 - Activity Summary: Students start by reading excerpts from the Articles of Confederation (Articles 2, 3, 6, and 9), the Constitution of the United States (Article 1, Section 8), and Federalist No. 51. Students will compare national government and state government power and structure under both constitutions, along with explanations for why power should be divided in these different ways. After the comparison is complete, students will read a narrative overview of Shays's Rebellion, apply both constitutions in addressing Shays's Rebellion, and argue for which constitution better addresses the problems underlying Shays's Rebellion. The debrief of this discussion will push students to explain why Shays's Rebellion fueled the debate for greater federal government power. Then, students will apply both constitutions in addressing the current federalism policy debate underlying the legalization of marijuana and argue for which constitution better addresses the federalism dimension of the legalization of marijuana policy debate. Students will then answer and discuss the framing question.
 - Additional Sources: Students will analyze a map on Vox depicting different state laws regarding the legalization of marijuana ("Where is marijuana legal"). Students will describe the topic conveyed in the map, describe the perspective of the corresponding description in the article, explain how the elements of the visual relate to federalism and the centralization versus decentralization debate underlying the Articles of Confederation versus the U.S. Constitution, and explain the implications of the visual with respect to the framing question. Students will also read a brief overview of the Controlled Substances Act of 1970 and an overview from the holding in *Gonzales v. Raich* (2005).
 - Learning Objective Alignment: CON-1.B, CON-2.A, CON-2.B
- Current Event Notebook:
 - Assignment Summary: Throughout the course of the year, students will keep a current events journal to encourage them to stay up-to-date on political current events and as a mechanism for practicing making connections between course content and real-world situations. The current events notebook will include sections for each unit of the course. Students will complete two-to-three current events assignments in their journal each unit.
 - For each current event article: Students will provide a brief summary of the current event article that they read, describe any bias within the source that might undermine its credibility, and make a prediction based on the events discussed in the article, supported by evidence in the article. Then, students will explain how the event discussed in the article either relates to (1) one of the big ideas in the course, (2) one of the required Supreme Court cases, or (3) one of the foundational documents.
 - Additionally: For each section of the course other than the institutions of national government (e.g., "Interest Groups and Political Parties"), students will identify and explain one way in which that institution has or could impact the events discussed in the article. [CR7] [CR10: activity] [CR12] Sources: Students will be encouraged to find articles from a variety of online political

news websites including *CNN*, *Politico*, *The Hill*, *Fox News*, *New York Times*, *Axios*, and *The Washington Post*. Students can also find articles on other political news sites, including the National Constitution Center’s Constitution Daily blog.

- Civic Engagement Project Task 1: Selecting a Domestic Policy Problem of Interest

Unit 2: Interactions Among Branches of Government

Essential Questions:

- How do the branches of the national government compete and cooperate in order to govern?
- To what extent have changes in the powers of each branch affected how responsive and accountable the national government is in the 21st century?

Topic 2.1: Congress: The Senate and the House of Representatives

- Big Idea and Learning Objective: Constitutionalism (CON-3.A)
- Key Terms: Senate, House, Chamber Sizes, Constituencies, Term-Lengths in Congress, Enumerated Powers (including Passing a Budget, Raising Revenue, Coining Money, Declaring War, and Maintaining Armed Forces), Implied Powers, Necessary and Proper Clause
- Foundational Documents: The Constitution of the United States

Topic 2.2: Structures, Powers, and Functions of Congress

- Big Idea and Learning Objective: Constitutionalism (CON-3.B)
- Key Terms: Policy-Making Process, Congressional Standing Committees, Speaker of the House, President of the Senate, Party Leadership in Congress, Committee Leadership, Filibuster and Cloture, Holds, Unanimous Consent, Rules Committee, Committee of the Whole, Discharge Petitions, Treaty Ratification, Confirmation, Federal Budget, Discretionary Spending, Mandatory Spending, Entitlement Spending, Tax Revenues, Budget Deficit, Pork Barrel, Logrolling

Topic 2.3: Congressional Behavior

- Big Idea and Learning Objective: Constitutionalism (CON-3.C)
- Key Terms: Party Polarization, Gerrymandering, Redistricting, “One Person, One Vote,” Divided Government, Lame-Duck, Trustee, Delegate, Politico
- Required Cases: *Baker v. Carr* (1961), *Shaw v. Reno* (1993)

Topic 2.4: Roles and Powers of the President

- Big Idea and Learning Objective: Constitutionalism (CON-4.A)
- Key Terms: Formal Powers, Informal Powers, Vetoes and Pocket Vetoes, Commander-in-Chief, Treaties, Executive Agreements, Executive Orders, Signing Statements
- Foundational Documents: The Constitution of the United States

Topic 2.5: Checks on the President

- Big Idea and Learning Objective: Constitutionalism (CON-4.B)
- Key Terms: Appointments (Cabinet Members, Ambassadors, White House Staff, Federal Judges), Executive Orders
- Foundational Documents: The Constitution of the United States

Topic 2.6: Expansion of Presidential Power

- Big Idea and Learning Objective: Constitutionalism (CON-4.C)

- Key Terms: Twenty-Second Amendment, Formal Powers, Informal Powers
- Foundational Documents: Federalist No. 70

Topic 2.7: Presidential Communication

- Big Idea and Learning Objective: Constitutionalism (CON-4.D)
- Key Terms: State of the Union, Bully Pulpit

Topic 2.8: The Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.A)
- Key Terms: Judicial Review
- Foundational Documents and Required Cases: The Constitution of the United States of America, Federalist No. 78, Marbury v. Madison (1803)

Topic 2.9: Legitimacy of the Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.B)
- Key Terms: Life Tenure, Precedent, Stare Decisis, Appointment and Confirmation

Topic 2.10: The Court in Action

- Big Idea and Learning Objective: Constitutionalism (CON-5.B)
- Key Terms: Judicial Review, Judicial Activism, Judicial Restraint

Topic 2.11: Checks on the Judicial Branch

- Big Idea and Learning Objective: Constitutionalism (CON-5.B, CON-5.C)
- Key Terms: Constitutional Amendments, Appointment and Confirmation, Court Jurisdiction, Implementation of Court Rulings

Topic 2.12: The Bureaucracy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.A)
- Key Terms: Regulations, Fines, Congressional Testimony, Issue Network, Iron Triangles, Political Patronage, Civil Service, Merit System

Topic 2.13: Discretionary and Rule-Making Authority

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.B)
- Key Terms: Bureaucratic Discretion, Rule-Making, Policy Implementation

Topic 2.14: Holding the Bureaucracy Accountable

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.C)
- Key Terms: Oversight (Committee Hearings and Power of the Purse)

Topic 2.15: Policy and the Branches of Government

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-2.E)

Sample Activities and Assignments for Unit 2:

- The Constitutionality of the 2010 Texas Redistricting Plan:
 - Framing Question: Develop an argument regarding whether the 2010 Texas redistricting plan is constitutional.
 - Secondary Framing Question: Explain the implications of gerrymandering.
 - Activity Summary: Students will begin by analyzing The Washington Post infographic on gerrymandering to distill a conceptual definition of the term. Students will then analyze and compare the Supreme Court rulings in Baker v. Carr (1961), Shaw v. Reno (1993), and Shelby County v. Holder (2013) to determine the constitutional basis of court challenges over redistricting and

identify and describe the constitutional rules and parameters for redistricting. Students will then apply these rules and the rules discussed in the article accompanying the infographic to the Texas 2010 redistricting map and data (linked below) to develop an argument regarding whether the 2010 Texas redistricting plan is constitutional. After engaging in a discussion around this question, students will write an essay in which they develop their argument about the constitutionality of the redistricting scheme and explain the potential implications that this debate has on congressional decision-making and the incumbency advantage phenomena.

- Additional Sources: The Washington Post Gerrymandering Infographic (“This is the Best Explanation of Gerrymandering You Will Ever See”), Texas Congressional District Data Showing Overall Population and Latino Population by District (“Mapping the Latin Electorate by Congressional District”), Texas 2010 Congressional Redistricting Maps from GovTrack.us.
- Learning Objective Alignment: CON-3.C, PRD-2.C
- Simulation – Standing Committee Mark-Up:
 - Framing Question: Develop an argument that explains whether the legislative process best represents an example of participatory democracy, pluralist democracy, or elite democracy.
 - Activity Summary: Students will be assigned different roles representing individuals or institutions that could influence the mark-up process and passage of a bill out of a congressional standing committee, along with a basic draft of a paragraph-long bill that proposes entitlement reform as a means of decreasing the federal budget deficit. Roles in the simulation include Chair of the Ways and Means Committee, Majority Party Members of Ways and Means, Minority Party Members of Ways and Means, Party Leadership in the House, Party Leadership in the Senate, interest groups representing various perspectives on the bill, relevant bureaucratic agency leaders (e.g., Social Security Administration), and the President of the United States. The Chair of the Ways and Means Committee will make decisions throughout the simulation, such as whether to pigeonhole the bill, whether to calendar the bill for mark-up, or whether to refer the bill to a subcommittee. Regardless of this decision, the Ways and Means Committee will engage in a mark-up process of the bill as different representatives within the committee attempt to logroll and actors and institutions outside of the committee attempt to influence the bill and pursue their interests as the bill works its way through the committee process. Students will then learn about the rest of the legislative process and use evidence from this simulation, along with evidence from foundational documents such as the U.S. Constitution and Federalist No. 51, to develop a thesis that answers the framing question and supports this thesis with evidence.
 - Learning Objective Alignment: LOR-1.B, CON-3.B, CON-3.C, PMI-5.E
- Civic Engagement Project Task 2: Domestic Policy and Federalism

Unit 3: Civil Liberties and Civil Rights

Essential Questions:

- To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
- How have U.S. Supreme Court rulings defined civil liberties and civil rights?

Topic 3.1: The Bill of Rights

- Big Idea and Learning Objective: Liberty and Order (LOR-2.A and LOR-2.B)
- Key Terms: Bill of Rights, Civil Liberties
- Foundational Documents: The Constitution of the United States

Topic 3.2: First Amendment - Freedom of Religion

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Establishment Clause, Free Exercise Clause
- Foundational Documents and Required Cases: The Constitution of the United States, Engel v. Vitale (1962), Wisconsin v. Yoder (1972)

Topic 3.3: First Amendment - Freedom of Speech

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Symbolic Speech, Limits on Speech – Time, Manner, and Place Regulations, Defamatory, Offensive, and Obscene Gestures, “Clear and Present Danger”
- Foundational Documents and Required Cases: The Constitution of the United States, Tinker v. Des Moines (1969), Schenck v. United States (1919)

Topic 3.4: First Amendment - Freedom of the Press

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Prior Restraint
- Foundational Documents and Required Cases: The Constitution of the United States, New York Times Co. v. United States (1971)

Topic 3.5: Second Amendment - Right to Bear Arms

- Big Idea and Learning Objective: Liberty and Order (LOR-2.C)
- Key Terms: Second Amendment
- Foundational Documents and Required Cases: The Constitution of the United States, McDonald v. Chicago (2010)

Topic 3.6: Amendments - Balancing Individual Freedom with Public Order and Safety

- Big Idea and Learning Objective: Liberty and Order (LOR-2.D)
- Key Terms: Second Amendment, Fourth Amendment, Eighth Amendment
- Foundational Documents: The Constitution of the United States

Topic 3.7: Selective Incorporation

- Big Idea and Learning Objective: Liberty and Order (LOR-3.A)
- Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment
- Foundational Documents and Required Cases: The Constitution of the United States, McDonald v. Chicago (2010)

Topic 3.8: Amendments - Due Process and the Rights of the Accused

- Big Idea and Learning Objective: Liberty and Order (LOR-3.B)
- Key Terms: Selective Incorporation, Due Process Clause of the Fourteenth Amendment, Miranda Rule, Miranda v. Arizona (1966), Public Safety Exception, Right to Legal Counsel, Right to Speedy and Public Trial, Right to Impartial Jury, Protection Against Warrantless Searches, Exclusionary Rule
- Foundational Documents and Required Cases: The Constitution of the United States, Gideon v. Wainwright (1963)

Topic 3.9: Amendments - Due Process and the Right to Privacy

- Big Idea and Learning Objective: Liberty and Order (LOR-3.B)
- Key Terms: Ninth Amendment, Due Process Clause of the Fourteenth Amendment
- Foundational Documents and Required Cases: The Constitution of the United States, *Roe v. Wade* (1973)

Topic 3.10: Social Movements and Equal Protection

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-1.A)
- Key Terms: Equal Protection Clause of the Fourteenth Amendment, Civil Rights, National Organization for Women (NOW), Pro-Life Movement
- Foundational Documents: The Constitution of the United States, “Letter from Birmingham Jail”

Topic 3.11: Government Responses to Social Movements

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-3.A)
- Key Terms: The Civil Rights Act of 1964, Title IX of the Education Amendments Act of 1972, the Voting Rights Act of 1965
- Required Cases: *Brown v. Board of Education* (1954)

Topic 3.12: Balancing Minority and Majority Rights

- Big Idea and Learning Objective: Constitutionalism (CON-6.A)
- Key Terms: Public Accommodation Laws, Majority-Minority Districts
- Required Cases: *Brown v. Board of Education* (1954)

Topic 3.13: Affirmative Action

- Big Idea and Learning Objective: Constitutionalism (CON-6.A)
- Key Terms: Affirmative Action

Sample Activities and Assignments for Unit 3

- Argument and Discussion – Who is Most Responsible for Advancing Civil Rights since the 1950s?:
 - Framing Question: Argue whether Congress, the U.S. Supreme Court, or social movements are most responsible for the advancement of civil rights since the 1950s.
 - Activity Summary: First, students will analyze the role of specific laws, U.S. Supreme Court rulings, and social movements in either advancing or hindering civil rights since the 1950s. U.S. Supreme Court cases students could analyze and use as evidence include: *Plessy v. Ferguson* (1896), *Brown v. Board of Education* (1954), *Sweatt v. Painter* (1950), *Heart of Atlanta Motel, Inc. v. United States* (1964), *Shaw v. Reno* (1993), *Craig v. Boren* (1976), *Griswold v. Connecticut* (1965), and *Roe v. Wade* (1973). Congressional actions that students could analyze and use include The Civil Rights Act of 1964, The Voting Rights Act of 1965, Title IX of the Education Amendments Act of 1972, the Twenty-Fourth Amendment, and the Equal Rights Amendment. Social movements students will analyze include the African American Civil Rights Movement, led by Dr. Martin Luther King (this analysis will include excerpts from “Letter from Birmingham Jail”) and the National Organization for Women. After explaining the role of Congressional actions, U.S. Supreme Court rulings, and social movements in advancing civil rights since the 1950s, students will be divided into groups, and each group will be assigned to argue on behalf of either Congress, the U.S. Supreme Court, or social movements. At the conclusion of the discussion in which each group represents their assigned perspective, students will focus on Practice 6 (the use of refutation, concession, and rebuttal in responding to opposing or alternative perspectives) based on the points that various groups highlighted during the discussion.

- Learning Objective Alignment: PRD-1.A, PMI-3.A, CON-6.A
- Mock Oral Arguments – Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission:
 - Framing Question: Constitutionally, how do we balance the civil liberties of an individual with the civil rights of a group when the two come into conflict with one another?
 - Activity Summary: Students will frame the mock trial by first reading the overview of the Free Exercise Clause from the National Constitution Center’s Interactive Constitution and explaining how cases such as Wisconsin v. Yoder (1972), Employment Division v. Smith (1990), Reynolds v. United States (1878), and Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah (1993) have shaped the Supreme Court’s interpretation of the Free Exercise Clause. Students will then be divided into three groups – petitioners, respondents, and Supreme Court justices. Within these groups, students will be assigned roles such as chief justice, lead attorney, and paralegal. Students will be given an overview of the facts of the case from Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission, along with a set of the constitutional questions underlying the case, including the extent to which the relevant provision from the Colorado Anti-Discrimination Act is constitutional under the Tenth Amendment and Fourteenth Amendment, whether the creation of a wedding cake is expression protected under the First Amendment’s Freedom of Speech, and whether the Colorado Anti-Discrimination Act can compel the cake shop owner to produce a cake that violates his sincerely held religious beliefs under the Free Exercise Clause pursuant with similar federal public accommodation laws that compel businesses, under the Commerce Clause, to not discriminate against protected classifications of individuals. Students will have one day to prepare their arguments, one day to rehearse their statements and practice for cross-examination, and then the Supreme Court mock oral arguments will take place. Students will then reflect on how factors such as precedent and stare decisis, the ideological composition of the Supreme Court, and judicial activism and restraint might influence how the court rules in this case.
 - Additional Sources: Gedicks, Frederick, and Michael McConnell. “The Free Exercise Clause.” National Constitution Center.
 - Learning Objective Alignment: CON-5.B, LOR-2.C, LOR-3.A, CON-6.A
- Civic Engagement Project Task 3: Domestic Policy and the Institutions of the Federal Government

Unit 4: American Political Ideologies and Beliefs

Essential Questions:

- How are American political beliefs formed and how do they evolve over time?
- How do political ideology and core values influence government policy making?

Topic 4.1: American Attitudes about Government and Politics

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1.A)
- Key Terms: Individualism, Equality of Opportunity, Free Enterprise, Rule of Law, Limited Government

Topic 4.2: Political Socialization

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)
- Key Terms: Political Socialization, Political Culture

Topic 4.3: Changes in Ideology

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

Topic 4.4: Influence of Political Events on Ideology

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-1)

Topic 4.5: Measuring Public Opinion

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-2)
- Key Terms: Opinion Polls, Tracking Polls, Exit Polls, Sampling Techniques, Sampling Error

Topic 4.6: Evaluating Public Opinion Data

- Big Idea and Learning Objective: Methods of Political Analysis (MPA-2.B)

Topic 4.7: Ideologies of Political Parties

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.A)
- Key Terms: Democratic Party, Republican Party, Conservative Ideology, Liberal Ideology

Topic 4.8: Ideology and Policy-Making

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.B)

Topic 4.9: Ideology and Economic Policy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.C, PMI-4.D)
- Key Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology, Keynesian Economics, Supply-Side Economics, Fiscal Policy, Monetary Policy, the Federal Reserve

Topic 4.10: Ideology and Social Policy

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-4.E, PMI-4.F)
- Key Terms: Liberal Ideology, Conservative Ideology, Libertarian Ideology

Sample Activities and Assignments for Unit 4

- Political Culture and Political Ideology Party Platform Analysis:
 - Framing Question: Which force will ultimately prevail – The core values that unite us or the attitudes and ideological beliefs that divide us?
 - Activity Summary: Students will first explain how excerpts from Alexis de Tocqueville’s *Democracy in America* help to describe core American political values such as individualism, equality of opportunity, free enterprise, rule of law, limited government, and popular sovereignty. Students will then analyze excerpts from the most recent Republican Party Platform and Democratic Party Platform and explain how excerpts from both party platforms connect to these core American political values. Next, students will compare the attitudes and ideological beliefs of both parties with respect to these core values before answering and discussing the framing question, using their understanding of their policy from the civics engagement process and data on political polarization and public opinion with regards to core American political values as additional evidence in answering the question.
 - Additional Sources: 2016 Republican Party Platform, 2016 Democratic Party Platform, Data on Political Polarization ("Political Polarization in the American Public." Pew Research Center, June 12, 2014), Public Opinion Data ("Republicans less likely than Democrats to see major role for govt on health care, poverty assistance." Pew Research Center, November 20, 2015)
 - Learning Objective Alignment: MPA-1.A, PMI-4
- Polling Lessons Learned from The Literary Digest 1936 Presidential Election Poll:

- Framing Question: Under what circumstances should a public opinion poll be considered reliable and accurate?
- Activity Summary: Students will start by evaluating the polling methods used in The Literary Digest 1936 Presidential Election Poll, which predicted inaccurately that Alf Landon would defeat FDR. The poll mailed out 10,000,000 questionnaires, in the form of postcards, to subscribers of The Literary Digest, and the postcard consisted of a mock ballot that 2,300,000 subscribers to The Literary Digest voluntarily submitted. Students will determine the type of poll and update the sampling methods to make the poll more reliable. Students will then apply their takeaways from the evaluation of this poll to a series of 2016 presidential election polls and develop an explanation as to why polling in 2016 consistently struggled to project the outcome of both the party nomination and general elections and how these struggles might influence polling's use in campaigns and policy decisions.
- Learning Objective Alignment: MPA-2.A, MPA-2.B
- Civic Engagement Task 4: The Connection Between Influencing Domestic Policy, Civil Liberties, and Civil Rights

Unit 5: Political Participation

Essential Questions:

- How have changes in technology influenced political communication and behavior?
- Why do levels of participation and influence in politics vary?
- How effective are the various methods of political participation in shaping public policies?

Topic 5.1: Voting Rights and Models of Voting Behavior

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.A, MPA-3.B)
- Key Terms: Fifteenth Amendment, Seventeenth Amendment, Nineteenth Amendment, Twenty-Fourth Amendment, Twenty-Sixth Amendment, Voting Rights Act of 1965, Rational Choice Voting, Retrospective Voting, Prospective Voting, Party-Line Voting
- Foundational Documents: The Constitution of the United States

Topic 5.2: Voter Turnout

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (MPA-3.C)
- Key Terms: Voter Turnout, Vote Choice, Political Efficacy, Voter Registration, Compulsory Voting, Midterm Elections, Presidential Elections, Relationship Between Demographics and Voter Turnout, Relationship Between Demographics and Vote Choice

Topic 5.3: Political Parties

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.A, PMI-5.B)
- Key Terms: Linkage Institutions, Political Parties, Party Platforms, Committee and Party Leadership in Legislatures

Topic 5.4: How and Why Political Parties Change and Adapt

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.C)
- Key Terms: Candidate-Centric Campaigns, Direct Primaries, Critical Elections, Realignment, Campaign Finance

Topic 5.5: Third-Party Politics

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.D)
- Key Terms: Proportional System, Winner-Take-All System, Party Platforms

Topic 5.6: Interest Groups Influencing Policy-Making

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.E, PMI-5.F)

- Key Terms: Iron Triangle, Issue Networks, “Free Rider” Problem

Topic 5.7: Groups Influencing Policy Outcomes

- Big Idea and Learning Objective: Competing Policy-Making Interests (PMI-5.G)
- Key Terms: Single-Issue Groups, Ideological/Social Movements, Protest Movements, Professional Organizations, Federal Budget Process

Topic 5.8: Electing a President

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.A, PRD-2.B)
- Key Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Party Conventions, Electoral College, Winner-Take-All, National Popular Vote

Topic 5.9: Congressional Elections

Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.C)

- Key Terms: Incumbency Advantage, Open and Closed Primaries, Caucuses, Presidential Elections, Midterm Elections

Topic 5.10: Modern Campaigns

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.D)
- Key Terms: Political Consultants, Campaign Finance, Social Media

Topic 5.11: Campaign Finance

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-2.E)Key Terms: Bipartisan Campaign Reform Act of 2002, Soft Money, “Stand by Your Ad” provision, PACs and Super PACs
- Required Case: Citizens United v. Federal Election Commission (2010)

Topic 5.12: The Media

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.A)
- Key Terms: Horse Race Journalism, Media as a Gatekeeper

Topic 5.13: Changing Media

- Big Idea and Learning Objective: Civic Participation in a Representative Democracy (PRD-3.B)
- Key Terms: Media Bias, Partisan News Sites, Ideologically Oriented Programming

Sample Activities and Assignments for Unit 5

- Campaign Strategy Simulation:
 - Framing Question: How do demographic trends in political ideology, party affiliation, and voter turnout affect campaign strategy?
 - Activity Summary: Students will be assigned roles as campaign management for one of the major political parties in an upcoming midterm Congressional election. Students will be given demographic profiles for three typical members of the eligible voting population, with information provided on the three individuals’ race/ethnicity, religion, gender, income, age, education, occupation category, and geographic region. Using exit poll data from the most recent presidential election and midterm Congressional election, along with an infographic and data on voter turnout levels by demographic, students will develop a campaign strategy for the upcoming midterm Congressional election. This strategy will outline which of the three demographic profiles are most likely to vote Republican and Democrat along with which profile is most likely to be moderate, while also accounting for which profiles are most likely to vote and least likely to vote and why. Students will then explain how their campaign strategy might be different during a presidential election year or a primary election versus a general election.

- Additional Sources: Exit Poll Data (Huang, Jon, et al. “Election 2016: Exit Polls.” New York Times, November 8, 2016.), Voter Turnout Infographic (Gray, Emma. “Voter Turnout Graphic Shows Women, Older People Most Likely to Come Out on Election Day.” Huffington Post, August 17, 2012.)
- Learning Objective Alignment: MPA-3.C, PMI-5.B, PMI-5.C, PRD-2.C
- Creating a Policy or Strategy to Increase Voter Turnout:
 - Framing Question: Why do so many eligible voters find it “irrational” to vote, and what could either the federal government, state governments, or linkage institutions do to make the benefits of voting outweigh the costs for more voters?
 - Activity Summary: This activity frames the potential problem of low voter turnout through the lens of economic rationality. Students first consider the different factors that influence an individual’s decision to vote (attitudinal factors, government requirements, and institutional forces) and how these factors impact either the costs of voting or the benefits of voting. Then, in small groups, students either take on the role of an interest group or political party planning a “get out the vote” drive or the state or federal government looking to craft a policy to increase voter turnout (like Motor Voter). Students will design a policy or strategy, explaining how their plan will either raise the benefits or lower the costs of voting for more voters and whether their plan is constitutional (if they take the perspective of the state or federal government). The first part of the activity will culminate in students presenting their policy or plan to the class. Students will then consider the implications of higher voter turnout in terms of changes in election outcomes and policies by considering what would happen if the U.S. adopted compulsory voting laws or policies similar to the ones designed by the students.
 - Additional Sources: Map and Data on Photo ID Laws across different states (“Voter Identification Requirements.” National Conference of State Legislatures, June 5, 2017), and Map on the Relationship Between Same Day Registration and Voter Turnout (“Interactive map: Does same-day registration affect voter turnout in the U.S.?” PBS, October 4, 2015).
 - Learning Objective Alignment: MPA-3.B, MPA-3.C, PMI-5.B, PMI-5.C, PMI-5.E
- Concept-Mapping:
 - Assignment Summary: Concept-mapping is an assignment that students will complete at various points throughout the course in the lead-up to summative assessments. In constructing a concept-map, students will place a quote, a piece of text, data, a visual, a foundational political concept, or a unit essential question in the center of the concept map. Students are then given a set of key terms that they visually connect back to the center of the concept map or the other terms on the concept map. Students must include a description for each term and a brief explanation on each line connecting terms.
- Civic Engagement Project Task 5: Domestic Policy, Public Opinion, and Political Ideology
- Civic Engagement Project Task 6: Final Presentations

AP US History Syllabus

Course Description: The Advanced Placement U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses.

Units Covered in AP US History		Weight on Exam
Unit 1: Period 1	1491-1607	4-6%
Unit 2: Period 2	1607-1754	6-8%
Unit 3: Period 3	1754-1800	10-17%
Unit 4: Period 4	1800-1848	10-17%
Unit 5: Period 5	1844-1877	10-17%
Unit 6: Period 6	1865-1898	10-17%
Unit 7: Period 7	1890-1945	10-17%
Unit 8: Period 8	1945-1980	10-17%
Unit 9: Period 9	1980-Present	4-6%

Themes of AP U.S. History: Embedded in all activities in the class and drive the curriculum throughout the school year:

- **Theme 1 American and National Identity (NAT):** Theme focuses on how and why definitions of American and national identity and values have developed among the diverse and changing population of North America. Theme also focuses on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.
- **Theme 2 Work, Exchange and Technology (WXT):** Theme focuses on the factors behind the development of systems of economic exchange— particularly the role of technology, economic markets, and government.
- **Theme 3 Geography and the Environment (GEO):** Theme focuses on the role of geography and both the natural and human-made environments in the social and political developments in what would become the U.S.
- **Theme 4 Migration and Settlement (MIG):** Theme focuses on why and how the various people who moved to and within the U.S. both adapted to and transformed their new social and physical environments.

- **Theme 5 Politics and Power (PCE):** Theme focuses on how different social and political groups have influenced society and government in the United States as well as how political beliefs and institutions have changed over time.
- **Theme 6 America in the World (WOR):** Theme focuses on the interactions between nations that affected North American history in the colonial period. Theme also focuses on the influence of the U.S. on world affairs.
- **Theme 7—American and Regional Culture (ARC):** Theme focuses on the how and why national, regional, and group cultures developed and changed as well as how culture has shaped government policy and the economy.
- **Theme 8—Social Structures (SOC):** Theme focuses on how and why systems of social organization develop and change as well as the impact that these systems have on broader society.

AP Historical Thinking Skills: All students will need to master these skills to be successful in the AP U.S. History course. All assignments and assessments will focus on these skills:

- **Skill 1: Development and Processes**—Identify and explain historical developments and processes.
 - 1.A Identify a historical concept, development, or process.
 - 1.B Explain a historical concept, development, or process.
- **Skill 2: Sourcing and Situation**—Analyze sourcing and situation of primary and secondary sources.
 - 2.A Identify a source’s point of view, purpose, historical situation, and/or audience.
 - 2.B Explain the point of view, purpose, historical situation, and/or audience of a source.
 - 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
- **Skill 3: Claims and Evidence in Sources**—Analyze arguments in primary and secondary sources.
 - 3.A Identify and describe a claim and/or argument in a text based or non-text-based source.
 - 3.B Identify the evidence used in a source to support an argument.
 - 3.C Compare the arguments or main ideas of two sources.
 - 3.D Explain how claims or evidence support, modify, or refute a source’s argument.
- **Skill 4: Contextualization**—Analyze the context of historical events, developments, or processes.
 - 4.A Identify and describe a historical context for a specific historical development or process.
 - 4.B Explain how a specific historical development or process is situated within a broader historical context.
- **Skill 5: Making Connections**—Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
 - 5.A Identify patterns among or connections between historical developments and processes.
 - 5.B Explain how a historical development or process relates to another historical development or process.
- **Skill 6: Argumentation**—Develop an argument.
 - 6.A Make a historically defensible claim.

- 6.B Support an argument using specific and relevant evidence.
 - ? Describe specific examples of historically relevant evidence.
 - ? Explain how specific examples of historically relevant evidence support an
 - argument.
- 6.C Use historical reasoning to explain relationships among pieces of historical evidence.
- 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.
- This argument might:
 - ? Explain the nuance of an issue by analyzing multiple variables.
 - ? Explain relevant and insightful connections within and across periods.
 - ? Explain the relative historical significance of a source’s credibility and limitations.
 - ? Explain how or why a historical claim or argument is or is not effective.

Primary Textbook:

Brinkley, Alan. *American History: Connecting with the Past*, 14th edition. NY, NY: McGraw-Hill, 2012. CR1

Supplemental Texts:

Newman, John and Shmalbach, John, M. *United States History: Preparing for the Advanced Placement® Examination*. NY, NY: AMSCO School Publications, Inc. 2018.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 1: The Colonial Period to Reconstruction*, 17th Edition. McGraw-Hill, 2017.

Madaras, Larry and SoRelle, James, M. *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, 17th Edition. McGraw-Hill, 2017.

The Gilder Lehrman Institute of American History AP U.S. History Study Guide.

Assessments:

Student Practice

Throughout each unit, Topic Questions will be provided to help students check their understanding. The Topic Questions are especially useful for confirming understanding of difficult or foundational topics before moving on to new content or skills that build upon prior topics. Topic Questions can be assigned before, during, or after a lesson, and as in-class work or homework. Students will get rationales for each Topic Question that will help them understand why an answer is correct or incorrect, and their results will reveal misunderstandings to help them target the content and skills needed for additional practice.

At the end of each unit or at key points within a unit, Personal Progress Checks will be provided in class or as homework assignments in AP Classroom. Students will get a personal report with feedback on every topic, skill, and question that they can use to chart their progress, and their results will come with rationales that explain every question's answer. One to two class periods are set aside to re-teach skills based on the results of the Personal Progress Checks.

Unit Tests:

Most unit tests will include questions similar to past AP U.S. History Exams. Tests will be given approximately every three weeks and are cumulative.

Essays:

Long essay questions (LEQs) and document-based questions (DBQs). All LEQs and DBQs will be completed by participation in groups, pairs, or class discussions. In addition, DBQs and LEQs will be used for unit tests. DBQs will be used to assess students' ability to explain the author's point of view, purpose, audience, and/or historical situation.

Short-Answer Questions (SAQs):

These are warm-up questions or bell ringers for the class discussion. They will also be used as test questions with the multiple-choice unit tests.

Oral Exams:

All oral exams will be based on former LEQs and will be completed in groups of 3–4 students. The LEQ test will be given after the oral exam in conjunction with the multiple-choice test if time permits.

Daily Discussions:

Each day students will discuss the class with a series of Socratic questions based on lecture, readings, vocabulary, SAQs, LEQs, and DBQs. They may also come from primary documents that students read in each unit.

Weekly Quizzes:

Weekly vocabulary quizzes based on the daily textbook readings.

Period 1: Unit 1: 1491–1607

Chapter 1, Brinkley: "Pre-Columbian Societies" / "The Collusion of Cultures"—Early inhabitants of the Americas; American Indian empires in Mesoamerica, the Southwest, and the Mississippi; and American Indian cultures of North America at the time of European Contact.

Chapter 2, Brinkley: "Transatlantic encounters and colonial beginnings, 1492–1690" / "Translations and Borderlands"—First European contacts with North Americans; Spain's Empire in North America.

Topics	Skills
Contextualizing Period 1	4.A
Native American Societies Before European Contact	1.A
European Exploration in the Americas	1.A
Columbian Exchange, Spanish Exploration, and Conquest	3.A
Labor, Slavery, and Caste in the Spanish Colonial System	5.A
Cultural Interactions Between European, Native Americans, and Africans	3.B
Causation in the Period 1	6.A

Learning Objectives for Unit 1:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Unit 1 Activities:

- Watch Unit 1/Period 1 video from Gilder Lehrman website for AP U.S. History. Have students watch AP U.S. History Study Guide Introduction and Period 1 videos: 1491—1607. This Gilder Lehrman website will give students videos, timelines, and primary sources. Students will take notes and discuss the topics presented during the video. Students will work in groups of 3–4 students to choose one primary document from the Gilder Lehrman Study Guide and create a gallery walk for presentation of each document chosen by student groups. Illustrations, written documents, and maps would be acceptable for discussion and gallery walk. (Skill 4)
 - Landing of Columbus, 1492
 - The Doctrine of Discovery, 1493 CR1
 - Columbus reports on his first voyage, 1493

- ? Spain authorizes Coronado’s conquest in the Southwest, 1540
- ? Bartolome de Las Casas debates the subjugation of the Indians, 1550
- ? Secotan, an Algonquian village, c. 1585
- ? The Spanish Armada, 1588
- ? Map of the New World, with European settlements and American Indian tribes, 1730
- ? The Middle Passage, 1749
- ? Indian Slavery in the Americas
- Students will read and discuss primary documents: De Indis, Francisco de Vitoria, 1532. Questions are from teachingamericanhistory.org.
 - Sample questions for class to discuss in a Socratic seminar:
 - How does Francisco de Vitoria characterize the cultural interactions between Europeans and Native Americans? Identify the evidence the author used in the source to support his argument. (Skill 3)
- Students will read the article, “1491” by Charles C. Mann, March 2002 issue. Students will read Mann and write five questions to discuss in the class the following day. Students will then complete a think-pair-share. This will allow small groups to discuss their questions and answers in class. (Skill 1)
- (WOR) Group Discussion. “Discuss the motives for European exploration in the Americas.” (Skill 1)

Unit 1: Assessments:

- Complete Personal Progress Check MCQ for Unit 1.
- Complete Personal Progress Check FRQ A for Unit 1.
- Complete Personal Progress Check FRQ B for Unit 1.
- Take Unit 1 Test.

Unit 2: Period 2: 1607–1754

Brinkley, Chapter 3: “Colonial North America 1690–1754”/ “Society and Culture in Provincial America”— Population growth and immigration; transatlantic trade and growth of seaports; the 18th century backcountry; growth of plantation economies and slave societies; the Enlightenment and the Great Awakening; and colonial governments and imperial policy in British North America.

Topics	Skills
Contextualizing Period 2	4.A
European Colonization	1.B
The Regions of British Colonies	3.A

Transatlantic Trade	5.A
Interactions Between American Indians and Europeans	2.A
Slavery in the British Colonies	5.A
Colonial Society and Culture	1.A
Comparison in the Period 2	6.B

Learning Objectives for Unit 2:

- Explain the context for the colonization from 1607 to 1754.
- Explain how and why various European colonies developed and expanded from 1607 to 1754.
- Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.
- Explain the causes and effects of transatlantic trade over time.
- Explain how and why interactions between various European nations and American Indians changed over time.
- Explain the causes and effects of slavery in the various British colonial regions.
- Explain how enslaved peoples responded to slavery.
- Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.
- Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.
- Compare the effects of the development of colonial society in the various regions of North America.

Unit 2 Activities:

- (MIG) Watch the Gilder Lehrman video for Period 2 (1607–1754). After the video, students will take notes and discuss why and how Europeans and Indigenous peoples moved, maneuvered, and fought for dominance, control, and security in North America (ap.gilderlehrman.org).
- Some examples of primary documents and essays for students to read and discuss in this unit/period:
 - The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson
 - The Origins of Slavery
 - A Jamestown settler describes life in Virginia, 1622

- ? John Winthrop describes life in Boston, 1634
- ? Slave revolt in the West Indies, 1733
- ? Arguments for educating women, 1735
- ? A report from Spanish California, 1776
- ? The New York Conspiracy of 1741
- ? Olaudah Equiano
- ? Lockean Liberalism and the American Revolution
- ? Jamestown and the Founding of English America
- Students will analyze using HIPPO
 - ? H—Historical Context
 - ? I—Intended Audience
 - ? P—Point of View
 - ? P—Purpose
 - ? O—Outside Information
- Students may read and analyze primary documents in small groups. “Sinners in the Hands of an Angry God,” by Jonathan Edwards (1741). The analysis will be shared with other groups who have also completed other documents about “Bacon’s Manifesto,” and the “Maryland Toleration Act” of 1649. All students will take one document to analyze in share in small groups. (Skill 1)
- (ARC) In-class debate. From Taking Sides, pages 75–90, “Was there a Great Awakening in Mid-18th century America?” Jon Butler (Yes), T.H. Breen (No). Students will be given a side to take and debates will be covered on both sides. (Skill 1)
- (WXT) Group LEQ. “Analyze the impact of the Atlantic trade routes established in the mid-1600s on economic development in the British North American colonies between 1580 and 1754.” (Skill 5)

Unit 2: Assessments:

- Complete Personal Progress Check MCQ for Unit 2.
- Complete Personal Progress Check FRQ A for Unit 2.
- Complete Personal Progress Check FRQ B for Unit 2.
- Take Unit 2 Test

Unit 3: Period 3: 1754–1800

Brinkley, Chapter 4: “Empire in Transition”—Setting the stage and loosening of ties with Great Britain; struggle for the continent; the new imperialism; and stirrings of revolt; and the French and Indian War (Seven Years’ War).

Brinkley, Chapter 5: “The American Revolution”—Setting the stage for the war of independence; the imperial crisis and resistance to Great Britain; the War for Independence; state constitutions and the Articles of Confederation; and the federal Constitution.

Brinkley, Chapter 6: “The Constitution and the New Republic”—Washington, Hamilton, and the shaping of the national government; emergence of political parties: Federalists and Republicans; Republican motherhood and education of women; beginnings of the Second Great Awakening; Setting the stage and framing of a new government; Federalists and Republicans; establishing national sovereignty; and the downfall of the Federalists.

Topics	Skills
Contextualizing Period 3	4.A
The Seven Years’ War (The French and Indian War)	1.B
Taxation without Representation	2.A
The Philosophical Foundations of the American Revolution	2.B
The American Revolution	6.B
The Influence of Revolutionary Ideals	3.A
The Articles of Confederation	3.B
The Constitutional Convention and Debates over Ratification	3.A
The Constitution	5.A
Shaping a New Republic	2.A
Developing an American Identity	1.B
Involvement in the Early Republic	5.A
Continuity and Change in the Period 3	6.B

Learning Objectives for Unit 3:

- Explain the context in which American gained independence and developed a sense of national identity
- Explain the causes and effects of the Seven Years’ War (the French and Indian War).

- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Explain how various factors contributed to the American victory in the Revolution.
- Explain the various ways the American Revolution affected society.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the differing ideological positions on the structure and function of the federal government.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
- Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.
- Explain the continuities and changes in American culture from 1754 to 1800.
- Explain how and why migration and immigration to and within North America caused competition and conflict over time.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.
- Explain how the American independence movement affected society from 1754 to 1800.

Unit 3 Activities:

- (PCE) (NAT) Document analysis. Students will read Common Sense by Thomas Paine, the Declaration of Independence, and the U.S. Constitution. All students will apply HIPPO to analyze the document and share their analysis in small groups. Students will then compare the arguments made by Paine to the Declaration of Independence. (Skill 2)
- Timeline review. Students may create a timeline of the events that took place in Unit 3 and use illustrations and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)
- (WOR) In-class essay writing in pairs of two. In what ways did the French and Indian War (1754–1763) provide a context for understanding the political, economic, and ideological relations between Britain and its American colonies. Use the documents and your knowledge for the period 1740–1766 in constructing your response (adaption of 2004, DBQ, College Board). (Skill 4)

Unit 3 Assessments:

- Complete Personal Progress Check MCQ for Unit 3.
- Complete Personal Progress Check FRQ A for Unit 3.
- Complete Personal Progress Check FRQ B for Unit 3.
- Take Unit 3 Test.

Unit 4: Period 4: 1800–1848

Brinkley, Chapter 7: “The Jeffersonian Era”—Setting the stage and the rise of cultural nationalism; stirrings of industrialism; Jefferson the president; doubling the nation; expansion and war; and the War of 1812.

Brinkley, Chapter 8: “Varieties of American Nationalism”—Setting the stage and building a national market; expanding westward; the “Era of Good Feelings;” sectionalism and nationalism; and the revival of opposition.

Brinkley, Chapter 9: “Jacksonian America”—Setting the stage of the rise of mass politics; “Our Federal Union;” the removal of the Indians; Jackson and the Bank War; and the changing face of American politics.

Brinkley, Chapter 10: “America’s Economic Revolution”—Setting the stage in the changing of American population; transportation, communications, and technology; commerce and industry; men and women at work; patterns of industrial society; and the agricultural North.

Brinkley, Chapter 11: “Cotton, Slavery, and the Old South”—Setting the stage of the cotton economy; white society in the South; slavery—the “peculiar institution;” and the culture of slavery.

Topics	Skills
Contextualizing Period 4	4.A
The Rise of Political Parties and the Era of Jefferson	2.A
Politics and Regional Interests	2.B
America on the World Stage	2.B
Market Revolution-Industrialization	6.B
Market Revolution-Society and Culture	5.B
Expanding Democracy	1.B
Jackson and Federal Power	3.D
The Development of an American Culture	4.B
The Second Great Awakening	5.B
An Age of Reform	3.B

African Americans in the Early Republic	3.D
The Society of the South in the Early Republic	1.B
Causation in the Period 4	6.C

Learning Objectives for Unit 4:

- Explain the context in which the republic developed from 1800 to 1848.
- Explain the causes and effects of policy debates in the early republic.
- Explain how different regional interests affected debates about the role of the federal government in the early republic.
- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.
- Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.
- Explain how and why a new national culture developed from 1800 to 1848.
- Explain the causes of the Second Great Awakening.
- Explain how and why various reform movements developed and expanded from 1800 to 1848.
- Explain the continuities and changes in the experience of African Americans from 1800 to 1848.
- Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.
- Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Unit 4 Activities:

- (NAT) Gilder Lehrman video on Period 4. This video analyzes how “the New Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and democratic changes.” The sample of documents on the website are the following, which each student may read. Students may work in small groups or pairs and complete an oral presentation using large white paper or Prezi/PowerPoint presentation. Students may also go to Gilder Lehrman website to choose another primary document of their choice. This list is only a small example of what is available from the website. (Skill 1)
 - ? The horrors of slavery, 1805
 - ? A map of Louisiana territory, 1806
 - ? Thomas Jefferson’s opposition to the Federalists, 1810
 - ? Jefferson on British aggression, 1815
 - ? A Founding Father on the Missouri Compromise, 1819
 - ? A Northerner’s view of Southern slavery, 1821
 - ? The Monroe Doctrine, 1823
 - ? American Colonization Society membership certificate, 1833

- ? Andrew Jackson to the Cherokee Tribe, 1835
 - ? Lowell Mill Girls and the factory system, 1840
 - ? Lydia Maria Child on women's rights, 1843
- (PCE) In-class DBQ activity. Each student will read and discuss in small groups the DBQ the "Era of Good Feelings." Students will analyze the following documents from this DBQ: John Randolph to Congress, 1816, John C. Calhoun, Congress 1817, Illustration of the Fourth of July, 1819, Decision in McCulloch v. Maryland, 1819, Map of Density of population, 1820, Letter from Thomas Jefferson to John Randolph, 1820, letter from Anna Johnson to cousin, 1822, excerpt of diary from John Q. Adams, 1823. Students will then diagram a response to the following topic: Historians have traditionally labeled the period after the War of 1812 the "Era of Good Feelings." Evaluate the accuracy of this label, considering the emergence of nationalism and sectionalism. (Skill 6)

Unit 4 Assessments:

- Complete Personal Progress Check MCQ for Unit 4.
- Complete Personal Progress Check FRQ A for Unit 4.
- Complete Personal Progress Check FRQ B for Unit 4.
- Take Unit 4 Test.

Unit 5: Period 5: 1844–1877

Brinkley, Chapter 12: "Antebellum Culture and Reform"—Setting the stage and the romantic impulse; remaking society; and the crusade against slavery.

Brinkley, Chapter 13: "The Impending Crisis"—Setting the stage and looking westward; expansion and war; the sectional debate; and the crises of the 1850s.

Brinkley, Chapter 14: "The Civil War"—Setting the stage and the secession crisis; the mobilization of the North; the mobilization of the South; strategy and diplomacy; and the course of battle.

Brinkley, Chapter 15: "Reconstruction and the New South"—Setting the stage and the problems of peacemaking; Radical Reconstruction; the South in Reconstruction; the Grant Administration; the abandonment of Reconstruction; and the New South.

Topics	Skills
Contextualizing Period 5	4.B

Manifest Destiny	1.B
The Mexican-American War	3.C
The Compromise of 1850	4.B
Sectional Conflict: Regional Differences	2.B
Failure of Compromise	5.B
Election of 1860 and Secession	4.B
Military Conflict in the Civil War	5.A
Government Policies During the Civil War	2.B
Reconstruction	3.D
Failure of Reconstruction	3.C
Comparison in Period 5	6.C

Learning Objectives for Unit 5:

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican–American War.
- Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- Explain the political causes of the Civil War.
- Describe the effects of Lincoln’s election.
- Explain the various factors that contributed to the Union victory in the Civil War.
- Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.
- Compare the relative significance of the effects of the Civil War on American values.

Unit 5 Activities:

- Timeline review. Students will create a timeline of the events that led to the Civil War and use captioned photographs, illustrations, and political cartoons to explain the major continuities and changes of government policy of the period. Students will work in small groups to create the timeline for this time period. (Skill 5: Continuity and Change)
- (ARC) In-class DBQ activity/homework. Analyze DBQ on the Civil War. This has several primary documents to which students may apply the HIPPO worksheet with a partner or small group. The DBQ students may answer: “In what ways did African Americans shape the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870.” The primary documents are Major General Benjamin Butler, report to the Secretary of War, 1861; Resolution of African Americans in Newtown, NY, 1862; Abraham Lincoln, published letter, 1863; Republican Party platform, 1864; Charlotte Forten, African American teacher in the South Carolina Sea Islands, 1864; Article in The New York Times, 1864; Illustration by Thomas Nast, Harper’s Weekly, “And Not This Man?” 1865; Proceedings of the Convention of the Colored People of Virginia, 1865; Affidavit of Rebecca Parsons, former enslaved person, 1867; and a Map of African American and White Participation in Constitutional Conventions, 1867 to 1868. Students may write their essay in a pair or for homework. (Skill 6)
- In-class debates from Taking Sides. There are two debate topics for this unit—students may participate in groups, pairs or the entire class, depending on class size. (Skill 3) CR6
 - Debate topics: Students may conduct their own research and/or use reading material and essays provided by Taking Sides.
 - “Was the Mexican War an Exercise in American Imperialism?” (pages 213–228)
 - YES: Ramón Eduardo Ruiz, from “Manifest Destiny and the Mexican War,” Dorsey Press (1988)
 - NO: Norman A. Graebner, from “The Mexican War: A Study in Causation,” Pacific Historical Review (1980)
 - “Did Reconstruction Fail as a Result of Racism?” (pages 288–300)
 - YES: Lisa J. McLeod, from “Transubstantiation of Andrew Johnson: White Epistemic Failure in Du Bois’ Black Reconstruction,” Phylon (2014)
 - NO: Adam Fairclough, from “Was the Grant of Black Suffrage a Political Error?Reconsidering the Views of John W. Burgess, William A. Dunning, and Eric Foner on Congressional Reconstruction,” Journal of the Historical Society (2012)

Unit 5 Assessments:

- Complete Personal Progress Check MCQ for Unit 5.
- Complete Personal Progress Check FRQ A for Unit 5.
- Complete Personal Progress Check FRQ B for Unit 5.
- Complete Personal Progress Check FRQ C for Unit 5.
- Take Unit 5 Test.

Unit 6: Period 6: 1865–1898

Brinkley, Chapter 16: “The Conquest of the Far West”—Setting the stage and the societies off the Far West; the changing western economy; the romance of the West; the dispersal of the tribes; and the rise and decline of the western farmer.

Brinkley, Chapter 17: “Industrial Supremacy”—Setting the stage for sources of industrial growth; capitalism and its critics; and industrial workers in the new economy.

Brinkley, Chapter 18: “The Age of the City”—Setting the stage for the urbanization of America; the urban landscape; strains of urban life; the rise of mass communication; leisure in the consumer society; and high culture in the age of the city.

Topics	Skills
Contextualizing Period 6	4.B
Westward Expansion: Economic Development	1.B
Westward Expansion: Social and Cultural Development	3.C
The “New South”	2.C
Technological Innovation	5.B
The Rise of Industrial Capitalism	4.B
Labor in the Gilded Age	6.C
Immigration and Migration in the Gilded Age	3.C
Responses to Immigration in the Gilded Age	5.B
Development of the Middle Class	4.B
Reform in the Gilded Age	2.C
Controversies over the Role of Government in the Gilded Age	4.B

Politics in the Gilded Age	3.D
Continuity and Change in Period 6	6.D

Learning Objectives for Unit 6:

- Explain the historical context for the rise of industrial capitalism in the United States.
- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time.
- Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Explain how cultural and economic factors affected migration patterns over time.
- Explain the various responses to immigration in the period over time.
- Explain the causes of increased economic opportunity and its effects on society.
- Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.
- Explain continuities and changes in the role of the government in the U.S. economy.
- Explain the similarities and differences between the political parties during the Gilded Age.
- Explain the extent to which industrialization brought change from 1865 to 1898.

Unit 6 Activities:

- (WXT) The Gilder Lehrman website explains Unit 6/Period 6. “The transformation of the U.S. from an agricultural to an increasingly urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.” These are some documents found on Unit 6 content in which students may work in small groups or pairs to choose a document to present to class. (Skill 4)
 - ? Indian Wars: The Battle of Washita, 1868
 - ? Official photograph from the “Golden Spike” Ceremony, 1898 CR1
 - ? The Grange Movement, 1875
 - ? William Cullen Bryant opposes the protective tariff, 1876
 - ? William T. Sherman on the western railroads, 1878
 - ? The struggle for married women’s rights, c. 1880s
 - ? Charles Guiteau’s reasons for assassinating President Garfield, 1882
 - ? The Haymarket Affair, 1886
 - ? Frederick Douglass on the disfranchisement of black voters, 1888
 - ? People’s Party campaign poster, 1892
 - ? Campaign for the African American vote in Georgia, 1894
 - ? William Jennings Bryan and the ideals of the Declaration of Independence, 1895

- Timeline review. Students may create a timeline of the events that took place in Unit 6 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 1)
- (SOC) Graphic Organizer: Evaluate the similarities and differences of the responses of various segments of the U.S. population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their findings with the class. (Skill 5)
- In-class debates. Students may work in small groups and/or pairs to read secondary documents from *Taking Sides: Clashing Views in United States History, Volume 2: Reconstruction to the Present*, and debate the topic in class. Students will go on to compare the authors' purpose in each excerpt. (Skill 2)
 - "Did a New South Emerge Following Reconstruction?" (pages 30–47)
 - Yes: Ronald D. Eller, from "A Magnificent Field for Capitalists," in *Miners, Millhands, and Mountaineers: Industrialization of the Appalachian South, 1880–1930*, University of Tennessee Press (1982)
 - No: James Tice Moore, from "Redeemers Reconsidered: Change and Continuity in the Democratic South, 1870–1900," *Journal of Southern History* (1978)
- (SOC) "Evening party" reenactment. Students choose a person in the period who was affected by the industrial movement. For example, students may choose political leaders, business leaders, union leaders, and reform leaders. Students may choose both women and men of this time period. Students will research a document related to the person and act them out in an "evening party" or debate. Students may also dress their part to show the class how he/she would have dressed and acted during this time period. The students may also wear a nametag with facts about their person they chose to be for this activity. (Skill 4)

Unit 6 Assessments:

- Complete Personal Progress Check MCQ for Unit 6.
- Complete Personal Progress Check FRQ A for Unit 6.
- Complete Personal Progress Check FRQ B for Unit 6.
- Take Unit 6 Test.

Unit 7: Period 7: 1890–1945

Brinkley, Chapter 19: "From Crisis to Empire"—Setting the stage and the politics of equilibrium; the agrarian revolt; the crisis of the 1890s; "A Cross of Gold:" stirrings of imperialism; war with Spain; and the republic as empire.

Brinkley, Chapter 20: "The Progressives"—Setting the stage and the Progressive impulse; women and reform; the assault on the parties; sources of progressive reform; crusade for social order and reform; challenging the capitalist order; Theodore Roosevelt and the modern presidency; the troubled succession; and Woodrow Wilson and the New Freedom.

Brinkley, Chapter 21: “America and the Great War”—Setting the stages and the Big Stick: America and the world from 1901 to 1917; the road to war; “war without stint;” the war and American society; the futile search for social unity; the search for a new world order; and a society in turmoil.

Brinkley, Chapter 22: “The New Era”—Setting the stage and the new economy; the new culture; a conflict in cultures; and Republican government.

Brinkley, Chapter 23: “The Great Depression”—Setting the stage and the coming of the Great Depression; the American people in hard times; the Depression and American culture; and the unhappy presidency of Herbert Hoover.

Brinkley, Chapter 24: “The New Deal”—Setting the stage and launching the New Deal; the New Deal in transition; the New Deal in disarray; and the limits and legacies of the New Deal.

Brinkley, Chapter 25: “The Global Crisis”—Setting the stage and the diplomacy of the new era; isolationism and internationalism; and from neutrality to intervention.

Brinkley, Chapter 26: “America in a World at War”—Setting the stage on a war on two fronts; the American people in wartime; and the defeat of the Axis.

Topics	Skills
Contextualizing Period 7	4.B
Imperialism: Debates	2.C
The Spanish-American War	2.B
The Progressives	2.C
World War I: Military and Diplomacy	2.C
World War 1: Home Front	3.D
1920s: Innovation in Communication and Technology	5.B
1920s: Cultural and Political Controversies	4.B

The Great Depression	5.B
The New Deal	5.B
Interwar Foreign Policy	1.B
World War II: Mobilization	1.B
World War II: Military	6.C
Postwar Diplomacy	2.B
Comparison in Period 7	6.D

Learning Objectives for Unit 7:

- Explain the context in which America grew into its role as a world power.
- Explain the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the effects of the Spanish–American War.
- Compare the goals and effects of the Progressive reform movement.
- Compare attitudes toward the use of natural resources from 1890 to 1945.
- Explain the causes and consequences of U.S. involvement in World War I.
- Explain the causes and effects of international and internal migration patterns over time.
- Explain the causes and effects of the innovations in communication and technology in the United States over time.
- Explain the causes and effects of developments in popular culture in the United States over time.
- Explain the causes of the Great Depression and its effects on the economy.
- Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time.
- Explain how and why U.S. participation in World War II transformed American society.
- Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.
- Explain the consequences of U.S. involvement in World War II.
- Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

Unit 7 Activities:

- (WOR) Video introduction. Watch video as an introduction of Unit 7/Period 7 from the Gilder Lehrman AP study guide. The study guide describes Period 7: “An increasingly pluralistic U.S. faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.” Students may create their

own video using the primary documents from the video and website to introduce the period/unit. Gilder Lehrman also provides several primary documents and essays from this time period: (Skill 4)

- Disfranchisement of African American voters in Virginia, 1901
- Triangle Shirtwaist Factory fire, 1911
- Women's' suffrage poster, 1915
- World War I poems: "In Flanders Fields" and "The Answer," 1918
- Theodore Roosevelt on the sinking of the Lusitania, 1915
- Birth of a Nation, 1915
- Recruiting posters for African American soldiers, 1918
- Treaty of Versailles and President Wilson, 1919 and 1921
- The Supreme Court upholds national prohibition, 1920
- Lynching in America, c. 1926
- The origins of FDR's New Deal, 1932
- Civilian Conservation Corps poster, 1938
- Photograph of an abandoned farm in the Dust Bowl, 1938
- Japanese internment, 1942
- Eleanor Roosevelt's four basic rights, 1944
- (GEO) HIPPO activity. Students will be asked to compare John Muir's and Theodore Roosevelt's perspective on the use of public policy to regulate land use with a HIPPO analysis. (Skill 2)
- (PCE) In-class DBQ Activity: For the DBQ prompt: "Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In your answer be sure to analyze the successes and limitations of these efforts in the period of 1900–1920." Students will analyze the following documents using the HIPPO in small groups or in pairs: (Skill 2)
 - Historical statistics of the United States from 1870 to 1899 using graph
 - George McNeill, labor leader, The Labor Movement: The Problem of Today, 1887
 - David B. Wells, engineer and economist, Recent Economic Changes and Their effect on the Production and Distribution of Wealth and Well Being of Society, 1889
 - Political cartoon from Joseph Keppler, "The Bosses of the Senate," Puck, 1889
 - Andrew Carnegie, "Wealth," North American Review, 1889
 - "People's Party Platform," Omaha Morning World-Herald, 1892
 - Samuel Gompers, What does Labor Want? an address before the International Labor Congress in Chicago, 1893
 - George Rice, "How I was ruined by Rockefeller," New York World, 1898
 - Theodore Dreiser, Sister Carrie, a novel, 1900
 - Photograph of "Female Typists," 1902
- (PCE) In-class debate from Taking Sides, Volume 2. Students may use documents and secondary sources from both Gilder Lehrman and Teaching American History websites. They may also use articles from the chapter in which the debate question is found. Students may work in groups or pairs for the debates for Unit 7/Period 7. (Skill 5)
 - "Did the New Deal Prolong the Great Depression?" (pages 174–193)

- Yes: Gary Dean Best, from *Pride, Prejudice, and Politics: Roosevelt versus Recovery, 1933–1938*, Praeger (1990)
 - No: David M. Kennedy, from “What the New Deal Did,” *Political Science Quarterly* (2009)
- (WOR) In-class LEQ. From College Board: “Evaluate the extent to which U.S. participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs. In the development of your argument, explain what changed and stayed the same from the period immediately before the war and immediately after it.” The essay will be evaluated using the current AP History rubric. (Skill 6)
- (SOC) Research Activity “Analyze the home-front experiences of the following groups during the Second World War:”
 - African Americans
 - Japanese Americans
 - Jewish Americans
 - Mexican Americans
- Students will work in pairs or small groups to create an outline of primary and secondary source documents to answer this question. After the students complete the review, they may write an essay in 40 minutes to prepare for the Unit 7 test. (Skill 1)
- Essay. In 60 minutes, students analyze documents and answer the following essay question: “What economic forces caused FDR’s administration to respond to the problems of the Great Depression in the way it did? How effective were these responses? How did they change the role of the federal government? Use the documents and your knowledge of the period 1929–1941 to construct your essay.” (Skill 5: Causation) The following documents that may be analyzed as a class activity before students write this essay:
 - Meridel Lesueur, *New Masses*, January 1932
 - Letter to Senator Robert Wagner, March 1934
 - Political Cartoon, *The Evening Star*, April 26, 1934
 - William Lloyd Garrison, Jr., “The Hand of Improvidence,” *The Nation*, 1934
 - Print and Photograph Division, Library of Congress, 1935
 - Charles Evans Hughes, majority opinion, *Schechter v. U.S.*, 1935.
 - NBC radio broadcast, John L. Lewis, December, 1936.
 - “The New Deal in Review,” editorial in *The New Republic*, May 1940
 - “The Roosevelt Record,” editorial in *The Crisis*, November 1940
 - Graph of Unemployment of Non-Farm Workers by Percentage and Number, 1920–1945

Unit 7 Assessments:

- Complete Personal Progress Check MCQ for Unit 7.
- Complete Personal Progress Check FRQ A for Unit 7.
- Complete Personal Progress Check FRQ B for Unit 7.
- Take Unit 7 Test.

Unit 8: Period 8: 1945–1980

Brinkley, Chapter 27: “The Cold War”—Setting the stage and the origins of the Cold War; the collapse of peace; American society and politics after the war; the Korean War; and the crusade against subversion.

Brinkley, Chapter 28: “The Affluent Society”—Setting the stage and the “The Economic Miracle” the explosion of science and technology; people of plenty; the “other America;” the rise of the Civil Rights Movement; Eisenhower Republicanism; Eisenhower, and Dulles, and the Cold War.

Brinkley, Chapter 29: “Civil Rights, Vietnam, and the Ordeal of Liberalism”—Setting the stage and expanding the liberal state; the battle of racial equality; “Flexible Response and the Cold War;” the agony of Vietnam, and the traumas of 1968.

Brinkley, Chapter 30: “The Crisis of Authority”—Setting the stage and the youth culture; the mobilization of minorities; the new feminism; environmentalism in a turbulent society; Nixon, Kissinger, and the world; politics and economics under Nixon; and the Watergate Crisis.

Topics	Skills
Contextualizing Period 8	4.B
The Cold War from 1945 to 1980	2.C
The Red Scare	2.B
Economy after 1945	2.C
Culture after 1945	4.B
Early Steps in the Civil Rights Movement (1940s and 1950s)	5.A
America as a World Power	3.C
The Vietnam War	1.B
The Great Society	5.B
The African American Civil Rights Movement (1960s)	5.B
The Civil Rights Movement Expands	5.B

Youth Culture of the 1960s	5.B
The Environment and Natural Resources from 1968 to 1980	5.A
Society in Transition	4.A
Continuity and Change in Period 8	6.D

Learning Objectives of Unit 8:

- Explain the context for societal change from 1945 to 1980.
- Explain the continuities and changes in Cold War policies from 1945 to 1980.
- Explain the causes and effects of the Red Scare after World War II.
- Explain the causes of economic growth in the years after World War II.
- Explain the causes and effects of the migration of various groups of Americans after 1945.
- Explain how mass culture has been maintained or challenged over time.
- Explain how and why the civil rights movements developed and expanded from 1945 to 1960.
- Explain the various military and diplomatic responses to international developments over time.
- Explain the causes and effects of the Vietnam War.
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the continuities and changes in immigration patterns over time.
- Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.
- Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.
- Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.
- Explain how and why policies related to the environment developed and changed from 1968 to 1980.
- Explain the effects of the growth of religious movements over the course of the 20th century.
- Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Unit 8 Activities:

- (WOR) Video introduction. Students will watch the Unit 8 video from Gilder Lehrman as an introduction to this unit. "After World War II, the U.S. grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals." Students may look for a pattern to create their own review videos on this Unit/Period. (Skill 4)
- Students will work in small groups to create their own interpretation of this time period and place it online so all students may view their interpretations. There are several primary documents from Unit 8 on the Gilder Lehrman AP study guide that students may read in pairs using close reading or groups to discuss using HIPPO: (Skill 2)
 - Physicists predict a nuclear arms race, 1945

- Harry S. Truman responds to McCarthy, 1950
- Don't Buy a Ford Ever Again, c. 1960
- John F. Kennedy's Inaugural Address, 1961
- The Assassination of John F. Kennedy, 1963
- Robert Kennedy on civil rights, 1963
- George Wallace on segregation, 1964
- Civil rights posters, 1968
- J. Edgar Hoover on campus unrest, 1970
- The end of the Vietnam War: conscience, resistance, and reconciliation, 1973
- President Ford's remarks in Japan, 1974
- President Ford's statement of pardoning Richard Nixon, 1974
- Timeline review. Students may create a timeline of the events that took place in Unit 8 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 4)
- (WOR) HIPPO Activity: Using a selection of primary sources, students compare and contrast the perspectives of TWO of the following presidents on Cold War foreign policies: Harry Truman, Dwight Eisenhower, Richard Nixon. Students will work in pairs (think-pair-share). (Skill 2)
- (NAT) In-class DBQ practice: "Explain the reasons why a new conservatism rose to prominence in the U.S. between 1960 to 1980." Students will analyze the following documents together and then write the DBQ in 60 minutes:
 - Barry Goldwater, a Republican senator from Arizona, The Conscience of a Conservative, 1960
 - Milton Friedman, economist, Capitalism and Freedom, 1962
 - Letter to Nelson Rockefeller, Republican governor of New York, February 1971
 - Jerry Falwell, television evangelist and founder of the Moral Majority, Listen America!, 1980
 - 1980 Republican Party Platform (Skill 6)

Students will write an essay from documents and then discuss the scoring guidelines from the College Board and analyze past essay samples. The essay will be evaluated using the current AP History rubric. CR9

Unit 8 Assessments

- Complete Personal Progress Check MCQ for Unit 8.
- Complete Personal Progress Check FRQ A for Unit 8.
- Complete Personal Progress Check FRQ B for Unit 8.
- Take Unit 8 Test.

Unit 9: Period 9: 1980–Present

Brinkley, Chapter 31: “From the ‘Age of Limits’ to the Age of Reagan”—Setting the stage and politics and diplomacy after Watergate; the rise of the New American Right; the “Reagan Revolution;” and America and the waning of the Cold War.

Brinkley, Chapter 32: “The Age of Globalization”—Setting the stage and a resurgence of partisanship; the economic boom; science and technology in the new economy; a changing society; a contested culture; the perils of globalization; and turbulent politics.

Topics	Skills
Contextualizing Period 9	4.B
Reagan and Conservatism	3.C
The End of the Cold War	1.B
A Changing Economy	1.B
Migration and Immigration in the 1990s and 2000s	2.C
Challenges of the 21st Century	2.C
Causation in Period 9	6.D

Learning Objectives of Unit 9:

- Explain the context in which the United States faced international and domestic challenges after 1980
- Explain the causes and effects of continuing policy debates about the role of the federal government over time.
- Explain the causes and effects of the end of the Cold War and its legacy.
- Explain the causes and effects of economic and technological change over time.
- Explain the causes and effects of domestic and international migration over time.
- Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century.
- Explain the relative significance of the effects of change in the period after 1980 on American national identity.

Unit 9 Activities:

- (WOR) Video introduction. Students may watch the Unit 9 video from Gilder Lehrman
AP study guide. Students will view the video and analyze the following from Gilder Lehrman: “As the U.S. transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and

adapted to economic globalization and revolutionary changes in science and technology.” Students will work in small groups to complete a debriefing of the topics covered. (Skill 4) The following primary documents and essays on Unit 9 are found on the Gilder Lehrman AP study guide website:

- Ronald Reagan on economics and political parties, 1962
- Reagan Speech: “Tear down this wall,” 1987
- Christmas in Kuwait, 1990
- Discovering a mass grave in Iraq, 2003
- Barack Obama’s First Inaugural Address, 2009
- Globalization Protests in the 1980s: Musicians Collaborate to Change the World (Live Aid)
- September 11, 2001
- A More Perfect Union? Barack Obama and Politics of Unity
- Iran and the U.S. in the Cold War
- Pop music and the Spatialization of Race in the 1990s
- Ronald Reagan and the End of the Cold War: The Debate Continues
- Hanging by a Chad-or Not: The 2000 Presidential Election
- (WXT) In-class debate “Were the 1980s a Decade of Affluence for the Middle Class?” Taking Sides (pages 328–249). (Skill 1)
 - Yes: J. David Woodard, from “A Rising Tide,” in *The America That Reagan Built*, Praeger (2006)
 - No: Thomas Byrne Edsall, from “The Changing Shape of Power: A Realignment in Public Policy,” in *The Rise and Fall of the New Deal Order, 1930–1980*, Princeton University Press (1989)
- (PCE) Close Read: Students conduct a close read of Reagan’s 1985 State of the Union Address and the democratic response. After a think-pair-share, students complete a quick write comparing the arguments made in each document. (Skill 3)
- (WOR) Oral exams for Unit 9. See LEQ questions from AMSCO page 701. This is the final review of Unit 9. Students will work in small groups to prepare four questions using a thesis, contextualization, evidence, reasoning, and analysis. Students will present oral exams to class and then complete an LEQ for an in-class assessment. (Skill 6)
- (WOR) Timeline review. Students may create a timeline of the events that took place in Unit 9 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline. These timelines may be created on large white paper and hung in the classroom as a review for Period 9/Unit 9. (Skill 4)

Unit 9 Assessments

- Complete Personal Progress Check MCQ for Unit 9.
- Complete Personal Progress Check FRQ A for Unit 9. Complete Personal Progress Check FRQ B for Unit 9.
- Take Unit 9 Test.