

THE SCHOOL DISTRICT OF HOLMEN



K-12 SOCIAL STUDIES CURRICULUM

2020-2021

INSTRUCTIONAL SERVICES DEPARTMENT

Table of Contents

Executive Summary	3
Educational Philosophy Statement.....	4
District Vision / District Mission Statement	5
District Dashboard with Focus Areas Performance.....	6
Learner Goals	7-8
Wisconsin Teacher Standards.....	9
School Board, Administration	10
Board of Education Action Regarding State Standards	11
Social Studies Curriculum Information	12-15
Elementary Curriculum Introduction	16
Kindergarten	17-19
Grade 1	20-22
Grade 2	23-24
Grade 3	25-27
Grade 4	28-32
Grade 5	33-35
Middle School Curriculum Introduction	36
Grade 6	37-44
Grade 7	45-50
Grade 8	51-56
High School Curriculum Introduction	57-58
United States History 3	59-60
United States History From 1920's-1960.....	61-62
United States History From 1960's-Present	63-64
Advanced Placement (AP) United States History	65-80
Economics	81-83
Government.....	84-92
Advanced Placement (AP) Government	93-97
General Psychology.....	98-105
Advanced Placement (AP) Psychology.....	106-119
Psychology I	120-122
Psychology II	123-125
Abnormal Psychology	126-128
Wisconsin History	129-132
World History	133-136
Human Geography	137-138
Genocide	139-141
Global-Societal I Issues	142-145
Civil Law.....	146-149
Street Law.....	150-153
Personal Criminal Issues	154-157

[Wisconsin's Model Academic Standards for Social Studies \(live link\)](#)

Executive Summary

The Social Studies committee has worked to develop a curriculum that provides a framework for social studies education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The School District of Holmen has adopted the [Wisconsin Standards for Social Studies](#). These standards were developed by Wisconsin educators and stakeholders who share expertise in social studies and the field of education. These standards were developed to represent a deep understanding of content, inquiry, concepts and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences. In the School District of Holmen, we understand that social studies prepares our students to be college, career, and community ready.

The body of the curriculum is divided by grade level. The curriculum for each level outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations. Each unit provides an overview of the content, unit objectives, priority standards, supporting standards, and learning targets to clearly articulate the competencies to be met within the curriculum.

From Instructional Services

EDUCATIONAL PHILOSOPHY STATEMENT

Philosophical Foundation: The School District of Holmen (District) exists for the purpose of providing an equitable education to all students. The Board of Education (Board) believes that all children should be educated to the full extent of their abilities, aptitudes, capabilities, and interests by recognizing and providing for individual differences. The District will operate under democratic principles, with decisions made in a democratic manner by a representative Board elected by the people of the District.

The District exists for all the youth of the community. In its planning, the Board, administration, and staff shall be aware of the needs of all children and shall strive to establish goals and educational opportunities that meet such needs to the greatest extent possible. The Board, administration, and staff shall strive to make sure that decisions and educational opportunities reflect the best practices. The Board operates ensuring Wisconsin State Statute is followed and mandates are met, while exercising local authority.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which they should be encouraged to develop as much as possible. The District shall provide educational opportunities with as much breadth as possible to foster such development. The District through the Board, administration, and staff shall provide quality schools where achievement, character, and equity are the foundation for establishing a positive school community.

Legal Ref: Wisconsin State Statutes Sections
118.001 Duties and powers of school boards
118.01 Educational goals and expectations

Cross Ref: 210 Administration Leadership
411 Equal Education

Approved: March 1984

Revision Approved: November 25, 2002

Revised: October 20, 2008

Approved: October 27, 2008

Revised: October 9, 2013

Approved: October 28, 2013

Revised: December 18, 2019

Approved: January 13, 2020

School District of Holmen



Vision Statement

Educating every student to achieve global success.




Mission Statement

Educate and inspire students today and prepare them for tomorrow by:

- ***Ensuring that all students learn at high levels.***
- ***Developing the following 21st Century Skills: innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills and computer and media literacy.***
- ***Achieving a deeply held partnership with the entire community.***
- ***Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.***

School District of Holmen
2019 Dashboard - Focus Area Performance

"Educating every student to achieve global success."

STUDENT LEARNING 		FISCAL 		WORKFORCE 		CUSTOMER STAKEHOLDER ENGAGEMENT 		HEALTH & SAFETY 	
Provide a rigorous, relevant curriculum and high quality instruction to prepare all students for the future. <i>Academic Excellence, Character</i>		Provide and sustain the highest level of student learning in a fiscally responsible manner. <i>Productivity, Sustainability</i>		A workforce capable of consistently providing service aligned with achieving the District's Vision and Mission. <i>Capacity, Capability, Continuity, Engagement</i>		Engage customers in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement.		Foster physical safety, wellness and mental health for District staff and students. Prevent and prepare for crisis situations. <i>Physical Safety, Social/Emotional Wellbeing</i>	
Key Measure	Performance	Key Measure	Performance	Key Measure	Performance	Key Measure	Performance	Key Measure	Performance
Graduation Rate	=	Expenditures per Student Performance	=	Pupil-to-Staff Ratio - All Staff	=	Open Enrollment	V	Worker's Compensation Experience Modifier	=
English Language Arts	=	Comparative Expenditures per Pupil	=	Staff Satisfaction	=	Student Satisfaction	=	WSSCA (Safety) Checklist	A
Math	=	Maintenance and Operations Cost per Square Foot	V	Retention Rate - Educators	=	Parent Satisfaction	A	Student Attendance Rate	=
ACT	V	Transportation Cost per Pupil Mile	V	Capability Measure	TBD	Volunteers	*	Student Safety Survey	=
Student Character - Report Card	=	Moody's Rating	A			Social Media Engagement	A	Confirmed Bullying Incidents	V
Student Character - Survey	=	Fund Balance as % of Total Expenditures	=			Students with 2+ Out of School Suspensions	A		
		Tax Mill Rate	=						
		Special Programs Support as a % of Operational Expenditures	=						
		Fund Balance Nutrition Services as % of Expenditures	=						
Performance Key		Status - Compared to Peers, State and/or District Goal							
Trend - In most recent 3 data years		1. Better than peer & state comparables, or 2. Achieving district goal, or 3. Satisfaction survey 90% or greater		1. Better than peer or state comparable, or 2. 1-10% from district goal, or 3. Satisfaction survey between 90% and 70%		1. Worse than peer & state comparable, or 2. More than 10% from district goal, or 3. Satisfaction survey 70% or less		1. No current peer or state comparable, and 2. No current district goal	
Improved		A		A		A		A	
Diminished		V		V		V		V	
Less than 5% change		=		=		=		=	
Less than 3 data years available		*		*		*		*	

PEER DISTRICTS: Ashwaubenon, Beaver Dam, Elkhorn, Fort Atkinson, Greenfield, Kaukauna, Menomonie, Milton, New Richmond, Onalaska and Sauk Prairie

These eleven peer districts were selected because they are more like Holmen than any other districts around the state in: Enrollment, % Students Receiving Free/Reduced Meals, % Students with English as a Learned Language and % Students with Disabilities.

LEARNER GOALS

Philosophical Foundation: The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

Administrative Rule Provisions:

Therefore, in the School District of Holmen:

The Learner Will:

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, and concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government, including a reverence and respect for and the history of the American flag, the Declaration of Independence, the U.S. Constitution and the Constitution and Laws Wisconsin, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy and prepare them for the transition from school to work.

9. Respect culture diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware of and be able to generate those forms of experience that have artistic and aesthetic meaning.

Revised: August, 1997

Revised: January 2004

Approved: February 23, 2004

Revised: November 19, 2007

Approved: December 10, 2007

Revised: February 12, 2013

Approved: February 25, 201

Wisconsin Educator Standards

The Wisconsin Educator Standards outline characteristics of good educators by identifying the components and defining qualities of best professional practice. The Wisconsin Educator Standards are incorporated into educator preparation programs by Wisconsin colleges and universities. Wisconsin educators use these Standards to guide career-long professional development.

Educators are defined as professionals working in Wisconsin schools as teachers, pupil services professionals, and administrators. To receive an educator license in Wisconsin, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions under Wisconsin standards that fit their educational profession.

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards.

The ten teacher standards for teacher development and licensure are:

1. **Pupil Development.** The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils.
2. **Learning Differences.** The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards.
3. **Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, and active engagement in learning, and self-motivation.
4. **Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content.
5. **Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
6. **Assessment.** The teacher understands and uses multiple methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making.
7. **Planning for Instruction.** The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, pedagogy, pupils, and pupils' communities.
8. **Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way.
9. **Professional learning and Ethical Practice.** The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

School District of Holmen

2019-2020

School Board of Education Members

Cheryl Hancock-President
Rebecca Rieber-Vice President
Gary Dunlap-Treasurer
Anita Jogodzinski-Clerk
Barb Wettstein
Tom Kruse
Brian Wopat
Elizabeth Pfaff-Student Representative

Administration

Dr. Kristin Mueller, District Administrator
Julie Holman, Director of Finance & Operations
Jill Mason, Director of Student Services
Kimberly Edwards, Director of Instructional Services
Gregory Krueger, Director of Information & Technology
Rachel Fawver, Evergreen Elementary Principal
Dr. Patrice Tronstad, Prairie View Elementary Principal
Natalie Morgan, Sand Lake Elementary Principal
Bonnie Striegel, Viking Elementary Principal
Ryan Vogler, Middle School Principal
Keri Holter, Middle School Associate Principal
Wayne Sackett, High School Principal
Dr. Nick Weber, High School Associate Principal
Nick Bakke, High School Associate Principal
Mark Englerth, Activities Director

School District of Holmen Board of Education Action Regarding State Standards for Social Studies

Action was taken by the School Board of Holmen on Monday, July 8, 2019 to adopt the following:

Notification to Parents/Guardians of School Board Adopted Student Academic Standards

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by T. Kruse and seconded by A. Jagodzinski. Motion carried.





SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

Social Studies Vision Statement

In order to succeed in an ever-changing and interdependent world, all students will become responsible citizens possessing the skills necessary to make informed and reasoned decisions.

Mission Statement

In order to achieve the vision, the social studies curriculum will provide strategies and opportunities for students to:

- Apply literacy skills in the social studies discipline.
- Become critical thinkers.
- Make connections from the classroom to real-life.
- Access and examine multiple perspectives through primary and secondary sources.
- Cooperate and collaborate with others.
- Engage responsibly and productively in society.

Social Studies in Wisconsin

Reinvigorating the civic mission of public education should be the top priority for anyone concerned about the future health of our government and our society.

-Retired Supreme Court Justice Sandra Day O'Connor

Social studies prepares our young people to be college, career, and community ready. It has separate strands, yet is most understandable to students as an interdisciplinary topic.

Social studies is composed of deep and enduring understandings, content, inquiry, concepts, and skills from the fields of geography, history, political science and civics, economics, and the behavioral sciences.

-WI Department of Public Instruction

SOCIAL STUDIES STRANDS



BEHAVIORAL
SCIENCES



ECONOMICS



GEOGRAPHY



HISTORY



POLITICAL
SCIENCE



SOCIAL STUDIES INQUIRY PRACTICES AND PROCESSES

School District of Holmen

Social Studies Committee Membership

Elementary

Michelle Lyga
Bobbie Nelson
Sandy Senty-Babros
Heidi Vergin
Sarah Craig
Sarah Wengerter

Susan Goede
Lindsay Ipavec
Katie Cox
Taylor Duffenbach
Ann Marie Dahl

Caitlynn Hinytzke
Melanie Carpenter
Katie Sheppard
Christina Klinge
Jen Aspenson

Holmen Middle School

Emily Lovell, Chair
Andy Dobkoski
Karyn Tripp

Steve Blank
Candace Pratt
Marci Kline

Brenna Beckendorf
Kyle Zellner
Nicholas Wiese

Holmen High School

Rhonda Rayburn, Chair
Chris Sepich
Jacob Perner





Jon Parkhurst
Deon Michels-Bowe
Mark Wall

Travis Kowalski
Carita Baures

Administrator & Instructional Services Coordinator:

Kimberly Edwards, Director of Instructional Services
Kellie Schmitz, Supervisor of Instructional Services

Timeline for Social Studies Curriculum Writing

<p>2016-2017</p>	<p style="text-align: center;">Self-Study</p> 	<p>School District of Holmen staff participated in a self-study year. They presented their findings to the Board of Education in the late spring of 2017.</p>
<p>2017-2018</p>	<p style="text-align: center;">DPI Rewrites Social Studies Curriculum</p> 	<p>Instructional Services Department put social studies curriculum writing on hold in order to align SDH curriculum with the new DPI standards.</p>
<p>2018-2019</p>	<p style="text-align: center;">SDH Social Studies Teams Begin Writing</p> 	<p>Writing began aligned to the new DPI standards. DPI continued to provide additional resources as the team worked.</p>
<p>2019-2020</p>	<p style="text-align: center;">Continuation of Writing, Alignment of Courses, Selection of Resources</p> 	<p>Teams finish writing, courses are realigned to ensure attainment of new standards K-12, and new resources are evaluated and selected.</p>
<p>April 21, 2020 May 26, 2020</p>	<p style="text-align: center;">Presentation of final curriculum to SDH Curriculum Council Presentation of final curriculum to SDH Board of Education</p>	



SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

Elementary Curriculum

The social studies curriculum is a comprehensive study of history, geography, economics, political science, citizenship, and behavioral sciences to enable our students to learn from the past, grow in the future, and become responsible citizens in the global world.

The students will have many opportunities to learn about the relationships between our community, our state, our country, and our world. They will be provided with experiences to help them develop into socially responsible people through the following resources and activities: field trips, guest speakers, assemblies, quality literature, volunteers, instruction, research, technology, and celebrations around the world. This document is a framework for our students as 21st century learners.



Kindergarten Social Studies Curriculum

Unit: Self & Identity: <i>Who am I? What makes me, me?</i>	Duration: 4 weeks (BOY - weeks 2/3/4/5) 1 week (new year - January - right after break)
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to explain how the past (events, people, and ideas) influences and/or reflects the present. Students will be able to explain how external factors influence our identity and behavior.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does the past (events, people, and ideas) influence and/or reflect the present? 2. How do external factors influence our identity and behavior? <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. How am I the same/different from the past? 2. What factors influence identity? 	
<p>Priority Standards:</p> <p>Behavioral Sciences: SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>History SS.Hist2.a.e Identify patterns of what stayed the same to self, family SS.Hist2.b.e Identify patterns of change to self & family</p>	<p>Learning Targets:</p> <p>I can tell how I am the same and different than I was in the past. I can tell what factors make up my identity. I can identify factors that are the same and different between two or more people.</p>
<p>Supporting Standards:</p> <p>History SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way. SS.Hist3.c.e Explain how something from the past can affect your life now.</p>	

Unit: Decision Making: <i>What do I need to survive?</i>	Duration: 2 weeks (late November - weeks 11/12/13/14)
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to differentiate between wants and needs. Students will be able to identify resources that are important to them.</p> <p>Focus Questions:</p> <ol style="list-style-type: none"> 1. What is a want? 2. What is a need? 3. What is a resource? 4. What resources are important to me? 	
<p>Priority Standards:</p> <p>Economics: SS.Econ1.a.1 Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.</p>	<p>Learning Targets:</p> <p>I can tell the difference between a want and a need. I can tell what resources are important to my life.</p>
<p>Supporting Standards:</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p>	

Unit: My Place: <i>Where is this place I am?</i>	Duration: 2 weeks - maps/globes (January - weeks 19/20/21) 2 weeks - community helpers (Spring - weeks 28/29/30)
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to identify places and people within their community. Students will use maps and globes.</p> <p>Essential Question: 1. How does where we live influence how we live, and why does it matter?</p> <p>Focus Questions: 1. Where do I live and what does it look like? 2. What does my community look like? 3. What does a map look like?</p>	
<p>Priority Standards: Geography: SS.Geog2.a.K-1 Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.</p>	<p>Learning Targets:</p> <p>I can tell where I live. I can describe what the community I live in looks like. I can identify a map and tell what it is used for.</p>
<p>Supporting Standards: History: SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>Political Science: SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).</p>	

Unit: Working and Playing with Others: <i>How do I work and play with others?</i>	Duration: Year Long (emphasis on the first month of school, taught all year through classroom/school expectations)
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to identify rules at school/community. Students will be able to explain why rules are needed at school/community. Students will be able to demonstrate qualities of friendship.</p> <p>Essential Questions: 1. How do external factors influence our identity and behavior? How do governments develop and evolve over time?</p> <p>Focus Questions: 1. Why do I need rules at school/community 2. What are ways to get along with other people? 3. How do I make new friends</p>	
<p>Priority Standards: Political Science: SS.PS1.a.K-1-Assess the importance of rules and laws at home, in school, and in the community.</p> <p>Behavioral Sciences: SS.BH2.a.K-1 Describe how groups of people are alike and different.</p>	<p>Learning Targets:</p> <p>I can follow rules at school. I can be respectful, responsible, and safe at school. I can make new friends by talking and playing with others.</p>
<p>Supporting Standards: History: SS.Hist1.a.e Identify one or more causes of an event, issue, or problem. SS.Hist1.b.e Identify one or more effects of an event, issue, or problem. SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>Political Sciences: SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>	

Unit: Self & Identity: <i>How do I see the world?</i>	Duration: All Year (woven into Writer's Workshop, Morning Meetings, Speaking and Listening)
Unit Objectives (overarching objectives): Students will be able to produce a primary source about a time in their life. Essential Question: Why should we care about the perspectives of multiple people or sides? Focus Question: How do I see the world?	
Priority Standards: History: SS.Hist4.a.e Describe the events that led to the creation of a primary source. SS.Hist4.c.e Create one primary source about your life.	Learning Targets: I can make a drawing showing what I did during the day/weekend I can tell or write a story about something that has happened to me
Supporting Standards: History: SS.Hist4.d.e Identify the POV of your own primary or secondary source.	

Grade 1 Social Studies Curriculum

Unit: 1: Rules: How Do People Get Along?	Duration: 5 Weeks-Weeks 1-5
<p><u>Unit Objectives</u> (overarching objectives): Students will be able to establish classroom rules by identifying expectations for being responsible, respectful and safe. Students will be able to understand how rules are made by playing an active role in the classroom community. Students will determine that our actions have consequences.</p> <p><u>Essential Questions:</u> What knowledge and skills are needed to participate effectively in our political system? Focus Questions: Why do we have rules and laws? What is a responsibility? What kinds of rights and responsibilities do you have at home? What kinds of rights and responsibilities do you have in the classroom? How are your rights and responsibilities in the classroom different from the teacher's rights and responsibilities? What kinds of rights and responsibilities do you have at school? What is voting?</p>	
<p>Priority Standards:</p> <p>SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).</p> <p>SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).</p> <p>SS.PS3.a.1 Describe and explain the effect an action has on members of a group. Express an opinion and vote on a topic in their lives.</p>	<p>Learning Targets:</p> <p>I can identify the rights and responsibilities in my classroom.</p> <p>I can identify groups within my school, community, or society and compare their rights and responsibilities.</p> <p>I can describe and explain the effect an action has on my class by expressing my opinion and vote on a topic.</p>
<p>Supporting Standards:</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p> <p>SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).</p> <p>SS.PS3.c.1 Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).</p> <p>SS.PS3.d.1 Predict how people come up with different ideas to solve a problem.</p> <p>SS.PS4.a.e Compare and contrast perspectives on the same topic.</p>	

Unit 2: Money and Jobs: How do people meet their needs and wants?	Duration: 3 weeks- weeks 14-16
<p>Unit Objectives (overarching objectives): Students will be able to determine similarities and differences between occupations. Students will be able to identify a want vs. a need. Students will be able to demonstrate their understanding of money.</p> <p>Essential Questions: What impacts a person's way of life or standard of living?</p> <p>Focus Questions: What is the difference between a need and a want? What is the difference between a buyer and a seller of something? What are some of the different types of money? (bills, coins, debit/credit card) Can I identify different coins and bills? Why do we use money? Why do people save money instead of spending all of it at one time? Why do people have different kinds of jobs? What kinds of jobs are there? What kind of helper jobs are there? (Police, Fire Department, etc.</p>	
<p>Priority Standards:</p> <p>SS.Econ2.a.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>SS.Econ4.b.1 Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, and fire station) do for people.</p> <p>SS.Econ3.b.1 Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.</p>	<p>Learning Targets:</p> <p>I can explain the difference between buyers (consumers) and sellers (producers).</p> <p>I can classify different jobs people have and how these jobs help others.</p> <p>I can categorize types of money and explain why money is used.</p>
<p>Supporting Standards:</p> <p>SS.Econ3.a.1 Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).</p> <p>SS.Econ4.d.1 Give an example of an unintended cost or benefit to an event (e.g., getting new playground equipment, receiving a present).</p> <p>SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.</p> <p>SS.Hist1.b.e Identify one or more effects of an event, issue, or problem.</p>	

Unit 3: Place: How do I see my world?	Duration: 3 weeks- Weeks 19-22
<p>Unit Objectives (overarching objectives): Students will be able to construct a map including a compass rose. Students will be able to explain the purpose of a map.</p> <p>Essential Questions: How do geography, climate, and resources affect the way people live and work?</p> <p>Focus Questions: What is a map? What is a globe? Can I define: compass rose, cardinal directions and intermediate directions? Can I draw a map? (bedroom, home, backyard, playground, classroom)</p>	
<p>Priority Standards:</p> <p>SS.Geog1.a.1 Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.</p> <p>SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.</p> <p>SS.Geog1.c.1 Construct a map (paper or digital) of a familiar place (i.e., bedroom, classroom, playground) using title, compass rose, and symbols.</p>	<p>Learning Targets:</p> <p>I can recognize the difference between maps and globes and choose one over the other for a given task.</p> <p>I can identify physical and human characteristics of a place using a map, graph, photograph, and other representation.</p> <p>I can construct a map of a familiar place using a title, compass rose, and symbols.</p>
<p>Supporting Standards:</p> <p>SS.Geog2.d.1 Identify and explain differences between rural and urban areas.</p> <p>SS.Geog3.a.1 Analyze how different access to resources can create stress in a society (e.g., Who sits closer to the bathroom? Who gets to the lunchroom first?)</p> <p>SS.Geog5.a.1 Provide examples of human changes to the environment surrounding the school or neighborhood.</p> <p>SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.</p> <p>SS.Hist2.b.e Identify patterns of change to self, family, and community over time.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p>	

Unit 4: How are people and groups alike and different?	Duration: 4 Weeks-Weeks- 27-31
<p>Unit Objectives (overarching objectives): Students will be able to identify similarities and differences to that of their peers. Students will be able to discover the value of uniqueness. Students will be able to make, draw or write a representation of themselves.</p> <p><u>Essential Questions:</u> Why should we care about the perspective of multiple people or sides?</p> <p><u>Focus Questions:</u> How are people alike? How are people different? What can I make/draw/write that represents me as a person? How does my community affect me?</p>	
<p>Priority Standards:</p> <p>SS.BH2.a.K-1 Describe how groups of people are alike and different.</p> <p>SS.Hist2.c.e Explain how something happening outside of your home can affect your family.</p> <p>SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints.</p> <p>SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created.</p> <p>SS.Hist4.c.e Create one primary source about your life.</p> <p>SS.Hist4.d.e Identify the POV of your own primary or secondary source.</p>	<p>Learning Targets:</p> <p>I can describe how groups of people are alike and different.</p> <p>I can explain how something happening outside my home can affect my family.</p> <p>I can explain why two people can talk about an event from different viewpoints.</p> <p>I can identify the intended audience for whom the primary or secondary source was created.</p> <p>I can create one primary source about my life.</p> <p>I can identify the POV of my own primary or secondary source.</p>
<p>Supporting Standards:</p> <p>SS.BH2.b.1 Understand ways people change and adapt to new situations in places and within a family.</p> <p>SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way.</p> <p>SS.Hist3.c.e Explain how something from the past can affect your life now.</p> <p>SS.Hist4.a.e Describe the events that led to the creation of a primary source.</p>	

Grade 2 Social Studies Curriculum

Unit 1: Self, Identity, and Culture (Community)	Duration: 3-4 weeks
Unit Objectives (overarching objectives): I can identify how I am like and unlike other people. I can identify how outside factors influence our identity and behavior.	
Priority Standards: Behavioral Sciences: SS.BH1.b.2: Identify situations and places that impact a person's emotions. History: SS.Hist2.c.e: Explain how something happening outside of your home can affect your family.	Learning Targets: I can tell how people are alike. I can tell how people are different. I can identify a certain place that makes me feel really happy, and why. I can identify how something that happens outside of my home affects me.
Supporting Standards: Behavioral Sciences: SS.BH1.a.2 Understand we are individuals influenced by our relationships and environments. SS.BH3.a.2 Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). SS.BH4.a.e Describe specific types of technology and demonstrate how they are used on a daily basis for social or cultural purposes. History: SS.Hist3.a.e Describe a person or event from the past that reflects your own life in some way. SS.Hist3.b.e Explain why two people can talk about an event from different viewpoints. SS.Hist3.c.e Explain how something from the past can affect your life now. SS.Hist4.a.e Describe the events that led to the creation of a primary source.SS.Hist4.b.e Identify the intended audience for whom the primary or secondary source was created. SS.Hist4.c.e Create one primary source about your life. SS.Hist4.d.e Identify the POV of your own primary or secondary source.	

Unit 2: Places in the World	Duration: 2-3 weeks
Unit Objectives (overarching objectives): I can tell what other places are like. I can identify tools historians use to help us understand relationships between people, places, ideas, and events of the past.	
Priority Standards: Geography: SS.Geog1.b.1-2 Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. History: SS.Hist2.b.e Identify patterns of change to self, family, and community over time	Learning Targets: I can identify a map. I can identify a globe. I can define compass rose and cardinal directions. I can identify landforms we have in our local area. I can identify some ways that things change in our community. I can identify some ways things stay the same in our community.
Supporting Standards: Geography: SS.Geog2.b.2 Explain why people have moved to and away from their community. SS.Geog2.c.2 Describe population changes in their community over time. SS.Geog3.b.2 Compare and contrast the different modes of transportation and communication used by families in work and daily lives. SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship). SS.Geog5.b.2 Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used. History: SS.Hist2.a.e Identify patterns of what stayed the same to self, family, and community over time.	

Unit 3: Markets: How do we get goods and services?	Duration: 2-3 weeks
Unit Objectives (overarching objectives): I can identify how we get goods and services.	
Priority Standards: Economics: SS.Econ4.c.2 Summarize goods and services that the government provides (ex. Roads, schools, police), and how they help people. History: SS.Hist1.b.e Identify one or more effects of an event, issue, or problem	Learning Targets: I can identify the difference between a good and service. I can identify the types of services the government provides (schools, police, etc.). I can identify the types of goods the government provides (roads, parks, etc.) I can identify the effects of an event.
Supporting Standards: Economics: SS.Econ1.b.2 Predict a person's change in behavior in response to different potential rewards. SS.Econ2.b.2 Define product market and categorize prices of products in a local market. SS.Econ2.c.2 Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits. SS.Econ4.a.2 Hypothesize how a good gets to the local community market. SS.Econ4.e.2 Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country. History: SS.Hist1.a.e Identify one or more causes of an event, issue, or problem.	

Unit 4: Rights and Responsibilities: What rights do people have?	Duration: 2- 3 weeks
Unit Objectives (overarching objectives): I can identify the rights people have.	
Priority Standards: Political Science: SS.PS2.a.1-2: Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (ex. Life, liberty, safety).	Learning Targets: I can identify why we have rules and laws. I can identify a right. I can identify a responsibility. I can identify the rights and responsibilities we have in the classroom. I can identify the kinds of rights and responsibilities we have in school. I can identify the rights that everyone has (life, liberty, safety, etc.)
Supporting Standards: Political Science: SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety). SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community. SS.PS2.c.1-2 Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings). SS.PS3.b.e Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).	

Grade 3 Social Studies Curriculum

Unit 1: Geographic Tools and Where We Live	Duration: 2-3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to use geographic tools to identify continents and oceans. Students will be able to describe the physical features and landforms of Wisconsin. Students will be able to compare and contrast types of communities in Wisconsin.</p>	
<p>Priority Standards:</p> <p><u>Geography</u> SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.</p> <p>SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.</p> <p>SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e. Rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).</p>	<p>Learning Targets:</p> <p>I can identify the differences between a map and a globe. I can define the cardinal directions on a compass rose. I can define the intermediate directions on a compass rose. I can explain the difference between a photograph and a satellite image. I can identify the seven continents on a world map. I can identify the five oceans on a world map. I can define a country. I can identify the United States on a world map. I can define a state. I can identify Wisconsin on a United States map. I can understand that Wisconsin has multiple regions and that I live in one of those regions. I can identify the physical geography/landforms of the Holmen area on a local region map. I can compare and contrast rural, suburban, urban, and tribal communities within Wisconsin. I can identify the major urban areas in Wisconsin on a map.</p>
<p>Supporting Standards:</p> <p><u>Geography</u> SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, and historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p>	
Unit 2: First People and Meeting of Cultures	Duration: 4 weeks
<p>Unit Objectives (overarching objectives): Students will be able to identify what influences a person's way of life, standard of living, perspective, and interpretation of history. Students will be able to describe how geography, climate, and economic resources affect the way people live and work. Students will be able to name the Wisconsin tribes and bands. Students will be able to describe how governments develop.</p>	
<p>Priority Standards:</p> <p><u>Economics</u>SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g. money, materials, time, labor/workers, land, and natural resources, renewable or non-renewable). SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services. SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors or production (i.e., land, labor, capital, entrepreneurship) for a given product. SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).</p> <p><u>Geography</u> SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e. Rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.</p> <p><u>History</u> SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>	<p>Learning Targets:</p> <p>I can name the First Peoples to live in Wisconsin. I can name the First Peoples to live in what is now the United States. I can name the tribes and bands of American Indians in Wisconsin now. I can describe how Wisconsin First Nations lived. I can describe the kinds of technology Wisconsin First Nations had. I can compare the kinds of resources First Nations had access to that are different to resources today. I can explain how Wisconsin First Nations are the same as First Nations in other parts of what is now the United States. I can explain how Wisconsin First Nations are different from First Nations in other parts of what is now the United States. I can describe the difference between a good and a service. I can explain how many of our First Nations viewed land ownership. I can identify where many of our First Nations live in our state. I can define tribal sovereignty.</p>

Supporting Standards:

SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).
 SS.BH1.a.4 Describe how a person's understanding, perceptions, and behaviors are affected by relationships and environments.
 SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
 SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.
 SS.BH2.b.4 Give examples of how people from different cultures develop different values and ways of interpreting experiences.
 SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, social class can help form self-image and identity.

Unit 3: Colonization	Duration: 3-4 weeks
-----------------------------	----------------------------

Unit Objectives (overarching objectives):

Students will be able to recognize how perspectives affect a person's way of life or standard of living.
 Students will be able to identify the reasons why the United States was colonized.
 Students will be able to describe how a government developed once an area was colonized.
 Students will be able to identify how French and English powers influenced rules and laws in colonies.

Priority Standards:Economics

SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g. money, materials, time, labor/workers, land, and natural resources, renewable or non-renewable).
 SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services.
 SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors or production (i.e., land, labor, capital, entrepreneurship) for a given product.
 SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g. food, shelter).
 SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America).

Geography

SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
 SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e. Rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
 SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.

History

SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States.
 SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States.
 SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

Behavioral Sciences

SS.BH2.b.4 Give examples of how people from different cultures develop different values and ways of interpreting experiences.
 SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, social class can help form self-image and identity.

Learning Targets:

I can name when, where, and by whom the area now known as the United States colonized.
 I can describe where, when, and by whom Wisconsin was colonized.
 I can identify whose point of view is usually heard in primary and secondary resources when we learn about colonization.
 I can describe why Europeans want colonies in North America.
 I can identify what natural resources Wisconsin and the United States have that Europeans wanted.
 I can describe how _____ got from North America to Europe. (choose a product and trace the supply chain)
 I can identify what factors of production were used.
 I can name two different products that Europeans wanted from the colonies.
 I can compare how these products (markets) are alike and different.
 I can describe what kinds of laws and rules colonists in Wisconsin and in what would become the U.S. had to follow.
 I can tell why the colonists had to follow rules and laws.
 I can name why England and France argued over the colonies in the mid-1700's
 I can identify where the English and French holdings were in North America.
 I can identify the effects of the rules and laws that the English and French had on colonists.

Supporting Standards:

SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse).
 SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

Unit 4: Fur Trade	Duration: 3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to explain how the fur trade in Wisconsin was important to its history and development. Students will be able to describe how fur trade in Wisconsin affected the land and natural resources. Students will be able to identify the factors of production (land, labor, capital, and entrepreneurship) involved in fur trading in Wisconsin.</p>	
<p>Priority Standards:</p> <p><u>Economics</u> SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, and natural resources, renewable or nonrenewable). SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services. SS.Econ4.a.3 Trace the chain of supply for a needed product (e.g., food, shelter).</p> <p><u>Geography</u> SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). SS.Geog5.a.3-4 Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time.</p> <p><u>History</u> SS.Hist2.a.i Describe patterns of continuity over time in the community, state, and the United States. SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States. SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.</p>	<p>Learning Targets:</p> <p>I can identify the costs and benefits of the fur trade in Wisconsin. I can name when and where the fur trade in Wisconsin was. I can identify what goods were produced from the fur trade in Wisconsin. I can trace the chain of supply to get a fur to market. I can name what new technologies were invented to assist in the fur trade. I can define barter. I can explain how a barter economy works. I can explain how the fur trade in Wisconsin affected the land and natural resources. I can explain why the period of the fur trade is important in Wisconsin.</p>
<p>Supporting Standards:</p> <p>SS.BH4.a.i Classify technologies based on intended use, access, and design, and how they might change people's lives (for better or worse). SS.BH2.a.4-5 Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions. SS.Econ4.e.3 Compare and contrast specialization in two or more regions (e.g., Midwest and Northeastern United States; United States and Japan; Europe and South America). SS.Econ2.c.3 Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.</p>	

Grade 4 Social Studies Curriculum

Unit: French-Indian War, American Revolution and Formation of the United States	Duration: 4-5 weeks
Unit Objectives (overarching objectives): Students will be able to explain how the French and Indian War affected North America. Students will be able to explain the causes of the American Revolution. Students will be able to locate on a map where the fighting of the American Revolution took place. Students will be able to explain what the Declaration of Independence is. Students will be able to explain what basic rights that all people should have. Students will be able to define freedom, justice, and citizenship.	
Priority Standards: Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event. SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past. Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source. SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source. SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.	Learning Targets: I can explain the differences between the French and English and how those differences lead to the French and Indian war. I can explain the effects of the war on colonies in Wisconsin and North America. I can explain the causes of the American Revolution. I can explain the effects of the American Revolution. I can locate where the American Revolution took place. I can explain what the Declaration of Independence is. I can explain the basic rights that all people should have. I can define freedom. I can define justice. I can define citizenship.
Supporting Standards: SS.Hist2.b.i Describe patterns of change over time in the community, state, and the United States. SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. SS.Hist3.c.i Explain how historical events have possible implications on the present. SS.Econ1.a.3 Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g. money, materials, time, labor/workers, land, and natural resources, renewable or non-renewable).	

Unit: Early National Period & Republican Motherhood	Duration: 3 weeks
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to describe a representative democratic republic. Students will be able to explain the purpose of the Constitution. Students will be able to name the three parts of the federal government and their purposes. Students will be able to name some basic rights and responsibilities in the Constitution and the Bill of Rights. Students will be able to explain what slavery is and where did the majority of slaves live in the United States. Students will be able to explain the Atlantic Slave Trade and how it affected the United States. Students will be able to explain how the history of slavery affects us in the United States today.</p>	
<p>Priority Standards:</p> <p>Standard SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist. SS.PS1.b.4-5 summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community. SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.</p> <p>Standard SS.PS3: Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions. SS.PS3.a.4-5 Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels. SS.PS3.b.3-4 Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, and religious institutions). SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.</p>	<p>Learning Targets:</p> <p>I can describe a representative democratic republic. I can explain the purpose of the Constitution. I can name the three parts of the federal government and their purposes. I can name some basic rights and responsibilities in the Constitution and the Bill of Rights. I can explain what slavery was. I can locate where the majority of slaves lived in the United States. I can explain the Atlantic Slave trade and how it affected the United States. I can explain how the history of slavery affects us in the United States today.</p>
<p>Supporting Standards:</p> <p>SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology). SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, social class can help form self-image and identity.</p>	

Unit: Mining and Logging	Duration: 2-3 weeks
<p>Unit Objectives (overarching objectives):</p> <p>Students will be able to explain the difference between a good and a service. Students will be able to explain the difference between a producer and a consumer. Students will be able to explain the importance of the fur trade in Wisconsin. Students will be able to explain the importance of lead mining in Wisconsin. Students will be able to locate on a map of Wisconsin where the lead mining, and logging occurred.</p>	
<p>Priority Standards:</p> <p>Standard SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics). SS.Econ2.a.3-4 Compare two product markets found in the local community. Differentiate between goods and services. SS.Econ2.b.4-5 Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.</p> <p>Standard SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.Econ4.c.5 Discuss reasons a government taxes people.</p> <p>Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems</p>	<p>Learning Targets:</p> <p>I can explain what a good is and give examples. I can explain what a service is and give examples. I can compare and contrast producers and consumers. I can explain the importance of logging in Wisconsin. I can explain the importance of lead mining in Wisconsin. I can locate on a map of Wisconsin where lead mining and logging occurred.</p>
<p>Supporting Standards:</p> <p>SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. SS.Hist3.c.i Explain how historical events have possible implications on the present.</p>	

Unit: Treaty Era	Duration: 1-2 week
Unit Objectives (overarching objectives): Students will be able to name all the tribes in Wisconsin and locate them on a Wisconsin map. Students will be able to explain the purpose of a treaty. Students will be able to explain what the Trail of Tears was and how it was similar to the Menominee in Wisconsin ceding lands. Students will be able to explain how the takeover of Native lands helped the mining and logging industries in Wisconsin. Students will be able to explain the rights Native people have during the treaty era.	
Priority Standards: Standard SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). SS.BH2.b.4 Give examples of how peoples from different cultures develop different values and ways of interpreting experiences. Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground). Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.Hist3.a.i Compare events in Wisconsin history to a current issue or event. SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past. Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). SS.Hist4.a.i Describe the historical context (situation) of a primary or secondary source. SS.Hist4.c.i Describe the intended purpose of a specific primary or secondary source. SS.Hist4.d.i Describe the impact of the POV of the author has on a primary or secondary source.	Learning Targets: I can describe tribal sovereignty. I can name all the tribes in Wisconsin. I can locate all Wisconsin tribes on a Wisconsin map. I can explain the purpose of a treaty. I can explain the Trail of Tears was and how it was similar to the Menominee in Wisconsin ceding lands. I can explain how the takeover of Native lands helped the mining and logging industries in Wisconsin. I can explain the rights Native people have during the treaty era.
Supporting Standards: SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States.	

Unit: Wisconsin Territory	Duration: 1 week
Unit Objectives (overarching objectives): Students will be able to explain the difference between a territory and a state. Students will be able to explain why people wanted Wisconsin to become a state. Students will be able to explain the symbols on the state flag.	
Priority Standards: Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems	Learning Targets: I can explain what a territory is. I can explain what a state is. I can explain the difference between a territory and a state. I can explain why the people of Wisconsin wanted to become a state. I can explain the symbols on the state flag.
Supporting Standards: SS.Hist3.c.i Explain how historical events have possible implications on the present.	

Unit: Wisconsin and US Geography: Regions	Duration: 3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to identify the important parts of a map (date, orientation, grid, scale, title, author, index, legend/key, and situation). Students will be able to identify when a map would be more helpful than a globe. Students will be able to identify when a satellite image would be more helpful than an aerial photograph. Students will be able to identify major physical features/landforms in the Midwest region. Students will be able to identify major urban areas in the Midwest region. Students will be able to explain the positive and negative aspects to urban areas in the Midwest region. Students will be able to identify the city with the highest population in the Midwest. Students will be able to identify the region they live in the United States. Students will be able to identify the states in the Midwest. Students will be able to describe what makes the Midwest unique.</p>	
<p>Priority Standards:</p> <p>Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States. SS.Geog1.b.i Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images. Standard SS.Geog2: Wisconsin students will analyze human movement and population patterns. SS.Geog2.a.3 Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e. Rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation). SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country Standard SS.Geog4: Wisconsin students will evaluate the relationship between identity and place SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).</p>	<p>Learning Targets:</p> <p>I can identify the important parts of a map (date, orientation, grid, scale, title, author, index, legend/key, and situation). I can identify when a map would be more helpful than a globe. I can identify when a satellite image would be more helpful than an aerial photograph. I can identify major physical features/landforms in the Midwest region. I can identify major urban areas in the Midwest region. I can explain the positive and negative aspects to urban areas. I can identify the city with the highest population in the Midwest. I can identify the region I live in the United States. I can identify the states in the Midwest. I can describe what makes the Midwest unique. I can compare and contrast rural, suburban, urban, and tribal locations in Wisconsin to other states in the Midwest.</p>
<p>Supporting Standards:</p> <p>SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)</p>	

Grade 5 Social Studies Curriculum

Unit: United States Geography	Duration: 3 weeks (1st Quarter)
Unit Objectives (overarching objectives): Students can use geographic tools to reflect the history, culture, politics, and economics of an area. Students can analyze how geography, climate, and resources affect the way people live and work.	
Priority Standards: SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) SS.Geog3.a.5 Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.	Learning Targets: I can identify U.S. states and capitals. I can summarize how location affects people, places, and environments. I can construct maps, charts and graphs to demonstrate how geography, climate and resources affect people. I can classify a set of resources as renewable or nonrenewable. I can analyze the implications of both renewable and nonrenewable resources in the United States.
Supporting Standards: SS.Geog1.c.4-5 Create and label a map (paper or digital) of the local community, state, tribal lands, and country, including both physical (e.g., oceans and continents) and human (e.g., roads, buildings) characteristics. Identify and construct regions (digital or paper) in Wisconsin and the United States. SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world. SS.Geog2.c.5 Describe population changes in their state, and country over time.	
Unit: Wisconsin Government and Early Statehood	Duration: 2 weeks (1st Quarter)
Unit Objectives (overarching objectives): Students will be able to hypothesize why laws and constitutions exist. Students will be able to classify the basic structures and functions of governments. Students will be able to summarize basic powers of the government at the local, state, tribal, and federal levels.	
Priority Standards: SS.PS1.a.i Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist. SS.PS3.c.4-5 Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.	Learning Targets: I can differentiate between majority rule and minority rule. I can hypothesize why laws and constitutions exist. I can classify basic structures and functions of Wisconsin state government. I can summarize the basic powers of the Wisconsin state government. I can summarize tribal governments.
Supporting Standards: SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy). SS.Econ4.c.5 Discuss reasons a government taxes people.	

Unit: Civil War and Reconstruction	Duration: 4 weeks
Unit Objectives (overarching objectives): Students will be able to draw conclusions about the probable effects of historical events, issues, and problems using evidence. Students will be able to analyze the contributions of individuals, groups, and events and the historical significance. Students will be able to explain how historical events have possible implications on the present.	
Priority Standards: SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. SS.Hist3.c.i Explain how historical events have possible implications on the present.	Learning Targets: I can identify the causes of the Civil War. I can support ideas with maps. I can describe Wisconsin's involvement in the Civil War. I can analyze the viewpoints of the North versus the South. I can draw conclusions about the effects of the events and issues from the Civil War and Reconstruction. I can explain how different groups of people played a role in the Civil War (i.e. African Americans, First Peoples, Northern States, and Southern States etc.). I can analyze how the Civil War affects our country today. I can summarize the importance of the 13th, 14th, and 15th amendments. I can synthesize the changes in the United States after the Civil War. I can reflect on the difference between freedom, justice and equality. I can explain how the events of reconstruction and the implications on present day.
Supporting Standards: SS.Geog1.a.4-5 Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation) SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist4.b.i Describe the significance of the intended audience of a primary or secondary source SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy). SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.	

Unit: Industrial Revolution and Immigration	Duration: 4 weeks
Unit Objectives (overarching objectives): Students will be able to predict unintended costs and benefits for a given situation or event. Students will be able to summarize the positive and negative factors of cities. Students will be able to identify the location and patterns of cities within our state and country. Students will be able to analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.	
Priority Standards: SS.Econ4.d.5 Predict unintended costs and benefits (i.e., externalities) for a given current situation or event. SS.Geog2.d.4-5 Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.	Learning Targets: I can summarize the events of the Industrial Revolution. I can identify the meaning of industrialization and urbanization. I can analyze the effects of the Industrial Revolution on today's society. I can draw conclusions about the industrial revolution's impact on Wisconsin then and now (i.e. mining, agriculture, urbanization) I can define what cities in Wisconsin grew because of immigration. I can identify different groups that have immigrated to Wisconsin and the United States over time. I can analyze the change of immigrant population in Wisconsin and the United States. I can identify historic misunderstandings regarding immigrants over time. (e.g. Chinese Exclusion Act) I can identify different viewpoints groups have about immigration.
Supporting Standards: SS.Geog2.b.5 Investigate push and pull factors of movement in their community, state, country, and world. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems.	

Unit: Society and Diversity	Duration: 3 weeks
<p>Unit Objectives (overarching objectives): Students will be able to compare their lives to people in oppressive societies such as the civil rights movement, women’s suffrage, First People post WWI, and the Hmong refugees.</p> <p>Students will be able to connect common ideas and uses of oppression to explain how the United States government kept certain groups from obtaining equal rights and justice.</p>	
<p>Priority Standards: SS.BH3.a.5 Investigate how interpretations of similarities and differences between and among cultures may lead to understandings or misunderstandings.</p> <p>SS.PS2.a.i Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).</p>	<p>Learning Targets: I can define equality. I can define justice. I can analyze the impacts of civil rights movements (i.e. Women’s suffrage, immigrants, Hmong Americans, First People, etc.) I can cite evidence for why it took until 1924 for First People to gain US citizenship. I can draw conclusions about differences in cultures that lead to misunderstandings. I can investigate some unintended consequences. “Indian Boarding School”</p>
<p>Supporting Standards: SS.Hist1.a.i Use evidence to draw conclusions about probable causes of historical events, issues, and problems. SS.Hist1.b.i Use evidence to draw conclusions about probable effects of historical events, issues, and problems SS.Hist3.b.i Identify different historical perspectives regarding people and events in the past. SS.Hist3.c.i Explain how historical events have possible implications on the present. SS.Hist2.c.i Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. SS.PS4.b.5 Describe what influences different political attitudes and actions and how diverse groups can work towards consensus.</p>	



SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

Middle School Curriculum

The Holmen Middle School's social studies curriculum is meant to develop independent learners, creative and critical thinkers, and skillful communicators. The state social studies standards of geography, economics, political science/citizenship and behavioral sciences are incorporated into instruction and are assessed. The teachers use best practices that incorporate differentiation to address the needs of all the learners. Each house in the middle school has one social studies teacher; the middle school follows an inclusion model for English language learners and students with special needs.

The following are the essential learning outcomes of the middle school social studies curriculum:

- 1 – Access, interpret, and apply information.
- 2 – Identify and assess the varying causes of conflicts and compromises.
- 3 – Determine the rights and responsibilities of citizens.
- 4 – Explore issues of social justice and equality
- 5 – Explore global issues and correlate the multi-faceted connections
- 6 – Evaluate the relationships of people, places, and the environment.
- 7 – Analyze the production, distribution, and consumption of resources.
- 8 – Differentiate between multiple perspectives.

6th-8th Grade Social Studies Band

SIXTH GRADE

Unit 1: Timelines
Unit 2: Primary & Secondary Sources
Unit 3: Early Humans
Unit 4: Mesopotamia
Unit 5: Egypt
Unit 6: India
Unit 7: China
Unit 8: Greece
Unit 9: Rome
Unit 10: Middle Ages

SEVENTH GRADE

Unit 1: Map Review:
Oceans & Continents
Unit 2: 5 Themes of
Geography (Movement,
Regions, Human
Environment Interaction,
Place)
Unit 3: Economics
Unit 4: Civil Rights
(Collaboration with ELA)
Unit 5: Industrialization/
Child Labor
Year Long: Current Events

EIGHTH GRADE

Unit 1: Colonization
Unit 2: Causes of
Revolutionary War
Unit 3: Rev. War
Unit 4: Government &
Constitution
Unit 5: NHD-Research
Unit 6: Westward
Expansion
Unit 7: Causes of Civil
War
Unit 8: Civil War
Unit 9: Reconstruction

Grade 6 Social Studies Curriculum

Unit: Early Humans	Duration:
Unit Objectives/Essential Questions:	
<p>What was the relationship between people and the environment?</p> <ul style="list-style-type: none"> • How did people adapt to the conditions present? • How did people use resources to meet their needs? • What factors influenced where they settled? <p>How did the development of agriculture change human history? What does the development and use of technology tell us about a society?</p>	
Priority Standards:	Learning Targets:
<p>SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. • Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures • Use multiple perspectives to analyze and explain effects of issues or events within and across time periods
Supporting Standards:	
<p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations.</p> <p>SS. Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).</p> <p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p>	

Unit: Mesopotamia	Duration:
Unit Objectives/Essential Questions:	
<p>What is a civilization? How did the concept of civilization change human history? What is the relationship between resources and conflict?</p>	
Priority Standards:	Learning Targets:
<p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. • Use multiple perspectives to analyze and explain causes of issues or events within and across time periods, events, or cultures. • Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. • Compare events from United States or world history to a current issue or event. • Apply historical perspectives to describe differing viewpoints of current events.
Supporting Standards:	
<p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ2.b.m Investigate the relationship between supply and demand.</p> <p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p>SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.</p>	

Unit: Ancient Egypt	Duration:
<p>Unit Objectives/Essential Questions:</p> <p>How do beliefs/religion shape culture? What was the relationship between people and the environment?</p> <ul style="list-style-type: none"> ● How did people adapt to the conditions present? ● How did people use resources to meet their needs? ● What factors influenced where they settled? 	
<p>Priority Standards:</p> <p>SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Develop a debatable and defensible claim based upon the analysis of sources. ● Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media). ● Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. ● Use paper and digital maps to ask and answer geographic questions (e.g., where are there patterns? Why there? So what?). Apply historical perspectives to describe differing viewpoints of current events.
<p>Supporting Standards:</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.m. Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.PS4.a.m Assemble an argument utilizing multiple sources of information.</p> <p>SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).</p>	

Unit: Ancient India	Duration:
<p>Unit Objectives/Essential Questions:</p> <p>How do beliefs/religion shape culture? What was the relationship between people and the environment?</p> <ul style="list-style-type: none"> ● How did people adapt to the conditions present? ● How did people use resources to meet their needs? ● What factors influenced where they settled? 	
<p>Priority Standards:</p> <p>SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity (Psychology).</p> <p>SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior. ● Use paper and digital maps to ask and answer geographic questions (e.g., where are there patterns? Why there? So what?). ● Compare events from United States or world history to a current issue or event.
<p>Supporting Standards:</p> <p>SS.BH2.a.m. Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p> <p>Ss.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p>	

Unit: Ancient China	Duration:
Unit Objectives/Essential Questions: How do beliefs/religion shape culture? What was the relationship between people and the environment? <ul style="list-style-type: none"> • How did people adapt to the conditions present? • How did people use resources to meet their needs? • What factors influenced where they settled? What does the development and use of technology tell us about a society? How does supply drive demand for goods?	
Priority Standards: SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies. SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Formulate open-ended questions for further research within one of the social studies disciplines. • Identify additional questions that support the research and possible resources to guide the inquiry. • Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. • Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. • Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Supporting Standards: SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study. SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services. SS.Geog3.b.m. Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). SS.Geog4.a.m. Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place). SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world. SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world. SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	

Unit: Ancient Greece	Duration:
<p>Unit Objectives/Essential Questions: How do beliefs/religion shape culture? What was the relationship between people and the environment? <ul style="list-style-type: none"> ● How did people adapt to the conditions present? ● How did people use resources to meet their needs? ● What factors influenced where they settled? What is democracy? <ul style="list-style-type: none"> ● What is a citizen? ● What are the rights and responsibilities that come along with citizenship? What is the relationship between resources and conflict?</p>	
<p>Priority Standards:</p> <p>SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p> <p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. ● Summarize the role of specialization on trade and cost of goods/services. ● Use paper and digital maps to ask and answer geographic questions (e.g., where are there patterns? Why there? So what?). ● Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them. ● Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. ● Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. ● Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). ● Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
<p>Supporting Standards:</p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.</p> <p>SS.Geog3.b.m Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p>SS.Geog5.b.m. Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing countries.</p> <p>SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p> <p>SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p>	

Unit: Ancient Rome	Duration:
<p>Unit Objectives/Essential Questions: What does the development and use of technology tell us about a society? How do beliefs/religion shape culture? What is a republic? What was the relationship between people and the environment? • What factors influenced where they settled?</p>	
<p>Priority Standards: SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies. SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures • Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy. • Analyze the impact of different government policies (e.g., taxation and government spending) on the economy • Use paper and digital maps to ask and answer geographic questions (e.g., where are there patterns? Why there? So what?). • Apply historical perspectives to describe differing viewpoints of current events. • Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).
<p>Supporting Standards:</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.BH2.b.m Model how individuals learn the elements of their culture through interactions with others, and how individuals learn of other cultures through communication, travel, and study.</p> <p>SS.Geog4.a.m Explain how place-based identities can change places over time.</p> <p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p> <p>SS.PS1.b.m. Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important.</p>	

Unit: Medieval Europe	Duration:
<p>Unit Objectives/Essential Questions: How do beliefs/religion shape culture? What does the development and use of technology tell us about a society? How does supply drive demand for goods and services? • Black death What is feudalism?</p>	
<p>Priority Standards:</p> <p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p> <p>SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. • Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage). • Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. • Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. • Explain how the historical context (situation) influences a primary or secondary source. • Explain how the POV of the author can influence the meaning of a primary or secondary source. • Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy). • Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide.
<p>Supporting Standards:</p> <p>SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).</p> <p>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.</p> <p>SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.</p> <p>SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place</p>	

Unit: The Renaissance	Duration: 2 weeks
Unit Objectives/Essential Questions: What was "the enlightenment?" How do beliefs/religion shape culture? What does the development and use of technology tell us about a society?	
Priority Standards: SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Learning Targets: The students will be able to: <ul style="list-style-type: none"> ● Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. ● Use multiple perspectives to analyze and explain causes of issues or events within and across time periods, events, or cultures. ● Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. ● Explain how the historical context (situation) influences a primary or secondary source. ● Explain how the POV of the author can influence the meaning of a primary or secondary source.
Supporting Standards: SS.BH2.a.m. Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world. SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world. SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.	

Grade 7 Social Studies Curriculum

Unit: 5 Themes of Geography: Location	Duration: 14 class periods
Unit Objectives/Essential Questions:	
<p>Identify the locations of continents and oceans. Be able to use the four different types of relative location to find different points on earth. Identify the two types of absolute location to find different points on earth. Be able to create a 5 Themes of Geography project incorporating relative and absolute location. Recognize and understand the different types of map projections. Recognize, understand and use the different types of maps to determine location. Using current events to create individual conclusions through discussions of an area's location in relation to the rest of the world.</p>	
Priority Standards:	Learning Targets:
<p>SS. Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● I can label the four/five oceans on a world map. ● I can label the seven continents on a world map. ● I can use the four types of relative location to trace a route of my choice. ● I can use latitude and longitude to find points on the earth. ● I can label the two hemispheres on a map. ● I can distinguish the similarities and differences between the hemispheres and quadrants. ● I can use a current news story to determine its location on earth. ● I can understand the content vocab for this unit. ● I can identify Mercator, Robinson, and Peters maps.
Supporting Standards:	
<p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	

Unit: 5 Themes of Geography: Regions (physical, cultural, political)	Duration: 20 class periods
Unit Objectives/Essential Questions:	
<p>Identify different types of regions (physical, cultural, political). Differentiate the different political regions and examples located within the world. Identify the common characteristics that make each region similar and unique. Recognize how cultural diffusion impacts societies / regions. Locate major physical regions around the world. Using current events to create individual conclusions through discussions of the impacts of problems associated with different regions.</p>	
Priority Standards:	Learning Targets:
<p>SS.Geog1.c.m Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments.</p> <p>SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.</p> <p>SS.BH1.b.m. Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> ● I can understand the content vocab for this unit. ● On a world map, students will identify physical regions, political regions, and cultural regions. ● Students can give examples and identify common characteristics of physical regions. ● Students can give examples and identify common political regions. ● Students can give examples and identify common cultural regions. ● Students will create a world map identifying examples of the three regions throughout the world. ● Students can use a current news story to find examples of different cultures and cultural diffusion throughout the world. ● Students can find examples of cultural elements that are different from their own, and analyze how those differences affect a person's self-image and interactions with others.
Supporting Standards:	
<p>SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region)</p> <p>SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.</p>	

Unit: 5 Themes of Geography, Movement	Duration: 33 class periods
<p>Unit Objectives/Essential Questions:</p> <p>Analyze the movement of people, products / goods, and ideas around the community, state, country, and world. Differentiate between push and pull factors. Compare and contrast how push and pull factors affect people / societies. Analyze the positive and negative impacts of the movement of goods and products. Demonstrate the importance and complexity of infrastructure in regards to the movement of people, goods / products, and ideas. Use <i>A Long Walk to Water</i>, written by Linda Sue Park, to examine different causes and effects of the migration of people. Using current events to create individual conclusions through discussions of the impacts of the movement of people, goods / products, and ideas.</p>	
<p>Priority Standards:</p> <p>SS.Geog3.b.m. Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).</p> <p>SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).</p> <p>SS.Inq5.a.m. Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Students can determine where my daily goods and products are coming from. ● Students will create a map to demonstrate their knowledge of infrastructure and how it relates to the movement of people, goods / products, and ideas. ● Students can understand and identify the push and pull factors that have impacted themselves and their peers. ● Students will understand the vocabulary of this unit. ● Students have an opportunity to become involved with a global civic engagement throughout the book <i>A Long Walk to Water</i>. ● Students will investigate and discuss the causes and implications of mass migrations within the world today. ● Students will research a group of current / past refugees determine the cause and resulting hardships of migration.
<p>Supporting Standards:</p> <p>SS.Geog2.b.m Analyze patterns of migration of various types (e.g., age, sex, ethnicity, and race) in the community, state, country, and world.</p> <p>SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.</p> <p>SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).</p>	

Unit: 5 Themes of Geography, Place	Duration: 5 days
<p>Unit Objectives/Essential Questions:</p> <p>Identify the human-made or physical characteristics that make a place unique. Using current events to identify different examples of 'place' throughout the world.</p>	
<p>Priority Standards:</p> <p>SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Students will understand the vocab for this unit. ● Students will be able to identify physical and human-made places around the world. ● Students will research characteristics of both physical and human-made places and present that information to the class.
<p>Supporting Standards:</p> <p>SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.</p>	

Unit: 5 Themes of Geography, Human-Environment Interaction	Duration: 9 days
Unit Objectives/Essential Questions:	
Identify ways in which humans positively and negatively impact the environment. Identify ways in which the environment positively and negatively impacts humans. Use current events to recognize and discuss different impacts of Human Environment Interaction.	
Priority Standards:	Learning Targets:
SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources. SS.Geog5.b.m Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations. SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	The students will be able to: <ul style="list-style-type: none"> • Students will understand the vocab of this unit. • Students can recognize the positive and negative results in all HEI scenarios. • Students will choose and research an HEI topic / event and present the information to the class.
Supporting Standards:	
SS.Geog2.c.m Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.	

Unit: Aztecs, Maya, Incas (New Unit)	Duration: 15 days
Unit Objectives/Essential Questions:	
Use the 5 Themes of Geography to compare and contrast the Aztec, Maya, and Inca civilizations.	
Priority Standards:	Learning Targets:
SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. SS.Geog2.a.m. Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region). SS.Hist1.a.m. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.	The students will be able to: <ul style="list-style-type: none"> • Students will be able to determine the absolute and relative location of the Aztec, Maya, and Inca civilizations. • Students will be able to identify places (landmarks) that are unique to each culture. • Students will examine push / pull factors in determining settlement. • Students will identify different and similar regions (physical, cultural, political) of each civilization. • Students will examine how these civilizations affected their environment, and how the environment affected them.
Supporting Standards:	
SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.	

Unit: Economics (micro and macro)	Duration: 44 days
<p>Unit Objectives/Essential Questions:</p> <p>Using current events to identify and explain how economics impacts our society and world. Distinguish differences and similarities between the three economic systems (communism, capitalism, socialism). Justify which economic system is most beneficial for certain individuals. Identify how microeconomics impacts the decision making process of an individual and a society. Identify how macroeconomics impacts the decision making process of an individual and a society. Participation within our economic simulation introduces different perspectives based on individual and group economic experiences.</p>	
<p>Priority Standards:</p> <p>SS.PS4.a.m. Assemble an argument utilizing multiple sources of information.</p> <p>SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.</p> <p>SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.</p> <p>SS.Econ2.a.m Analyze the role of consumers and producers in product markets. Provide examples of how individuals and households are both consumers and producers.</p> <p>SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services</p> <p>SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.</p> <p>SS.Econ3.a.m. Analyze how inflation, deflation, and unemployment affect different groups.</p> <p>SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.</p> <p>SS.Econ3.c.m. Define Gross Domestic Product (GDP), and compare the GDP of different nations.</p> <p>SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).</p> <p>SS.Econ4.b.m. Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).</p> <p>SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.</p> <p>SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.</p> <p>SS.Econ4.e.m. Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Students will understand the vocab of this unit. ● Students will be able to identify and analyze the three economic systems (capitalism, communism, socialism). ● Students will understand how different incentives impacts society. ● Students will keep track of monthly expenses in an economic simulation. ● Students will be able to identify the factors of production in a business. ● Students will know their role and influence as a consumer, producer, and distributor. ● Students will understand how supply and demand impacts one another. ● Students will be able to identify the causes of a recession / depression. ● Students will understand the effects of outsourcing, both locally and globally, and how that impacts them. ● Students will participate in a stock market simulation in order to gain an understanding of what causes stock prices to rise and fall. ● Students will understand inflation / deflation can impact an economic system. ● Students will understand the role of taxes in a society and determine which tax system is most beneficial for their economic simulation. ● Students will understand how GDP is calculated and compare the GDP of different nations. ● Students will engage in specialization to understand how companies create products most efficiently. ● Students will understand how employment and unemployment affects economic systems. ● Students will understand how scarcity and shortage impact the consumer. ● Students will understand that competition is a key factor in capitalism.
<p>Supporting Standards:</p>	

Unit: Civil Rights	Duration: 5 days
Unit Objectives/Essential Questions: Create background knowledge of major events that happened leading up to and during the Civil Rights Unit. Students will be able to write a narrative in ELA regarding a major event of their choice.	
Priority Standards: SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source. SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source. SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Students will be able to identify major events that happened during the Civil Rights. • Students will understand the sequence of events and how they impacted the Civil Rights movement.
Supporting Standards: SS.PS2.c.m. Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous people, LGBTQ) have advocated for access to greater rights.	

Unit: Industrial Revolution	Duration: 17 days
Unit Objectives/Essential Questions: Create a map depicting how society was impacted and changed due to the Industrial Revolution in England. Analyze the role that technology played in the Industrial Revolution. Explain how the Industrial Revolution changed the way people lived.	
Priority Standards: SS.Geog1.c.m. Construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. Compare mental maps shaped by individual perceptions of people, places, regions, and environments. SS.Hist1.a.m. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures. SS.Hist1.b.m. Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures. SS.BH4.a.m. Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures. SS.Geog5.a.m. Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Students will be able to identify the causes of the Industrial Revolution. • Students will be able to identify problems that society faced due to the Industrial Revolution. • Students will be able to understand and explain the impact that the Industrial Revolution had on farming, villages, railroads, trade, businesses, health, marriage, gender roles, laws, sanitation, working environment, land use, environment, social class, housing, and schools. • Students will be able to identify cause and effect through the sequencing of events during the Industrial Revolution. • Students will demonstrate their understanding of the events that took place using unit vocabulary.
Supporting Standards: SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world. SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place. SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	

Unit: Child labor	Duration: 12 days
<p>Unit Objectives/Essential Questions:</p> <p>Identify and analyze primary and secondary sources using artifacts, photographs, texts. Research a job that children had during the Industrial Revolution in England or the United States.</p>	
<p>Priority Standards:</p> <p>SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.</p> <p>SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.</p> <p>SS.Hist4.c.m. Explain the significance of the intended purpose of a specific primary or secondary source.</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Students will investigate the working conditions of jobs held by children during the Industrial Revolution, including duties, challenges, and requirements using primary sources. ● Students will debate the positive and negative aspects of child labor through multiple perspectives. ● Students will explore child labor in the world today. ● Students will differentiate between primary and secondary sources. ● Students will be able to make inferences while analyzing primary photographs and texts.
<p>Supporting Standards:</p> <p>SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events. SS.Inq1.a.m Formulate open-ended questions to further research within one of the social studies disciplines.</p>	

Grade 8 Social Studies Curriculum

Unit 1: Colonization	Duration: 2 weeks
Unit Objectives/Essential Questions: How does a group's social and physical environment impact/affect their lives? Basic Needs: Power, survival, freedom, fun, faith and hope, sense of belonging	
Priority Standards: SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment. SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Evaluate the relationship between humans and the environment by exploring the differences between the three colonial regions. • Develop a claim describing which colonies are more likely to be successful based on the region's characteristics that is well supported by evidence.
Supporting Standards: SS.Inq: Wisconsin students will communicate and critique conclusions. SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). SS.Geog4: Wisconsin students will evaluate the relationship between identity and place	

Unit 2: Causes of the Revolutionary War	Duration: 4 weeks
Unit Objectives/Essential Questions: How does attempting to control people lead to revolution? When is revolution justifiable?	
Priority Standards: SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. SS.Econ1: Wisconsin students use economic reasoning to understand issues. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology). SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Identify democratic principles and ideals when analyzing the Declaration of Independence. • Analyze the implications of the Declaration of Independence. • Use economic reasoning to understand the issues behind taxation without representation. • Use historical events such as the Boston Tea Party, Boston Massacre, and Intolerable Acts to share cause and effect relationships leading to protests, boycotts and petitions. • Evaluate a variety of primary and secondary sources (i.e. Boston Massacre artistic depictions, Lexington and Concord perspectives). • Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to the causes leading up to the Revolutionary War. • Develop a claim from the Loyalists or Patriot viewpoint that is well supported by evidence and verbalize their claim in classroom debates.
Supporting Standards: SS.Inq2: Wisconsin students will gather and evaluate sources. SS.Inq4: Wisconsin students will communicate and critique conclusions. SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. SS.Geog4: Wisconsin students will evaluate the relationship between identity and place SS.PS3: Students will analyze and evaluate the powers and processes of political and civic institutions.	

Unit 3: Revolutionary War	Duration: 3 weeks
Unit Objectives/Essential Questions: How did America become an independent nation?	
Priority Standards: SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Develop a claim describing the impact of each battle on the overall results of the Revolutionary War that is well supported by evidence. • Use historical evidence to show the cause and effect relationship of battle decisions/outcomes and foreign help on the overall outcome of the war. • Evaluate a variety of primary and secondary sources (soldier's accounts, photos of Bunker Hill, letters and battle maps). • Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to the Revolutionary War.
Supporting Standards: SS.Inq4: Wisconsin students will communicate and critique conclusions. SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. SS.Geog4: Wisconsin students will evaluate the relationship between identity and place	

Unit 4: Government and the Constitution	Duration: 7 weeks
Unit Objectives/Essential Questions: How does the United States government function and what is my role in the government?	
Priority Standards: SS.PS1: Wisconsin students will identify and analyze democratic principles and ideals. SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society. SS.PS3: Students will analyze and evaluate the powers and processes of political and civic institutions. SS.PS4: Wisconsin students will develop and employ skills for civic literacy. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology)	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Identify democratic principles and ideals when analyzing the Articles of Confederation, the Constitution and the Bill of Rights • Analyze the implications of the Articles of Confederation, the Constitution and the Bill of Rights. • Examine the rights listed in the Bill of Rights and additional amendments • Interpret the rights, privileges and responsibilities in society through amendment scenarios, and court cases. • Analyze the powers and processes of the three branches of government and the Electoral College. • Evaluate the effectiveness of the powers and processes of the three branches of government and the Electoral College historically and today. • Develop skills (reading, writing, speaking, listening) to be actively involved in their community. • Employ skills to meaningfully impact the community. • Evaluate a variety of primary and secondary sources (i.e. Articles of Confederation, Constitutional Convention documents, Constitution). • Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to the formation of the United States government. (I.e. Articles of Confederation, Constitutional Convention documents, Constitution).
Supporting Standards: SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	

Unit 5: National History Day Research	Duration: 6 weeks
Unit Objectives/Essential Questions: How does a historian conduct meaningful research and display their findings?	
Priority Standards: SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry. SS.Inq2: Wisconsin students will gather and evaluate sources. SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. SS.Inq4: Wisconsin students will communicate and critique conclusions. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect. SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Learning Targets: The students will be able to: <ul style="list-style-type: none"> ● Construct meaningful questions that will guide their National History Day (NHD) research (Historical Context, Main Event, Short Term, Long Term, and Conclusion). ● Gather primary and secondary sources about their NHD topic. ● Evaluate the reliability and validity of the primary and secondary sources used for their NHD project. ● Develop a claim (thesis) arguing their position on their NHD topic and connecting it to the NHD theme. ● Communicate their findings through their selected NHD category (website, performance, and exhibit, and historical paper, documentary). ● Critique their conclusion through analysis based on information researched. ● Use historical evidence to determine the causes (historical context and main event) and the effects (short and long term) of their NHD topic. ● Analyze the patterns of continuity of change (short and long term impacts) over time and contextualization of their NHD historical event. ● Recognize the patterns of continuity of change (short and long term impacts) over time and contextualization of their NHD historical event. ● Evaluate the patterns of continuity of change (conclusion) over time and contextualization of their NHD historical event. ● Evaluate a variety of primary and secondary sources to support their NHD thesis. ● Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to their NHD topic.
Supporting Standards: SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	

Unit 6: Westward Expansion	Duration: 4 weeks
Unit Objectives/Essential Questions:	
How did the mainland United States get to be the size it is today? (Money, treaty, War, Annexation)	
Priority Standards:	Learning Targets:
<p>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>SS.Geog2: Wisconsin students will analyze human movement and population patterns.</p> <p>SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Investigate interactions between different groups (Native Americans, Europeans, Mexicans, and Asians) in society when attempting to claim land. Interpret interactions between different groups (Native Americans, Europeans, Mexicans, and Asians) in society when attempting to claim land. Analyze human movement and population patterns in North America after the 1600s through the American Civil War (1861). Evaluate a variety of primary and secondary sources (Trail of Tears, Gold Rush letters/advertisements, and Travis Bowie letter). Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to Westward Expansion.
Supporting Standards:	
<p>SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>SS.Inq4: Wisconsin students will communicate and critique conclusions.</p> <p>SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</p> <p>SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).</p> <p>SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	

Unit 7: Causes of the Civil War	Duration: 4 weeks
Unit Objectives/Essential Questions:	
When and how should a state stand up for their rights?	
Priority Standards:	Learning Targets:
<p>SS.Econ1: Wisconsin students use economic reasoning to understand issues.</p> <p>SS.Geog5: Wisconsin students will evaluate the relationship between humans and the environment.</p> <p>SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> Use economic reasoning to understand the issues leading up to the Civil War such as North and South economic differences, invention of the cotton gin, states' rights, sectionalism and slavery. Evaluate the relationship between humans and their environment (i.e. plantations vs. industry, food crops vs. cash crops). Evaluate a variety of primary and secondary sources (i.e. Declaration of Secession, soldier's accounts, slave narratives). Interpret historical context, intended audience, purpose and the author's point of view after evaluating primary and secondary sources related to the causes leading up to the Civil War.
Supporting Standards:	
<p>SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>SS.Inq4: Wisconsin students will communicate and critique conclusions.</p> <p>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p> <p>SS.Econ2: Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).</p> <p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p> <p>SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships.</p> <p>SS.Geog4: Wisconsin students will evaluate the relationship between identity and place</p>	

Unit 8: Civil War	Duration: 2 weeks
Unit Objectives/Essential Questions:	
<p>Priority Standards:</p> <p>SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.</p> <p>SS.BH4: Wisconsin students will examine the progression of specific forms of technology and their influence within various societies.</p> <p>SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Develop a claim describing the impact of each battle on the overall results of the Civil War that is well supported by evidence. • Examine the progression of specific forms of technology related to "The Last of the Old Wars and First of the Modern Wars" and their influence (i.e. Gatling gun, balloons, medical techniques, field hospitals, spencer rifle, ironclad warships, land and water mines, telegraph, railroads, photography). • Evaluate a variety of primary and secondary sources (Emancipation Proclamation, the Gettysburg Address, soldier's accounts, letters, telegrams, and battle maps). • Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to the Civil War.
<p>Supporting Standards:</p> <p>SS.Inq4: Wisconsin students will communicate and critique conclusions.</p> <p>SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).</p> <p>SS.Econ1: Wisconsin students use economic reasoning to understand issues.</p> <p>SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</p> <p>SS.Geog4: Wisconsin students will evaluate the relationship between identity and place</p> <p>SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.</p> <p>SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</p>	

Unit 9: Reconstruction	Duration: 2 weeks
Unit Objectives/Essential Questions: Was Reconstruction successful?	
Priority Standards: SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning. SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications. SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, and/or author's point of view (Historical Methodology).	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Develop a claim stating if Reconstruction was successful supported by evidence. (i.e. 14th and 15th amendments, Freedmen's Bureau, Black Codes, Reunification) • Connect past events, people and ideas to the present using the aftermath of the Civil War, elections and Reconstruction plans. • Use different perspectives (Reconstruction Plans) to draw conclusions about the best way to unite the country after being divided during the Civil War. • Suggest current implications based on the conclusion of Reconstruction. (Grandfather Clause, Jim Crow laws, literacy test) • Evaluate a variety of primary and secondary sources (Jim Crow laws, literacy test, 14th and 15th amendments, Freedmen's Bureau). • Interpret historical context, intended audience, purpose and author's point of view after evaluating primary and secondary sources related to Reconstruction.
Supporting Standards: SS.Inq4: Wisconsin students will communicate and critique conclusions. SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology). SS.Econ1: Wisconsin students use economic reasoning to understand issues. SS.Econ4: Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government). SS.Geog3: Wisconsin students will examine the impacts of global interconnections and relationships. SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	



SCHOOL DISTRICT OF HOLMEN

INSTRUCTIONAL SERVICES DEPARTMENT

High School Curriculum



MISSION STATEMENT

The Mission Statement of the Holmen High School Social Studies Department is to provide students with an integrated series of learning experiences which will prepare them to live in an increasingly complex world.

BROAD GOALS

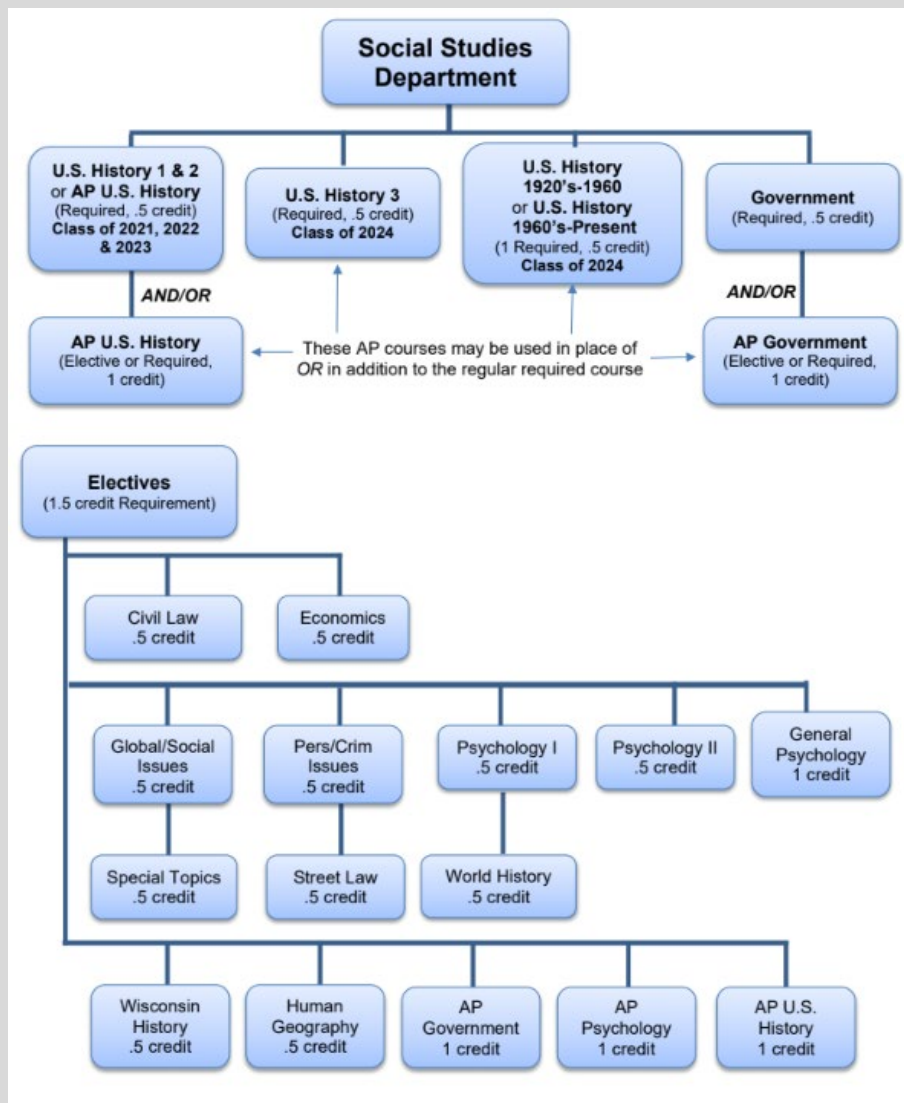
Our program will help students understand important trends of the past and how these trends impact our present and future. Students will acquire knowledge of our culture as well as our relationships with other cultures of the world. They will learn to acquire, interpret, evaluate, analyze, and synthesize information through research, current observation and discussion.

COLLEGE CREDIT OPTION-TRANSCRIPTED CREDIT

College credit agreements are in place between Holmen High School and the Wisconsin Technical College System and UW system whereby a student will receive Wisconsin Technical College System credit for courses taken while in high school. There is no additional fee for these credits.

Western Technical College Credit Opportunities for Social Studies Classes Taken at HHS

HHS Class	Western Class and Credits Earned
General Psychology	General Psychology (3 credits)



Graduation Requirements for 2024 Graduates and Beyond

Social Studies (3.5 Credits) + Civics Exam

- US History 3 (.50 Credit)
- U.S. History 1920's-1960 or U.S. History 1960's-Present (.50 Credit)
- Economics (.50 Credit)
- Government (.50 Credit)
- Pass WI Civics Exam
- Social Studies Electives (1.5 Credits Total)

U.S. History 3

Unit: 1 Animal Farm, Intro to Government and Economic Systems	Duration: 11 days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • What are the different economic systems, and the advantages and disadvantages of each? • What are the different government systems and the advantages and disadvantages of each? • How do the functions of government and economics interrelate? • What is the role of the individual in an economic system? 	
Priority Standards: SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations. SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality. SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> • Identify a command, market, and traditional economic system. • Compare, contrast and evaluate command, market, and traditional economic systems. • Identify the characteristics of a totalitarian and democratic systems. • Compare, contrast and evaluate totalitarian and democratic systems. • Analyze the impacts of values and beliefs on various economic systems and business organizations. • Analyze the characteristics of democracy.
Supporting Standards: SS.Hist4.a.h Historical Context: SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.	

Unit: 2 Industrialization and Urbanization	Duration: 8 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • How did the United States become an industrialized society after the Civil War? <ul style="list-style-type: none"> ○ What were the various resources that enabled the United States to industrialize quickly? ○ How did the spread of railroads change the nation? ○ The rise of large-scale businesses and their different forms of organization. ○ The rise of organized labor, and the reasons it failed to achieve its major goals. 	
Priority Standards: SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect. SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Summarize the conditions that helped the United States industrialize in the late nineteenth century. • Identify the important changes that the railroad industry brought to the nation. • Analyze how the Dawes Act and Homestead Act impacted Native American lives. • Evaluate the effects of vertical and horizontal integration on American society. • Categorize different information about the major industrial strikes during the time.
Supporting Standards: SS.Inq3.b.h: Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). SS.Econ2.b.h. Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	

Unit 3: Urban America & The Progressive Movement	Duration: 11 days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • What were the settlement patterns of immigrants and their influence on American Culture? • Why did societal problems develop as people moved to more urban areas? • What were the main political and economic issues of the Gilded Age? • What were the societal problems that Progressives hoped to solve? 	
Priority Standards:	Learning Targets:
<p>SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.</p> <p>SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the heritage and settlement patterns of immigrants to the United States. • Summarize the economic problems of urban areas. • Evaluate the political and economic issues of the Gilded Age. • Compare and contrast how different political figures attempted to fix societal problems of the Gilded Age.
Supporting Standards:	
<ul style="list-style-type: none"> • SS.Econ4.d.h. Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. 	

Unit 4: Becoming a World Power and Imperialism	Duration: 11 days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • What are the causes of the First World War? • What were the roles of technology and methods of mobilization during World War One? • What was the global impact of World War One? 	
Priority Standards:	Learning Targets:
<p>SS.Hist1.a.h. Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause</p> <p>SS.Hist1.b.h. Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.</p> <p>SS.BH4.a.h. Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the major causes of the First World War which include imperialism, nationalism, militarism, and the system of alliances. • Evaluate the evolution of technology and weaponry. • Describe how the U.S. mobilized for war. • Explain the importance of the Treaty of Versailles and Wilson's Fourteen Points.
Supporting Standards:	
<p>SS.Inq4.b.h. Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.</p> <p>SS.Hist4.d.h. Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.</p>	

U.S. History From 1920's-1960

Unit: Great Depression- New Deal	Duration: 12 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • What were the causes of the Great Depression? • How did the Great Depression affect the economy and society over time? • What role did the U.S. Government have in the Great Depression and its recovery? • How do economic depressions affect societies? 	
Priority Standards: SS.Hist1.a.h. Cause: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause. SS.Hist1.b.h. Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect. SS.Hist3.b.h. Evaluate historical perspectives to create arguments with evidence concerning current events.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> • Categorize the initiatives Hoover and FDR instituted in response to the depression and describe the results • Identify the causes of the Great Depression. • Identify the role of government in the economy, and evaluate the impacts on society. • Evaluate how the Great Depression and the New Deal impacted American political, social, and economic life over time.
Supporting Standards:	
SS.Hist2.a.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world. SS.Hist2.b.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.	

Unit: WWII	Duration: 12-14 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • How did the global experience of the First World War influence the rise of dictatorships, militaristic expansion, and U.S. neutrality? • What were the reasons behind the persecution of the Jews in Europe during the 1930s and the events of the Holocaust • How did the U.S. Government mobilize the economy and finance the war? • What were the military strategies of the Allied forces in the European and Pacific Theaters during The Second World War? 	
Priority Standards: SS.Hist2.b.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world. SS.Hist2.c.h. Evaluate how the historical context influenced the process or nature of the continuity or change that took place	Learning Targets: Students will be able to: <ul style="list-style-type: none"> • Explain how new dictatorships and militaristic expansion led to global warfare. • Identify the policies of American neutrality and appeasement towards Germany. • Identify the reasons behind the persecution of Jews during the 1930s. • Describe the events of the Holocaust and the atrocities committed against the Jews. • Analyze and interpret primary sources in various forms, including photographs and written texts from wartime America. • Analyze and evaluate primary sources, including maps, graphs, charts, and written texts, of America's military strategy.
Supporting Standards:	
SS.Geog4.a.h. Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.	

Unit: The Cold War and the 50s	Duration: 10 - 12 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> ● How did the Cold War impact international relations and America's foreign policy? ● What were the social effects the Cold War had on post-war America? ● How did the Cold War influence the American political climate? 	
<p>Priority Standards:</p> <p>SS.Hist2.b.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>SS.Hist2.c.h. Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	<p>Learning Targets: Students will be able to:</p> <ul style="list-style-type: none"> ● Describe how the Cold War shaped international relations. ● Identify how and why the Cold War turned "Hot." ● Identify Cold War tensions and examine their social effects on American Society. ● Evaluate how the Cold War and societal influences impacted the American political system.
<p>Supporting Standards:</p> <p>SS.Hist4.d.h. Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.</p> <p>SS.PS4.a.h. Create arguments by researching and interpreting claims and counterclaims.</p>	

U.S. History From 1960's-Present

Unit: Civil Rights & Social Unrest	Duration: 8-10 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • Why did the population of our country pursue nonviolent, passive resistance protests, and how did it help to challenge institutionalized segregation and racism? • What motivates a society to make changes? • What pieces of national legislation resulted from the Civil Rights Movement? • How were different demographics of people involved in the Civil Rights Movement? 	
Priority Standards:	Learning Targets:
<p>SS.Hist2.a.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.h. Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how the student movement challenged the status quo of the political and social climates. • Evaluate the implications that the Civil Rights movement had for the following groups of people: <ul style="list-style-type: none"> ○ Students and Counterculture ○ Latino Americans ○ Women's Rights ○ Asian Americans Rights ○ Native Americans Rights ○ African Americans Rights
Supporting Standards:	
<p>SS.Inq2.a.h. Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	

Unit: Vietnam	Duration: 8-10 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • What are the historical causes of U.S. involvement in Vietnam? • How does military conflict divide people within cultures? • Should citizens support the government during wartime? • Why could the United States military not quickly defeat the North Vietnamese forces? 	
Priority Standards:	Learning Targets:
<p>SS.Hist1.a.h. Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.</p> <p>SS.Hist1.b.h. Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.</p> <p>SS.Hist4.a.h. Analyze how the historical context (situation) influences a primary or secondary source.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the overarching theory of the Containment Policy against the system of Communism. • Identify the problems that the Vietnam War caused at home. • Describe how the U.S. involvement in Vietnam changed during the Kennedy, Johnson, and Nixon administrations. • Compare and contrast the military tactics of the North Vietnamese/Vietcong and of the U.S. Military.
Supporting Standards:	
<p>SS.Inq3.a.h. Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>SS.Inq4.a.h. Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	

Unit: 80's & 90's	Duration: 8-10 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • How did political ideologies change from the 1980s to the 1990s? • How did U.S. foreign policy change from Cold War Era strategies to hegemony? • How did culture and society change from the 1980s to the 1990s? • Why did the U.S. economy become globalized throughout the last two decades of the 1900s? 	
Priority Standards:	Learning Targets:
<p>SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p> <p>SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p>	<p>Students will be able to do:</p> <ul style="list-style-type: none"> • Compare and contrast the popularity of the two major political parties and their ideologies in the 1980s and 1990s. • Identify the political and economic reasons for the collapse of the Soviet Union. • Outline social issues that helped that helped define the culture of the 1980's & 1990's. • Evaluate the success and form a conclusion of the economic strategies of political leaders and the globalization of world economies.
Supporting Standards:	
<p>SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.</p>	

Unit: Into the Modern Age	Duration: 8-10 Days
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • How did the United States and world society fundamentally change after the events of 9/11? • Why did the United States go to war in Afghanistan and Iraq? • What were the major issues and accomplishments of the Obama Presidency? 	
Priority Standards:	Learning Targets:
<p>SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p> <p>SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Recount the major actions that marked the beginning of the United States' War on Terrorism. • Compare and Contrast the differences between the war in Afghanistan and the war in Iraq. • Identify the causes of the Great Recession? • Discuss how the disputes over ideas, values, and politics resulted in change during the Obama Presidency.
Supporting Standards:	
<p>SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p>	

Unit: Industrial America Grows	Duration: 9 days
Unit Objectives (overarching objectives): Explain the extent to which industrialization brought change from 1865 to 1898.	
Priority Standards: SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives. SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events. SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source. SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source. SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source. SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> • Explain how the industrial workforce expanded and became more diverse through internal and international migration. • Analyze how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism. • Appraise how business leaders battled over wages and working conditions with workers and the impact of that conflict on unions. • Explain the causes and effects of the settlement of the West from 1862 to 1898.
Supporting Standards: SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause. SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect. SS.PS2.b.h: Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).	

Unit: Progressive Era	Duration: 8 Days
------------------------------	-------------------------

Unit Objectives (overarching objectives):

Describe how Progressives responded to political corruption, economic instability, and social concerns of the era by calling for greater government action and other political and social measures.

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source.

Ss.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Explain continuities and changes in the role of the government in the U.S. economy during the Progressive Era.
- Compare attitudes toward the use of natural resources from 1890 to 1917.
- Compare the goals and effects of the Progressive reform movement.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority

SS.PS1.b.h: Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government that are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare or contrast to the United States Constitution

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Unit: Imperialism and WWI

Duration: 9 Days

Unit Objectives (overarching objectives):

Explain the circumstances under which America grew into its role as a world power from 1898-1918

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source
Hist4.c: Purpose

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Appraise the similarities and differences in attitudes about the nation's proper role in the world.
- Explain the causes and consequences of the Spanish–American War.
- Identify the causes and consequences of U.S. involvement in World War I.
- Describe the causes and effects of international and internal migration patterns over time.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Unit Objectives (overarching objectives):

Analyze the causes and effects of economic, social, and political changes change from 1920-1939

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways)

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Describe the causes and effects of the innovations in communication and technology in the United States.
- Examine the causes and effects of developments in popular culture in the United States over time.
- Analyze the causes and effects of international and internal migration patterns over time.
- Assess the causes of the Great Depression and its effects on the economy.
- Evaluate how the Great Depression and the New Deal impacted American political, social, and economic life over time.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world

SS.PS2.a.h: Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

Ss.PS3.c.h: Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Unit: WWII

Duration: 10 Days

Unit Objectives (overarching objectives):

Explain the causes and effects of WWII and the impact of the global conflict on the United States

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Explain the similarities and differences in attitudes about the country's proper role in the world.
- Articulate how Americans' view that the war was a fight for the survival of freedom and democracy against fascist and militarist ideologies (later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust).
- Describe how the United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion.
- Explain how and why U.S. participation in World War II transformed American society. Account for how mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, but also lead to debates over racial segregation.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.PS3.c.h: Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Unit: Post War America: Cold War Conflicts & Life in the United States

Duration: 10 Days

Unit Objectives (overarching objectives):

Explain the circumstances influencing societal and foreign policy changes from 1945 to 1960

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways)

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source. Purpose

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Explain the various military and diplomatic responses to international challenges.
- Describe the causes and effects of the Korean War.
- Analyze the causes and effects of the Red Scare after World War II.
- Examine the causes of economic growth in the years after World War II.
- Explain the causes and effects of technological change in the years following WWII.
- Analyze the causes and effects of the migration of various groups of Americans after 1945.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

PS1.a: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Unit: Years of Discord: Fights for Equality and the Stalemate of the Seventies

Duration: 10 Days

Unit Objectives (overarching objectives):

Explain how and why opposition to existing policies and values developed and changed over the course of the 1950, 60s and 70s.

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Explain the causes and effects of federal legislation/programs aimed at ending racial discrimination, eliminating poverty, and addressing other social issues.
- Compare and contrast how various groups responded to calls for the expansion of civil rights from 1945 to 1980.
- Examine how and why policies related to the environment developed and changed from 1960 to 1980.
- Explain the causes and effects of the Vietnam War.
- Describe how public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.a.h: Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Unit: Into the Modern Age

Duration: 9 Days

Unit Objectives (overarching objectives):

Explain the context in which the United States faced international and domestic challenges after 1980.

Priority Standards:

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist4.a.h: Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h: Analyze how the intended audience influences a primary or secondary source

SS.Hist4.c.h: Analyze the intended purpose of a specific primary or secondary source.

SS.Hist4.d.h: Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Learning Targets:

Students will be able to:

- Explain the causes and effects of debates about the role of the federal government in addressing social and economic issues.
- Describe the causes and effects of the Cold War's conclusion and its legacy.
- Examine the causes and effects of economic and technological changes.
- Identify the causes and effects of domestic and international migration.
- Describe the causes and effects of domestic and international challenges the U.S. has faced in the 21st century.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

Unit: Early America

Duration: 6 Days

Unit Objectives (overarching objectives):

Explain the circumstances impacting European encounters in the Americas from 1491 to 1607.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

Students will be able to:

- Describe how as native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Appraise the causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Analyze 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.
- Examine the effects of the development of transatlantic crossings from 1491 to 1607.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Colonial America

Duration: 6 Days

Unit Objectives (overarching objectives):

Explain the circumstances impacting colonization of North America from 1607 to 1754.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

Students will be able to:

- Describe how and why various European colonies developed and expanded from 1607 to 1754.
- Assess 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.
- Appraise how and why interactions between various European nations and American Indians changed over time.
- Analyze the causes and effects of slavery in the various British colonial regions.
- 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.

Supporting Standards:

SS.Geog2.c.h: Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Revolutionary War Era

Duration: 11 Days

Unit Objectives (overarching objectives):

Explain the circumstances under which America gained independence and developed a sense of national identity.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

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

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

The students will be able to:

- Analyze the causes and effects of the Seven Years' War (the French and Indian War).
- Examine the degree to which 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.
- Analyze how various factors contributed to the American victory in the Revolution.
- Describe the various ways the American Revolution affected society.
- Appraise the global impact of the American Revolution.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Young Republic

Duration: 11 Days

Unit Objectives (overarching objectives):

Explain the context in which the republic developed from 1780 to 1848.

Priority Standards: SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world

Learning Targets:

Students will be able to:

- Describe the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Analyze the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Examine how different regional interests affected debates about the role of the federal government in the early republic.
- Assess 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.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS4.b.h: Analyze the effects of a political compromise with major historical impact.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Territorial Expansion and America's Emerging Identity

Duration: 10 Days

Unit Objectives (overarching objectives):

Explain the causes of a new national identity developing after 1808, and the effects of these developments

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

Students will be able to:

- Describe how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.
- Analyze the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.
- Examine the causes of the Second Great Awakening.
- Relate how and why various reform movements developed and expanded from 1800 to 1860.
- Evaluate 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.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

SS.Geog2.c.h: Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Manifest Destiny and the Eve of the Civil War

Duration: 5 Days

Unit Objectives (overarching objectives):

Explain the circumstances that led to sectional conflict from 1844 to 1861.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

The students will be able to:

- Describe the causes and effects of the Mexican– American War.
- Analyze the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.
- Assess the effects of immigration from various parts of the world on American culture from 1844 to 1861
- Examine how regional differences related to slavery caused tension in the years leading up to the Civil War.

Supporting Standards:

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.PS4.b.h: Analyze the effects of a political compromise with major historical impact.

SS.Geog2.c.h: Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Civil War and Reconstruction

Duration: 8 Days

Unit Objectives (overarching objectives):

Compare and contrast how various actions taken by the Union and Confederacy throughout the course of the war impacted the outcome and legacy of the conflict.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

Students will be able to:

- Explain the political, economic, and social causes of the Civil War.
- Describe the effects of Lincoln's election.
- Evaluate the various factors that contributed to the Union's victory in the Civil War.
- Assess how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.
- Compare the relative significance of the effects of the Civil War on American values.
- Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.

Supporting Standards:

SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

Unit: Gilded Age

Duration: 5 Days

Unit Objectives (overarching objectives):

Explain the historical context for the rise of industrial capitalism in the United States.

Priority Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

SS.PS4.a.h: Create arguments by researching and interpreting claims and counterclaims.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.

Learning Targets:

Students will be able to:

- Describe the causes and effects of the settlement of the West from 1862 to 1898.
- Analyze the effects of technological advances in the development of the United States
- Examine the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.
- Provide examples of how businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods.

Supporting Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.Geog2.c.h: Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

Unit 1: Thinking Like An Economist	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> Analyze that resources are limited, so people must make choices. Describe how economic systems shape the way individuals, businesses, and government interact. Explain how entrepreneurs, consumers, and the government play an important role in American free enterprise system. 	
Priority Standards: SS.Econ2.a.h: Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of market for good and services (product market) and the market for factors of production (factor market). SS.Econ4.a.h: Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> Explain why societies face the problem of scarcity. Identify three basic choices that are faced by all societies. Compare and contrast the characteristics of traditional, command, and market economies. Explain why mixed economies exist. Explain how the American economy incorporates the five main characteristics of a free enterprise economy. Describe the disadvantages of a free enterprise economy. Analyze the role of entrepreneurs in a free enterprise economy. Express the role of the consumer in a free enterprise economy. Explain who determines the role of the government in the American free enterprise system.
Supporting Standards: SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Econ1.a.h: Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision. SS.Econ1.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system. SS.Econ3.a.h: Assess how decisions about spending and production made by households, businesses, and governments determine the country's levels of income, employment, and prices. Analyze why unemployment rates differ for people of different ages, races, and genders. Use economic indicators to analyze the current and future state of the economy.	

Unit 2: Understanding Markets	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> Analyze how demand influences WHAT, HOW, FOR WHOM goods are produced. Describe how supply in a market economy is determined by what produces the greatest amount of profit. Explain how the interaction of buyers and sellers in a market economy determines market prices and thereby allocates scarce goods and services. 	
Priority Standards: SS.Econ1.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system. SS.Econ2.b.h: Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> Explain how demand helps societies determine WHAT, HOW and FOR WHOM to produce, as well as the price level. Explain how income and substitutes affect quantity demanded as well as the elasticity for a product. Describe the basic differences between supply and demand using supply and demand curves. Discuss how signals sent my prices help people make economic decisions.
Supporting Standards: SS.Econ1.a.h: Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision. SS.Econ2.a.h: Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market). SS.Econ2.c.h: Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.	

Unit 3 : Market and Business Structures	Duration: 1.5 weeks
--	----------------------------

Unit Objectives (overarching objectives):

- Discuss how profit inspires people to take risks with their resources.
- Analyze why individuals and groups work independently and cooperatively to achieve goals.

Priority Standards:

SS.Econ2.b.h: Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.

SS.Econ4.d.h: Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

Learning Targets:

Students will be able to:

- Describe factors that affect competition and success or failure in a market.
- Make connections between past government laws and today's modified free enterprise economic system.
- Describe how various types of businesses are formed and how they grow.

Supporting Standards:

SS.Econ4.b.h: Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems or rule of law, corporations, minimum wage, regulations) have on our country. Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards, and a local community's economy. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).

Unit 4: Government and the Economy

Duration: 1.5 weeks

Unit Objectives (overarching objectives):

- Evaluate how governments are formed to maintain order and regulate activities in a geographic area.

Priority Standards

SS.Econ4.c.h: Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.

Learning Targets:

Students will be able to:

- Discuss the three general criteria for effective taxes; the two principles of taxation in use in the United States; the three types of taxes; and the effects of taxes on resources, behavior, productivity, and growth in a society.
- Summarize and explain tax reform attempts since 1981, the process of determining an annual federal budget, sources of revenue, categories of government expenditures, and the difficulties of reducing the national debt.
- Evaluate and describe the goals, methods, and limitations of demand-side policies as well as supply-side policies.

Supporting Standards:**Unit 5: The Global Economy**

Duration: 1.5 weeks

Unit Objectives (overarching objectives):

- Evaluate the movement of people, goods, and ideas cause's societies to change over time.

Priority Standards:

SS.Econ4.e.h: Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies. Analyze the role of comparative advantage in international trade of goods and services.

Learning Targets:

Students will be able to:

- Compare the concepts of absolute advantage and comparative advantage.
- Describe the restrictions governments place on international trade.
- List the arguments of protectionists and free traders.
- Evaluate the advantages and disadvantages of trade agreements.
- Analyze the national and international strength of the dollar.
- List the stages of economic development.
- Name major obstacles to economic growth in developing countries.
- Explain how agreements for regional cooperation help member nations develop economically.
- Define globalization.

Supporting Standards:

SS.Inq1.a.h:Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation

Unit 1: Foundations and Purpose of Government	Duration: 4-5 days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • What are the basic reasons why governments are formed and how do they serve the people who live under them? • What are the different forms of government systems and how they compare • How does the division of power between national and smaller governments influence how a Government works? • What characteristics of an American democracy distinguish it from other forms of government? 	
<p>Priority Standards:</p> <p>SS.Inq2.b.h Analyze and weigh the relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p> <p>SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot)</p>	<p>Learning Targets: Students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the organization and characteristics needed to have a state or a nation. • Demonstrate an understanding of the history about why states formed and how that affects the nature of their government. • Analyze the need for governments and the services provided for their citizens. • Demonstrate an understanding of how various forms of government systems are organized. • Analyze the characteristics of various forms of government (democracy, autocracy, oligarchy, etc.) and how those characteristics influence the running of the government on a day-to-day basis.
<p>Supporting Standards:</p> <p>SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of the United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution</p> <p>SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p>	

Unit 2: Origins of American Government	Duration: 4-5 days
---	---------------------------

Unit Objectives (overarching objectives):

- How did the critical period of the Revolution and the early years of the republic define our basic government institutions?
- How did the History of British rule influence the creation of a government in the British colonies?
- What historical documents, books, and people influenced the formation of the U.S. government and constitution?
- What events led to the writing of the U.S. Declaration of Independence
- What were the advantages and disadvantages of the Articles of Confederation that led to it being replaced by our current U.S. Constitution?

Priority Standards:

SS.Inq2.b.h. Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.BH3.a.h. Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

Students will be able to:

- Describe what limits were placed on the King of England and how those were incorporated into the U.S. plan for government.
- Analyze how the organization of the first colonial government influenced the structure of the current U.S. federal system.
- Analyze primary British and colonial documents that influenced the colonists and their formation of the current U.S. Government.
- Understand the causes of the weakening and eventual collapse of the relationship between the British government and the American colonists.
- Evaluate the methods used by the colonists to try to work out the conflict with the British government.
- Interpret the grievances the colonists had against the King of England, and why they felt that they should write them down in the Declaration of independence.
- Describe the United States Government structure under the first United States Constitution (The Articles of Confederation) and what were the weaknesses that led to its failure?

Supporting Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of the United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

Unit 3: The United States Constitution

Duration: 3-4 days

Unit Objectives (overarching objectives):

- What were the key issues of contention at the constitutional convention and what compromises resulted from them?
- Who were the federalists and anti-federalist and what were their arguments for and against ratifying the constitution?
- How do the parts of the U.S. Constitution work to create a limited government and to create an effective democracy?
- How are the 6 principles of the constitution illustrated throughout the document and put into practice in America today?

Priority Standards:

SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

Learning Targets:

Students will be able to:

- Explain why ideas like limited government, representative government, separation of powers, limiting states powers and strengthening national power were important to the writers of the constitution.
- Analyze the compromises made at the constitutional convention.
- Consider the issues involving slavery as discussed at the convention and know the final decision made in regards to those issues (slavery, counting slaves for representation, and slave trade).
- Compare and contrast the views and roles of the federalists and anti-federalists in the ratification of the U.S. Constitution.
- Know the structure and basic content of the Constitution, including the parts of the preamble and the articles of the constitution.
- Demonstrate an understanding of the six major principles of the constitution and be able to give an example as it applies to the U.S. Government.
- Describe the makeup of the three houses of the U.S. government and their main roles.

Supporting Standards:

SS.Inq4.b.hExamine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.BH3.a.hAnalyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit Objectives (overarching objectives):

- What is the formal process of amending the constitution, as well as the indirect and formal changes to the constitution?
- What is the reasoning behind the inclusion of the Bill of Rights and other amendments in the constitution?
- What are the current case law in the understanding of how the Supreme Court has interpreted the amendments?

Priority Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

Students will be able to:

- Explain how the Rights of Citizens are guaranteed by the amendments affect our lives on a daily basis
- Compare the debates around the interpretation of the amendments.
- Identify why and how all of our rights have limits.

Supporting Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately. SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world. SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Unit 5: The Legislative Branch

Duration: 5-6 days

Unit Objectives (overarching objectives):

- What is the basic structure and organization of Congress as it represents the interests of American citizens?
- What powers did the constitution give to the congress and how have they developed over time?
- What type of actions can members of congress take to represent voter interests and what rules govern congressional activities?

Priority Standards:

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

Learning Targets:

Students will be able to:

- Demonstrate an understanding of the qualifications to become a member of congress, the characteristics they share and the reasons behind the re-election of incumbents.
- Demonstrate an understanding of the purpose of the census as it relates to reapportionment and redistricting of the member of the House of Representatives.
- Describe how congress works on a day-to-day basis, including the rules, committees, staff members and leadership roles.
- Explain the powers given to congress both directly and indirectly.
- Explain how the congress uses the principle of checks and balances to limit the executive and judicial branches.
- Identify how a bill becomes a law.
- Analyze the role political parties play in the working of Congress?
- Identify who their lawmakers are at the national level.

Supporting Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.

SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, and special interest groups).

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit Objectives (overarching objectives):

- What is the organization and function of the executive branch?
- What are the major duties and responsibilities of the president?
- What are the powers of the president?
- What are the steps in electing a president and why is the system controversial?
- What is the federal bureaucracy and how does it affect the workings of the federal government?

Priority Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Learning Targets:

Students will be able to:

- Describe the constitutional and informal powers of the president and the limits placed on those powers. Demonstrate an understanding of the basic qualifications to become president and the common characteristics of those who have been president.
- Identify the line of presidential succession and how it has changed throughout history.
- Explain how the president is chosen, from national convention and primary, to the Electoral College, and understand why these processes were developed.
- Analyze the roles of the president and the duties he has in each of those roles (i.e. Head of State, Chief Diplomat, etc.)
- Explain the structure and workings of the federal bureaucracy and how they carry out their missions?

Supporting Standards:

SS.Econ4.b.h Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations) have on our nation. Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards and a local community's economy. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, and special interest groups).

Unit Objectives (overarching objectives):

- What role do the federal courts play in the national government?
- How does the United States Supreme Court work and shape public policy?
- How are judges chosen and what forces influence their appointment?
- How do cases come to the Supreme Court and what factors influence the decisions the Court makes?
- How do decisions of the court affect America?

Priority Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact

Learning Targets:

Students will be able to:

- Explain how the federal court system is organized. Describe the powers and jurisdiction of the federal courts
- Analyze the history of the development of the Supreme Court's power.
- Explain the factors that influence the selection of federal court judges
- Demonstrate an understanding of what cases make it to the Supreme Court and how they get there.
- Explain how court opinions become the force of law.
- Demonstrate an understanding of how courts are limited by the system of checks and balances.
- Describe the types of case that go to a federal court, not a state court.

Supporting Standards:

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Unit 8: State and Local Government

Duration: 2-3 days

Unit Objectives (overarching objectives):	
<p>Priority Standards: SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.</p> <p>SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p> <p>SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p> <p>SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.</p>	<p>Learning Targets: Students will be able to:</p> <ul style="list-style-type: none"> • Explain how the state government is structured and why it has such a direct influence over the lives of state citizens. • Analyze the variation in state constitutions and structure of the Wisconsin state constitution. • Compare the organization of the different levels of local government – county, city, village, and township. • Compare and contrast the roles of the national, state, and local governments. • Know the names of the local and state lawmakers • Identify the source of revenue and expenditures for the state and local governments.
<p>Supporting Standards:</p> <p>SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p> <p>SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.</p> <p>SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, and special interest groups).</p>	

Unit 9: Rights and Responsibilities of Citizens	Duration: 1-2 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • How can citizens influence government and the political process? • What is the history of political party system and the role it has played in the American political system? 	

- What roles do interest groups, political action committees, and lobbyists play in the American political party system.
- How does mass media affect the political process?

Priority Standards:

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels

SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, and special interest groups).

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Learning Targets:

Students will be able to:

- Describe how the political party system developed in the United States.
- Explain how political parties are organized and how they nominate candidates for public office.
- Analyze the role mass media plays in the political system and how it is used to try to sway public opinion.
- Demonstrate an understanding of the history of voting rights and restrictions in United States History.
- Analyze the voter turnout throughout the history of the United States and explain the factors that affect it.
- Describe the major differences between the two major political parties in terms of philosophy and platform.

Supporting Standards:

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

Advanced Placement (AP) Government

Unit 1: Foundations of American Government

Duration: 18 days

Unit Objectives (overarching objectives):

- Explain the ideals and types of democracy
- Describe the ideas of government power and individual rights that play into the formation of the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution
- Explain the principles of American Government and the Idea of Federalism
- Describe the relationship between the state and federal governments.
- Describe the constitutional interpretations of Federalism and explain federalism in action

Priority Standards

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

The students will be able to:

- Explain how democratic ideals are reflected in the Declaration of Independence and the U.S. Constitution
- Explain how models of representative democracy are visible in major institutions, policies, events, or debates in the U.S.
- Explain how Federalists and anti-federalists views on central government and democracy are reflected in U.S. foundational documents
- Explain the relationship between key provisions of the Articles of Confederation and the debate over granting the federal government greater power formerly reserved to the states
- Explain the ongoing impact of political negotiation and compromise at the Constitutional Convention on the development of the constitutional system
- Explain the constitutional principles of separation of powers and “checks and balances.”
- Explain the implications of separation of powers and “checks and balances” for the U.S. political system
- Explain how the societal needs affect the constitutional allocation of power between the national and state governments
- Explain how the appropriate balance of power between national and state governments has been interpreted differently over time
- Explain how the distribution of powers among three federal branches and between national and state governments impacts policy making

Supporting Standards: SS.Hist3.a.h. Analyze significant historical periods and their relationship to present issues and events.

SS.Inq4.b.h. Examine a claim’s strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.His1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist4.d.h. Analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.

Unit 2: Interactions Among Branches of Government

Duration: 30 days

Unit Objectives (overarching objectives):

- Describe the structures, powers, functions, and checks of Congress, the U.S. Presidency, and the U.S. Supreme Court
- Describe congressional behavior

- Explain the roles of the president and the expansion of Presidential Power
- Explain presidential communication
- Discuss the legitimacy of the Judicial Branch
- Describe the Court in action, comparing reasoning, decision, and majority opinion
- Describe the discretionary and rule-making authority of the bureaucracy
- Explain how to hold the bureaucracy accountable
- Explain policy between the branches of government

Priority Standards

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Learning Targets:

The students will be able to:

Explain the Structures, powers, and functions of Congress

- Describe the different structures, powers, and function of each house of Congress
- Explain how the structure, powers, and functions of both house of Congress affect the policy-making process
- Explain how congressional behavior is influenced by election processes, partisanship, and divided government
- Explain how the president can implement a policy agenda and how the president's agenda can create tension and frequent confrontations with Congress
- Explain how presidents have interpreted and justified their use of formal and informal powers
- Explain how communication technology has changed the president's relationship with the national constituency and other branches
- Explain the principle of judicial review and how it checks the power of other institution and state governments
- Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power
- Explain how the exercise of judicial review in conjunction with life tenure can lead to debate about the legitimacy of the Supreme Court's power.
- Explain how other branches in the government can limit the Supreme Court's power
- Explain how the bureaucracy carries out the responsibilities of the federal government and uses delegated discretionary authority for rule making and implementation.
- Explain how Congress uses its oversight power in its relationship with the executive branch.
- Explain how the president ensures that executive branch agencies and departments carry out their responsibilities in concert with the goals of the administration.
- Explain the extent to which governmental branches can hold the bureaucracy accountable given the competing interest of Congress, the president, and the federal courts.

Supporting Standards:

SS.PS4.b.h. Analyze the effects of a political compromise with major historical impact.

SS.Hist3.a.h. Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h. Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h. Evaluate and justify predictions of potential outcomes of current events based on the past.

Unit 3: Civil Liberties and Civil Rights

Duration: 28 days

Unit Objectives (overarching objectives):

- Explain the Bill of Rights and how the rights included in them balance individual freedom with public order and safety
- Describe the First and Second Amendment rights and cases

- Explain the how amendments balance individual freedom with public order and safety
- Describe the idea of selective incorporation
- Explain how the amendments balance due process and the rights of the accused and the rights of privacy
- Describe the social movements for equal protection.
- Explain the government responses to social movements and how it balances majority rules with minority rights.
- Explain the idea of affirmative action and why it exists.

Priority Standards:

SS.Hist1.b.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

Learning Targets:

The students will be able to:

- Explain how the U.S. Constitution protects individual liberties and rights
- Describe the rights protected in the Bill of Rights
- Explain the extent to which the Supreme Court's interpretation of the First and Second Amendment reflects a commitment to individual liberty.
- Explain the extent to which the Supreme Court's interpretation of the First and Second Amendments reflects a commitment to individual liberty.
- Explain how the Supreme Court has attempted to balance claims of individual freedom with laws and enforcement procedures that promote public order and safety.
- Explain the implications of the doctrine of selective incorporation.
- Explain the extent to which states are limited .by the due process clause from infringing upon individual rights.
- Explain how constitutional provisions have supported and motivated social movements.
- Explain how the government has responded to social movements.
- Explain how the Court has at times allowed the restriction of the civil rights of minority groups and at other times has protected those rights

Supporting Standards:

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit 4: American Political Ideologies and Beliefs

Duration: 24 days

Unit Objectives (overarching objectives):

- Explain American ideology about Government and Politics and how those beliefs change and are influenced by events.
- Explain the idea of political socialization.

- Describe how public opinion is measured and how the data is evaluated.
- Explain the Ideology of political parties and what role they play in economic and social policy making.

Priority Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.

SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

The students will be able to:

- Explain the relationship between core beliefs of U.S. citizens and attitudes about the role of government.
- Explain how cultural factors influence political attitudes and socialization.
- Describe the elements of a scientific poll.
- Explain the quality and credibility of claims based on public opinion data.
- Explain how ideologies of the two major parties shape policy debates.
- Explain how U.S. political culture (e.g. values, attitudes, and beliefs) influences the formation, goals, and implementation of public policy over time.
- Explain how political ideologies vary on the government's role in regulating the marketplace.
- Explain how political ideologies vary on the role of government in addressing social issues.
- Explain how different ideologies impact policy on social issues.

Supporting Standards:

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

Unit 5: Political Participation

Duration: 20 days

Unit Objectives (overarching objectives):

- Explain voting rights and models of voting behavior.
- Explain patterns and trends in voter turnout.

- Explain political parties and how and why they change and adapt.
- Describe the role of third parties.
- Explain interest groups and how they influence policy making and outcomes.
- Explain presidential and congressional elections.
- Explain modern campaigns and campaign finance.
- Explain the role of the media and the changing media.

Priority Standards:

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS3.a.h Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels

SS.PS3.b.h Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, and special interest groups).

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

The students will be able to:

- Describe the voting rights protections in the Constitution and in legislation.
- Describe different models of voting behavior.
- Explain the roles that individual choice and state laws play in voter turnout in elections.
- Describe linkage institutions.
- Explain the function and impact of political parties on the electorate and government.
- Explain why and how political parties change and adapt.
- Explain how structural barriers impact third-party and independent candidate success.
- Explain the benefits and potential problems of interest-group influence on elections and policy making.
- Explain how variation in types and resources of interest groups affects their ability to influence elections and policy making.
- Explain how various political actors influence public policy outcomes.
- Explain how the different processes work in a U.S. presidential election.
- Explain how the Electoral College facilitates and or impedes democracy.
- Explain how the different processes work in the U.S. congressional elections.
- Explain how campaign organizations and strategies affect the election process.
- Explain how the organization, finance, and strategies of national political campaigns affect the election process.
- Explain the media's role as a linkage institution.
- Explain how increasingly diverse choices of media and communication outlets influence political institutions and behavior.

Supporting Standards

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

General Psychology

Unit: Social Psychology	Duration: 12 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> Explain how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations 	
Priority Standards: SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias. SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment). SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	Learning Targets: Students will be able to: <ul style="list-style-type: none"> Summarize how social psychology theories are used to explain socialization. Explain attribution theory. Describe processes that contribute to differential treatment of group members, paying special attention to the influences of others, group think, and prejudice on behavior. Analyze the cause of prejudice against racial, ethnic, and sexual minority groups.
Supporting Standards: SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment. SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	

Unit: History and Approaches	Duration: 7 Days
Unit Objectives (overarching objectives):: <ul style="list-style-type: none"> Recognize how philosophical and physiological perspectives shaped the development of psychological thought. 	
Priority Standards: SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias. SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).	Learning Targets: Students will be able to: <ul style="list-style-type: none"> Summarize the contributions of key people in the early history of psychology. Examine the goals of psychology. Analyze contemporary psychological perspectives. Identify specialized areas within the psychological field.
Supporting Standards: SS.BH3.a.h: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	

Unit: Research Methods	Duration: 10 Days
-------------------------------	--------------------------

Unit Objectives (overarching objectives):

- Analyze how the methodology of the research affects the outcome of a study
- Demonstrate an understanding of how ethical guidelines impact psychological research.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g. Gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Investigate scientific research processes.
- Differentiate types of research with regard to purpose, strengths, and weaknesses.
- Identify human research challenges.
- Discuss the value of reliance on operational definitions and measurement in behavioral research.
- Identify how ethical issues inform and constrain research practices.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Inq3.c.h: Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Biology and the Brain

Duration: 14 Days

Unit Objectives (overarching objectives):

- Analyze how biology can influence our behavior and mental processes.
- Recognize what happens when a particular neurotransmitter is absent from the body.
- Discuss how biological and environmental factors interact to influence our behaviors and mental processes.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Classify parts and functions of the brain.
- Explain the various nervous system structures.
- Explain the neural transmission process.
- Summarize the relationship between the brain and the endocrine system.
- Explain why psychologists are concerned with human biology.
- Recount historic and contemporary research strategies and technologies that support research.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Inq3.c.h: Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Sensation and Perception

Duration: 12 Days

Unit Objectives (overarching objectives):

- Explain how we process the information we receive from our environments.
- Describe how our interpretation of the information we receive from the environment influences our behaviors and mental processes.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Analyze sensation processes.
- Identify influences on perception.
- Identify principles of perception.
- Investigate the relationships between sensation and perception.
- 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.
- Explain common sensory conditions.
- 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.
- 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

Supporting Standards

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Consciousness

Duration: 10 Days

Unit Objectives (overarching objectives):

Analyze how variations in consciousness influence a person's behaviors and mental processes.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Discuss aspects of sleep and dreaming.
- Explore the levels of consciousness.
- Identify the ways consciousness can be altered.
- Identify the major psychoactive drug categories and classify specific drugs, including their psychological and physiological effects.
- Explain the impact of unconscious mind on human behaviors.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Learning

Duration: 10 Days

Unit Objectives (overarching objectives): <ul style="list-style-type: none"> ● Explain how people learn ● Describe how our experiences influence our behaviors and mental processes 	
Priority Standards: <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	Learning Targets: Students will be able to: <ul style="list-style-type: none"> ● Identify the contributions of key researchers in the psychology of learning. ● Differentiate between learning and conditioning. ● Outline the principles of classical conditioning and operant conditioning. ● Examine the role of modeling and observational learning. ● Explore how behavior modification techniques are used to change human behaviors. ● Identify cultural influences on learning.
Supporting Standards: <p>SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p> <p>SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place</p>	

Unit: Cognitive Psychology	Duration: 10 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> ● Explain the role memory and thinking plays in our behaviors. 	
Priority Standards: <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	Learning Targets: Students will be able to: <ul style="list-style-type: none"> ● Understand the processes of memory, paying specific attention to the encoding, storing, and retrieving of memories. ● Compare the theories of memory. ● Use techniques to improve memory. ● Describe strategies for memory improvement and typical memory errors. ● Describe and differentiate psychological and physiological systems of short- and long-term memory. ● Critique problem solving techniques. ● Outline language development.
Supporting Standards: <p>SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p> <p>SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	

Unit: Motivation, Emotion, Stress, and Health	Duration: 16 Days
--	--------------------------

<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> Analyze what motivates us to think and act the way we do. Explain some people respond to stress in a healthier way than others 	
<p>Priority Standards:</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>Learning Targets:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Apply knowledge of motivational theories to life. Summarize the components of emotion. Explain how emotions influence motivation. Explain how cultural differences influence emotional expression. Investigate how emotions influence human behavior and relationships. Outline the stress models of Selye (GAS) and Lazarus. Summarize the physical reactions to stress. Explore the strategies to reduce stress. Examine environmental and self-induced stressors. Explain how health is impacted by different personality types
<p>Supporting Standards:</p> <p>SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. Social Interactions</p> <p>SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	

<p>Unit: Human Development</p>	<p>Duration: 17 Days</p>
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> Explain how we perceive and understand ourselves over the lifespan. 	
<p>Priority Standards:</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.</p> <p>SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p>	<p>Learning Targets:</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> Examine the theories of Erikson, Piaget, Kohlberg, Vygotsy and Freud. Analyze the interplay of nature and nurture in development. Describe how sex and gender influence socialization and other aspects of development. Summarize the developmental characteristics common to stage theories. Analyze the impact healthy life choices have on development. Analyze the psychosocial impact of death and dying on the individual.
<p>Supporting Standards:</p> <p>SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p> <p>SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.</p>	

<p>Unit: Personality</p>	<p>Duration: 8 Days</p>
---------------------------------	--------------------------------

Unit Objectives (overarching objectives):

- Appraise the various theories that aim to help us understand how we perceive and understand ourselves.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Outline the major personality theories.
- Compare and contrast the psychoanalytic theories of personality with other theories of personality, paying special attention to trait and humanistic theories.
- Apply the vocabulary and principles of personality theory into daily life.
- Compare projective and objective personality tests.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Testing and Individual Differences

Duration: 8 Days

Unit Objectives (overarching objectives):

- Appraise the debate surrounding intelligence and how can we study it to understand it.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Examine the process of concept formation.
- Examine the concept of intelligence.
- Analyze key issues central to the debate on human intelligence.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence.
- Identify the contributions of key researchers in intelligence research and testing.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Abnormal and Disorders

Duration: 14 Days

Unit Objectives (overarching objectives):

- Explain why the psychological perspective is necessary in the treatment of disorders.

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Explain how cultural processes dictate what is termed to be abnormal behaviors.
- Summarize the criteria for diagnosing psychological disorders.
- Relate an awareness of the DSM.
- Examine the major psychological disorders and the symptoms.
- Identify the positive and negative consequences of diagnostic labels.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Treatment

Duration: 9 Days

Unit Objectives (overarching objectives):

- Explain how various psychological disorders are treated.
-

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

Learning Targets:

Students will be able to:

- Illustrate knowledge of therapies aligned to each psychological perspective.
- Confirm local mental health resources.
- Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
- Distinguish between treatment methods
- Compare and contrast different treatment methods.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Unit: Research Project

Duration:

Unit Objectives:

Priority Standards:

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Inq1.a: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq1.b.h: Construct questions that support the research and identify the sources that will be used in the student developed research proposal.

Learning Targets:

Students will be able to:

- Demonstrate psychology information literacy
- Engage in innovative and integrative thinking and problem solving
- Interpret, design, and conduct basic psychological research

Supporting Standards:

Advanced Placement (AP) Psychology

Unit 1: Psychology’s History and Approaches	Duration:
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> ● Analyze ways in which psychology has developed into a scientific discipline. ● Identify the important scientists and thinkers who have been influential in the development of psychology as a science. ● Evaluate the enduring questions psychologists seek to answer. ● Describe the levels of scientific analysis psychologists use to answer questions and explore issues. ● Explain the specific subfields that have evolved to study different types and genres of behavior and mental processes. 	
<p>Priority Standards</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person’s cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain how psychology is a science and why the “rat is always right.” ● Describe the three key elements of the scientific attitude and how they support scientific inquiry. ● Explain how critical thinking feeds a scientific attitude, and smarter thinking for everyday life. ● Describe how psychology developed from early understandings of mind and body to the beginnings of modern science. ● Describe some important milestones in psychology’s early development. ● Explain how behaviorism, Freudian psychology, and humanistic psychology furthered the development of psychological science. ● Describe how contemporary psychology focuses on cognition, biology and experience, culture and gender, and human flourishing. ● Describe the biopsychosocial approach and psychology’s main theoretical perspectives. ● Explain how psychological principles can help you learn, remember, and thrive, and do better on the AP® exam. ● Explain the difference between basic and applied psychology. ● Describe what psychologists working in various subfields do and where they work.
<p>Supporting Standards:</p> <p>SS.BH1.a.h: Individual cognition, perception, and behavior</p>	

Unit 2: Research Methods: Thinking Critically with Psychological Science	Duration:
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> ● Explain how scientifically derived answers are more valid than those derived from intuition or common sense. ● Identify the three main components of the scientific attitude and their relation to critical thinking. ● Describe the roles of theories in psychological science. ● Describe, and perhaps even use, scientific methods to observe, describe, explain, and predict behavior. ● Understand the difference between correlational and experimental methods. ● Understand the importance of random sampling and grouping techniques. ● Describe different statistical measures and why they are used. <p style="margin-left: 20px;">Appreciate the importance of following ethical guidelines for human and nonhuman research.</p> <ul style="list-style-type: none"> ● Evaluate the limits of conclusions of each research methodology. 	
Priority Standards SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	Learning Targets Students will be able to: <ul style="list-style-type: none"> ● Explain how hindsight bias, overconfidence, and the tendency to perceive order in random events illustrate why science-based answers are more valid than those based on common sense. ● Describe how theories advance psychological science. ● Explain how psychologists use case studies, naturalistic observations, and surveys to observe and describe behavior, and why random sampling is important. ● Explain what it means when we say two things are correlated, and describe positive and negative correlations. ● Discuss why correlations enable prediction but not cause-effect explanation. ● Explain illusory correlations and regression toward the mean. ● Describe the characteristics of experimentation that make it possible to isolate cause and effect. ● Explain the process of determining which research design to use. ● Explain the value of simplified laboratory conditions in illuminating everyday life. ● Explain why psychologists study animals, and describe the ethical guidelines that safeguard animal research subjects. ● Describe the ethical guidelines that safeguard human research participants. ● Describe how values affect psychological science. ● Explain why we need statistics in psychology and in everyday life. ● Describe descriptive statistics. ● Explain how we describe data using the three measures of central tendency. ● Discuss the relative usefulness of the two measures of variation. ● Describe inferential statistics. ● Explain how we determine whether an observed difference can be generalized to other populations.
Supporting Standards: SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Inq1.b.h: Construct questions that support the research and identify the sources that will be used in the student developed research proposal. SS.Inq2.a.h: Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources. SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways). SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.	

Unit 3: Biological Bases of Behavior	Duration:
---	------------------

Unit Objectives (overarching objectives):

- Evaluate the importance of studying biology in a psychology course.
- Describe the basic parts, mechanisms, and processes that make up the nervous system.
- Describe the techniques used to study the brain and nervous systems.
- Identify subfields in psychology devoted to studying the interaction of biology and environment.
- Discuss how the brain adapts to change through reorganization and neurogenesis.
- Explain the processes and findings of split-brain research.
- Explain how the brain utilizes dual processing.
- Describe the mechanisms and processes of behavior genetics.
- Analyze the ways principles of behavior and molecular genetics explain the interaction of heredity and environment.
- Explain heritability and how it explains individual and group differences.
- Describe and evaluate the principles of evolution as they relate to behavior tendencies and gender differences.
- Summarize key points in the debate about the usefulness of evolutionary psychology.
- Describe the biopsychosocial approach to development.

Priority Standards

SS.BH1.a: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

Students will be able to:

- Explain why psychologists are concerned with human biology.
- Describe the parts of a neuron, and explain how neural impulses are generated.
- Describe how nerve cells communicate with other nerve cells.
- Describe how neurotransmitters influence behavior, and explain how drugs and other chemicals affect neurotransmission.
- Describe the functions of the nervous system's main divisions, and identify the three main types of neurons.
- Describe the nature and functions of the endocrine system and its interaction with the nervous system.
- Describe several techniques for studying the brain's connections to behavior and mind.
- Describe the components of the brainstem, and summarize the functions of the brainstem, thalamus, reticular formation, and cerebellum.
- Describe the limbic system's structures and functions.
- Describe the four lobes that make up the cerebral cortex and explain the functions of the motor cortex, somatosensory cortex, and association areas.
- Analyze the notion that we really only use 10 percent of our brain.
- Discuss how the brain adjusts to new experiences.
- Discuss the brain's ability to reorganize itself after damage, and explain neurogenesis.
- Explain what split brains reveal about the functions of our two brain hemispheres.
- Discuss the dual processing being revealed by today's cognitive neuroscience.
- Define chromosomes, DNA, genes, and the human genome, and describe how behavior geneticists explain our individual differences.
- Explain how twin and adoption studies help us understand the effects and interactions of nature and nurture.
- Explain what is meant by heritability and discuss how it relates to individuals and groups.
- Describe how molecular genetics research is changing our understanding of the effects of nature and nurture.
- Describe evolutionary psychologists' use of natural selection to explain behavior tendencies.
- Discuss evolutionary explanations for male-female differences in sexuality and mating preferences.
- Explain the key criticisms of evolutionary explanations of human sexuality, and discuss how evolutionary psychologists respond.
- Describe the biopsychosocial approach to development.

Unit 4: Sensation and Perception

Duration:

Unit Objectives (overarching objectives):

- Differentiate between sensation and perception, understanding that these processes are interrelated.
- Understand how much information can be processed at any given point in time.
- Discuss basic sensory concepts, such as thresholds and adaption.
- Appreciate how expectations, contexts, emotions, and motivation influence perceptions.
- Evaluate claims of ESP and the conclusions drawn from research on those claims.
- Explain how the eyes receive, process, and transform light signals.
- Differentiate among the theories that explain our sensation and perception of color.
- Describe Gestalt perceptual principles, including figure-ground and grouping principles.
- Differentiate among the binocular and monocular depth cues that help us perceive 3D and motion.
- Understand how perceptual constancies help us create meaning from sensory signals.
- Describe research on restored vision, sensory restriction, and perceptual adaptation and how it contributes to our understanding of perception.
- Explain how the ears process sound waves, contributing to our perception of pitch and sound location.
- Describe how the senses of touch, pain, taste, smell, and body position and movement work.
- Explain how the senses interact.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Describe sensation and perception, and explain the difference between bottom-up processing and top-down processing.
- Discuss how selective attention directs our perceptions.
- Describe the three steps that are basic to all our sensory systems.
- Discuss the difference between absolute thresholds and difference thresholds.
- Discuss how we are affected by subliminal stimuli.
- Explain the function of sensory adaptation.
- Analyze the ways in which our expectations, contexts, motivation, and emotions influence our perceptions.
- Describe the claims of ESP, and discuss what most research psychologists have concluded after putting these claims to the test.
- Discuss the characteristics of the energy that we see as visible light, and describe the structures in the eye that help focus that energy.
- Describe how the rods and cones process information, and explain the path information travels from the eye to the brain.
- Discuss how we perceive color in the world around us.
- Describe the location and function of feature detectors.
- Explain how the brain uses parallel processing to construct visual perceptions.
- Describe the Gestalt psychologists' understanding of perceptual organization, and explain how figure-ground and grouping principles contribute to our perceptions.
- Explain how we use binocular and monocular cues to perceive the world in three dimensions, and discuss how we perceive motion.
- Explain how perceptual constancies help us construct meaningful perceptions.
- Describe what research on restored vision, sensory restriction, and perceptual adaptation reveals about the effects of experience on perception.
- Describe the characteristics of air pressure waves that we hear as sound.
- Explain how the ear transforms sound energy into neural messages.
- Discuss how we detect loudness, discriminate pitch, and locate sounds.
- Describe the sense of touch.
- Discuss the biological, psychological, and social-cultural influences that affect our experience of pain, and explain how placebos and distraction help control pain.
- Compare and contrast our senses of taste and smell.
- Explain how we sense our body's position and movement.
- Discuss how sensory interaction influences our perceptions, and explain the concept of embodied cognition.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

Unit 5: States of Consciousness

Duration:

Unit Objectives (overarching objectives):

- Describe the fascination with the study of consciousness throughout history.
- Define hypnosis and describe how the process generally works.
- Debate whether hypnosis is an altered state of consciousness.
- Describe how the body's biological rhythms influence daily life.
- Outline the different stages of sleeping and dreaming.
- Analyze the different biological and environmental influences on our sleep patterns.
- Explain why sleep is important.
- Evaluate the effects of sleep loss.
- Identify major sleep disorders.
- Understand common dream content.
- Explain why we might dream.
- Describe how tolerance and addiction work physiologically and psychologically.
- Understand common misconceptions about addiction.
- Identify and describe the effects of depressants.
- Identify and describe the effects of stimulants.
- Identify and describe the effects of hallucinogens.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Describe the place of consciousness in psychology's history.
- Define hypnosis, and describe how a hypnotist can influence a hypnotized subject.
- Discuss whether hypnosis is an extension of normal consciousness or an altered state.
- Describe sleep as a state of consciousness.
- Describe how our biological rhythms influence our daily functioning.
- Describe the biological rhythm of our sleeping and dreaming stages.
- Explain how biology and environment interact in our sleep patterns.
- Describe sleep's functions.
- Describe the effects of sleep loss, and identify the major sleep disorders.
- Describe the most common content of dreams, and identify the functions theorists have proposed for dreams.
- Describe substance use disorders.
- Discuss the roles that tolerance and addiction play in substance use disorders, and how the concept of addiction has changed.
- Identify the depressants, and describe their effects.
- Identify the stimulants, and describe their effects.
- Identify the hallucinogens, and describe their effects.

Supporting Standards:

Unit Objectives (overarching objectives):

- Define learning.
- Understand the behaviorist view of learning.
- Describe the basic components and processes of classical conditioning.
- Appreciate why Pavlov's work remains so important.
- Apply classical conditioning to human health and well-being.
- Describe the basic components and processes of operant conditioning.
- Differentiate between positive and negative reinforcement and how reinforcers are used.
- Differentiate among the different reinforcement schedules and how they affect behavior.
- Contrast punishment and reinforcement.
- Apply operant conditioning principles to real-world examples.
- Contrast classical and operant conditioning.
- Explain how biology constrains conditioning and how cognition affects conditioning.
- Describe how coping and personal control are related to conditioning.
- Describe how observational learning works.
- Explain how mirror neurons contribute to our understanding of observational learning.
- Evaluate how observational learning affects prosocial and antisocial behavior.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Define learning, and identify some basic forms of learning.
- Explain behaviorism's view of learning.
- Identify Pavlov, and describe the basic components of classical conditioning.
- Identify the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination in classical conditioning.
- Summarize why Pavlov's work remains so important.
- Describe some applications of Pavlov's work to human health and well-being, and explain how Watson applied Pavlov's principles to learned fears.
- Describe operant conditioning.
- Identify Skinner, and describe how operant behavior is reinforced and shaped.
- Differentiate positive reinforcement from negative reinforcement, and identify the basic types of reinforcers.
- Explain how different reinforcement schedules affect behavior.
- Differentiate punishment from negative reinforcement, and explain how punishment affects behavior.
- Describe why Skinner's ideas provoked controversy
- Discuss ways to apply operant conditioning principles at school, in sports, at work, at home, for self-improvement, and to manage stress.
- Identify the characteristics that distinguish operant conditioning from classical conditioning.
- Explain how biological constraints affect classical and operant conditioning.
- Explain how cognitive processes affect classical and operant conditioning.
- Identify the two ways people learn to cope with personal problems.
- Describe how a perceived lack of control can affect people's behavior and health.
- Explain why self-control is important, and discuss whether it can be depleted.
- Differentiate observational learning from associative learning, and explain how observational learning may be enabled by neural mirroring.
- Discuss the impact of prosocial modeling and antisocial modeling.
- Discuss the violence-viewing effect.

Supporting Standards:

Unit Objectives (overarching objectives):

- Discuss the nature of memory and how psychologists describe it.
- Distinguish between explicit and implicit memories, and identify information that is processed automatically.
- Explain how memory systems (such as sensory, short-term, working, and long-term memories) work.
- Apply effortful processing strategies to help improve memory, and analyze how different levels of processing affect encoding.
- Describe how different parts of the brain and nervous system play a role in memory.
- Discuss how emotions, external cues, and order of appearance influence memory and why we forget.
- Discuss how misinformation, imagination, and source amnesia influence memory.
- Analyze how eyewitness memories can be manipulated.
- Debate the controversy of repressed and recovered memories.
- Define cognition and discuss the function of concepts.
- Explain how creativity works and is encouraged.
- Evaluate how heuristics, overconfidence, belief perseverance, and framing influence decision making and problem solving.
- Explain intuition and how it works.
- Describe the components of language and how we acquire it, and identify important milestones in language development.
- Describe how the brain is involved in language processing and speech.
- Analyze the relationship between language and thinking.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

Learning Targets

The students will be able to:

- Define memory, and explain how memory is measured.
- Discuss how psychologists describe the human memory system.
- Describe the differences between explicit and implicit memories.
- Discuss the information we process automatically.
- Explain how sensory memory works.
- Describe our short-term and working memory capacity.
- Describe the effortful processing strategies that help us remember new information.
- Discuss the levels of processing and their effect on encoding.
- Discuss the capacity of and location of our long-term memories.
- Describe the roles of the frontal lobes and hippocampus in memory processing.
- Describe the roles of the cerebellum and basal ganglia in memory processing.
- Discuss how emotions affect our memory processing.
- Explain how changes at the synapse level affect our memory processing.
- Analyze how external cues, internal emotions, and order of appearance influence memory retrieval.
- Explain why we forget.
- Discuss how misinformation, imagination, and source amnesia influence our memory construction, and describe how we decide whether a memory is real or false.
- Analyze why reports of repressed and recovered memories have been so hotly debated.
- Describe the reliability of young children's eyewitness descriptions.
- Discuss how you can use memory research findings to do better in this and other courses.
- Define cognition, and describe the functions of concepts.
- Discuss the factors associated with creativity, and describe some ways of fostering creativity.
- Describe the cognitive strategies that assist our problem solving and the obstacles that hinder it.
- Discuss the meaning of intuition, and describe how the availability and representativeness heuristics influence our decisions and judgments.
- Discuss the factors that exaggerate our fear of unlikely events.
- Describe how our decisions and judgments are affected by overconfidence, belief perseverance, and framing.
- Discuss how smart thinkers use intuition.
- Describe the structural components of a language.
- Discuss how we acquire language, and explain the concept of universal grammar.
- Discuss the milestones in language development, and identify the critical period for acquiring language.
- Discuss the brain areas that are involved in language processing and speech.
- Describe the relationship between thinking and language, and discuss the value of thinking in images.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

Unit 8: Motivation, Emotion, and Stress

Duration:

Unit Objectives (overarching objectives):

- Identify different perspectives on studying motivation.
- Describe the physiological factors that produce hunger, and analyze cultural and situational factors that influence hunger.
- Describe the human sexual response cycle, and analyze how hormones and external and internal stimuli influence human sexual motivation.
- Analyze our need to belong and our motivation to achieve.
- Understand how psychologists define emotion, and describe how arousal and expressive behaviors interact with emotions.
- Evaluate whether different emotions activate different physiological and brain-pattern responses.
- Analyze whether polygraphs detect deception.
- Describe how nonverbal behavior works, including gender and cultural differences in nonverbal communication.
- Describe how we respond and adapt to stress.
- Analyze how stress makes us vulnerable to illness and disease.
- Explain the roles of social support, aerobic exercise, relaxation and meditation, and faith in stress reduction.
- Describe predictors of happiness and how we can be happier.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Define motivation as psychologists use that term, and identify the perspectives useful for studying motivated behavior.
- Explain how some needs are more compelling than others.
- Describe the physiological factors that produce hunger.
- Discuss cultural and situational factors that influence hunger.
- Discuss how we are affected by obesity and the factors involved in weight management.
- Explain how hormones influence human sexual motivation.
- Describe the human sexual response cycle.
- Discuss how external and imagined stimuli contribute to sexual arousal.
- Describe the evidence that points to our human affiliation need—our need to belong.
- Discuss how social networking influences us.
- Discuss achievement motivation.
- Describe how arousal, expressive behavior, and cognition interact in emotion.
- Explain whether we can experience emotions without consciously interpreting and labeling them.
- Describe the basic emotions and the link between emotional arousal and the autonomic nervous system.
- Discuss whether different emotions activate different physiological and brain-pattern responses.
- Discuss the effectiveness of polygraphs in using body states to detect lies.
- Describe our ability to communicate nonverbally.
- Discuss how the genders differ in their ability to communicate nonverbally.
- Discuss culture-specific and culturally universal gestures and facial expressions.
- Explain how our facial expressions influence our feelings.
- Discuss how our appraisal of an event affects our stress reaction, and describe the three main types of stressors.
- Discuss how we respond and adapt to stress.
- Discuss how stress makes us more vulnerable to disease.
- Explain why some of us are more prone than others to coronary heart disease.
- Discuss whether stress causes illness.
- Discuss the links among basic outlook on life, social support, and stress and health.
- Discuss the effectiveness of aerobic exercise as a way to manage stress and improve well-being.
- Describe how relaxation and meditation might influence stress and health.
- Describe what is meant by the faith factor, and summarize some possible explanations for the link between faith and health.
- Explain the feel-good, do-good phenomenon, discuss the focus of positive psychology research, and identify factors that affect our happiness levels.
- Discuss predictors of happiness and how we can be happier.

Supporting Standards:

SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

Unit Objectives (overarching objectives):

- Identify and explain the three issues that have influenced understanding of life-span development.
- Chart the course of prenatal development, explaining factors that affect it.
- Explain how brain development occurs during infancy and childhood, and describe the theories of Piaget, Kohlberg, and Vygotsky related to cognitive development.
- Discuss how parents and infants bond, and explain how temperament, parenting styles, abuse, family disruption, day care, and neglect affect attachment.
- Analyze gender similarities and differences in relation to aggression, social power, and social connectedness.
- Evaluate how gender roles and gender typing influence development.
- Evaluate the influence of peers and parents on development.
- Identify the physical development that signals adolescence.
- Discuss the social tasks and challenges of adulthood.
- Identify how biological sex is determined and influenced by development.
- Identify how sexually transmitted diseases can be prevented.
- Discuss the research regarding sexual orientation.
- Identify the physical and cognitive changes that occur during adulthood, and trace social development in adults.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

Learning Targets

The students will be able to:

- Identify three issues that have engaged developmental psychologists.
- Discuss the course of prenatal development, and explain how teratogens affect that development.
- Describe some abilities of the newborn, and explain how researchers are able to explore infants' mental abilities.
- Describe some developmental changes in the brain and motor skills during infancy and childhood.
- Discuss how an infant's brain begins processing memories.
- Describe how a child's mind develops from the perspectives of Piaget, Vygotsky, and today's researchers.
- Discuss autism spectrum disorder and its effect on development.
- Describe how parent-infant attachment bonds form.
- Explain how psychologists have studied attachment differences, and synthesize what they have learned.
- Discuss how childhood neglect or abuse affects children's attachments.
- Trace the onset and development of children's self-concepts.
- Describe the four main parenting styles.
- Describe the outcomes that are associated with each parenting style.
- Discuss how the meaning of gender differs from the meaning of sex.
- Describe some ways in which males and females tend to be alike and to differ.
- Identify the factors that contribute to gender bias in the workplace.
- Explain how gender roles and gender identity differ.
- Describe how early experiences can modify the brain.
- Discuss the ways in which parents and peers shape children's development.
- Define adolescence, and discuss how the physical changes during this period affect developing teens.
- Describe adolescent cognitive and moral development according to Piaget, Kohlberg, and later researchers.
- Describe the social tasks and challenges of adolescence.
- Contrast parental and peer influences during adolescence.
- Discuss the characteristics of emerging adulthood.
- Describe how sex hormones influence prenatal and adolescent development, and explain intersex conditions.
- Discuss the factors that reduce the risk of sexually transmitted infections.
- Discuss the factors that influence teenagers' sexual behaviors and use of contraceptives.
- Synthesize what research has taught us about sexual orientation.
- Identify the physical changes that occur during middle and late adulthood.
- Assess how memory changes with age.
- Discuss how neurocognitive disorders and Alzheimer's disease affect cognitive ability.
- Discuss the themes and influences that mark our social journey from early adulthood to death.
- Describe the changes in well-being across the life span.
- Describe the range of reactions to the death of a loved one.

Supporting Standards:

Unit Objectives (overarching objectives):

- Describe how Freud arrived at his view of the unconscious mind through his views on psychological disorders.
- Explain Freud’s view of personality, outline his developmental stages, and discuss his defense mechanisms.
- Analyze how contemporary psychologists view Freud’s perspective on personality and development, identifying which ideas were rejected or accepted by his followers.
- Describe how projective tests work and are applied, and how they are viewed critically.
- Discuss the modern view of the unconscious.
- Explain how humanistic psychologists viewed personality and the assessment techniques they use to determine a person’s sense of self.
- Analyze how humanistic theories and their criticisms have influenced psychology.
- Explain how traits are used to describe personality.
- Describe the strengths and weaknesses of personality inventories.
- Identify which traits provide the most useful information about personality variation.
- Decide whether research supports the consistency of personality traits over time and across situations.
- Identify who developed the social-cognitive perspective on personality and how those same researchers describe personality development.
- Discuss how social-cognitive researchers explore behavior and how those views have been criticized.
- Analyze why research is often focused on the self and how self-esteem is important to a person’s well-being.
- Identify the evidence for self-serving bias.
- Contrast defensive and secure self-esteem.
- Explain the differences between individualist and collectivist cultures and their influence on personality.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person’s cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Explain what psychologists mean by personality, and identify the theories that inform our understanding of personality.
- Explain how Sigmund Freud’s treatment of psychological disorders led to his view of the unconscious mind, and describe his view of personality.
- Identify the developmental stages Freud proposed, and discuss how he thought people defended themselves against anxiety.
- Identify which of Freud’s ideas his followers accepted and rejected.
- Describe projective tests and how they are used, and discuss some criticisms of them.
- Discuss how contemporary psychologists view Freud’s psychoanalysis, and describe how modern research has developed our understanding of the unconscious.
- Describe how humanistic psychologists viewed personality, and explain their goal in studying personality.
- Explain how humanistic psychologists assessed a person’s sense of self.
- Describe how humanistic theories have influenced psychology, and discuss the criticisms they have faced.
- Explain how psychologists use traits to describe personality.
- Discuss some common misunderstandings about introversion.
- Describe personality inventories, and discuss their strengths and weaknesses as trait-assessment tools.
- Identify the traits that seem to provide the most useful information about personality variation.
- Discuss whether research supports the consistency of personality traits over time and across situations.
- Describe how social-cognitive theorists view personality development and how they explore behavior.
- Discuss the criticisms social-cognitive theorists have faced.
- Explain why psychology has generated so much research on the self, and discuss the importance of self-esteem to our well-being.
- Describe how excessive optimism, blindness to one’s own incompetence, and self-serving bias reveal the costs of self-esteem, and explain how defensive and secure self-esteem differ.
- Discuss how individualist and collectivist cultures differ in their values and goals.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

Unit 11: Testing and Individual Differences

Duration:

Unit Objectives (overarching objectives):

- Appreciate the different definitions of intelligence.
- Analyze whether intelligence is a general ability.
- Differentiate between the theories of Gardner and Sternberg.
- Identify the four components of emotional intelligence.
- Recount why intelligence tests were created.
- Differentiate between achievement and aptitude tests.
- Understand standardization and the normal curve.
- Analyze how stable intelligence scores are over a life span.
- Describe the characteristics of those with extremes of intelligence.
- Analyze the evidence of genetic and environmental links to intelligence and heritability.
- Evaluate how and why genders differ in mental ability scores.
- Evaluate how and why racial and ethnic groups differ in mental ability scores.
- Analyze whether intelligence tests are biased.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Discuss how psychologists define intelligence, and present the arguments for g.
- Compare Gardner's and Sternberg's theories of multiple intelligences, and discuss the criticisms they have faced.
- Describe the four components of emotional intelligence.
- Describe the characteristics of an intelligence test, and distinguish between achievement and aptitude tests.
- Discuss when and why intelligence tests were created, and explain how today's tests differ from early intelligence tests.
- Describe the normal curve, and explain standardization, reliability, and validity.
- Analyze how aging affects crystallized and fluid intelligence.
- Define cross-sectional studies and longitudinal studies, and explain why it is important to know which method is used.
- Describe the stability of intelligence test scores over the life span.
- Discuss the traits of those at the low and high intelligence extremes.
- Analyze the evidence for a genetic influence on intelligence, and explain what is meant by heritability.
- Analyze the evidence for environmental influences on intelligence.
- Examine how and why the genders differ in mental ability scores.
- Examine how and why racial and ethnic groups differ in mental ability scores.
- Discuss whether intelligence tests are inappropriately biased, and explain the influence of stereotype threat on test-takers' performance.

Supporting Standards:

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.BH4.a.h: Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

Unit Objectives (overarching objectives):

- Distinguish between normality and disorder.
- Analyze the controversy over the diagnosis of attention-deficit/ hyperactivity disorder.
- Contrast the medical model with the biopsychosocial approach.
- Explore how and why clinicians classify psychological disorders, and analyze the arguments against using diagnostic labels.
- Explore the prevalence of psychological disorders, and analyze the link between poverty and serious mental illness.
- Identify different anxiety disorders.
- Describe obsessive-compulsive disorder.
- Describe posttraumatic stress disorder.
- Apply the learning and biological perspectives to anxiety disorders, OCD, and PTSD.
- Identify mood disorders, and contrast major depressive disorder and bipolar disorder.
- Apply the biological and social-cognitive perspectives to mood disorders.
- Analyze the factors involved in suicide and self-injury, and note important warning signs to watch for in order to prevent suicide.
- Describe the symptoms of schizophrenia, and contrast acute and chronic schizophrenia.
- Analyze how brain abnormalities and viral infections contribute to the incidence of schizophrenia.
- Explore the evidence of genetic influence on schizophrenia, and describe the early warning signs of schizophrenia in children.
- Identify somatic symptoms and their related disorders.
- Identify dissociative disorders, and evaluate why they are controversial.
- Identify psychological and genetic factors that lead to anorexia nervosa, bulimia nervosa, and binge-eating disorder.
- Contrast the three clusters of personality disorders, and describe behaviors that characterize antisocial personality disorder.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Explain how we draw the line between normality and disorder.
- Contrast how the medical model and the biopsychosocial approach influence our understanding of psychological disorders.
- Describe how and why clinicians classify psychological disorders, and explain why some psychologists criticize the use of diagnostic labels.
- Discuss the controversy over attention-deficit/ hyperactivity disorder.
- Examine whether psychological disorders predict violent behavior.
- Describe how many people have, or have had, a psychological disorder, and explore whether poverty is a potential risk factor.
- Contrast generalized anxiety disorder, panic disorder, and phobias.
- Describe obsessive-compulsive disorder (OCD).
- Describe posttraumatic stress disorder (PTSD).
- Examine how conditioning, cognition, and biology contribute to the feelings and thoughts that mark anxiety disorders, OCD, and PTSD.
- Contrast major depressive disorder, persistent depressive disorder, and bipolar disorder.
- Analyze how the biological and social-cognitive perspectives help us understand depressive disorders and bipolar disorders.
- Explain what factors increase the risk of suicide, and discuss what we know about nonsuicidal self-injury.
- Describe the patterns of perceiving, thinking, and feeling that characterize schizophrenia.
- Contrast chronic schizophrenia and acute schizophrenia.
- Discuss the brain abnormalities associated with schizophrenia.
- Discuss the prenatal events associated with increased risk of developing schizophrenia.
- Discuss how genes influence schizophrenia, and identify the factors that may be the early warning signs of schizophrenia in children.
- Describe somatic symptom and related disorders.
- Describe dissociative disorders, and explain why they are controversial.
- Identify the three clusters of personality disorders, and explain what behaviors and brain activity characterize the antisocial personality.
- Identify the three main eating disorders, and examine how biological, psychological, and social-cultural influences make people more vulnerable to them.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

Unit Objectives (overarching objectives):

- Differentiate among psychotherapy, biomedical therapy, and an eclectic approach to therapy.
- Explain the goals and techniques of psychoanalysis and how they've been adapted to psychodynamic therapy.
- Describe the basic themes of humanistic therapy, specifically the goals and techniques of Rogers' client-centered approach.
- Contrast behavior therapy with psychodynamic and humanistic therapies, and describe how exposure therapies and aversive conditioning work.
- Explain how operant conditioning principles can inform therapeutic techniques, and evaluate the pros and cons of using these techniques.
- Distinguish the goals and techniques of cognitive therapy and cognitive-behavior therapy.
- Analyze the goals and benefits of group and family therapy.
- Analyze the effectiveness of psychotherapy from the perspective of the client, the clinician, and the outcome.
- Determine the three elements shared by all forms of psychotherapy, and analyze how culture, gender, and values influence the therapist-client relationship.
- Identify some guidelines for selecting a therapist.
- Analyze how a healthy lifestyle's effect on depression reflects the biopsychosocial systems.
- Describe the various drug therapies and explain how double-blind studies work to evaluate the effectiveness of drug therapies.
- Describe how psychosurgery and brain stimulation techniques treat disorders.
- Explain the rationale of preventive mental health programs.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Contrast psychotherapy and the biomedical therapies.
- Discuss the goals and techniques of psychoanalysis, and examine how they have been adapted in psychodynamic therapy.
- Distinguish the basic themes of humanistic therapy, and describe the specific goals and techniques of Rogers' client-centered approach.
- Analyze how the basic assumption of behavior therapy differs from the assumptions of psychodynamic and humanistic therapies, and examine the techniques used in exposure therapies and aversive conditioning.
- Describe the main premise of therapy based on operant conditioning principles, and contrast the views of its proponents and critics.
- Discuss the goals and techniques of cognitive therapies and of cognitive-behavioral therapy.
- Discuss the aims and benefits of group and family therapies.
- Analyze whether psychotherapy works and discuss how we can make this judgment.
- Discuss which psychotherapies are more effective for specific disorders.
- Discuss how alternative therapies fare under scientific scrutiny.
- Distinguish the three elements shared by all forms of psychotherapy.
- Describe how culture and values influence the therapist-client relationship.
- Examine how therapeutic lifestyle change could be considered an effective biomedical therapy, and explain how it works.
- Examine how a healthy lifestyle might offer people some relief from depression, and explain how this reflects our being biopsychosocial systems.
- Describe the drug therapies, and discuss how double-blind studies help researchers evaluate a drug's effectiveness.
- Discuss how brain stimulation and psychosurgery are used to treat specific disorders.
- Describe the rationale for preventative mental health programs, and evaluate the importance of developing resilience.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

SS.BH4.a.h: Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

Unit Objectives (overarching objectives):

- Identify the topics included in the field of social psychology.
- Understand how we explain behaviors.
- Determine how actions and attitudes interact.
- Analyze how conformity reveals the power of social influence.
- Appreciate the importance of Milgram's obedience experiments.
- Analyze how behavior is affected by the presence of others.
- Understand how group polarization and groupthink and deindividuation work.
- Explain the influence of culture on behavior.
- Understand prejudice and its social, cognitive, and emotional roots.
- Understand the psychological concept of aggression, and identify biological and social-cultural factors that contribute to aggressive behavior.
- Appreciate the factors that lead to relationships with some people and not others.
- Trace the evolution of romantic love over time.
- Understand the factors that lead people to help others.
- Explain social exchange theory and social norms in the context of helping behavior.
- Explain social traps and mirror-image perceptions.
- Evaluate how feelings of prejudice, aggression, and conflict can be transformed into peaceful attitudes.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Learning Targets

The students will be able to:

- Identify what social psychologists study, and discuss how we tend to explain others' behavior and our own.
- Discuss how our attitudes and actions interact.
- Describe social contagion, and explain how conformity experiments reveal the power of social influence.
- Explain what Milgram's obedience experiments teach us about the power of social influence.
- Discuss what the social influence studies teach us about ourselves and the power we have as individuals.
- Describe how the presence of others influences our actions via social facilitation, social loafing, and deindividuation.
- Explain how group interaction enables group polarization.
- Discuss the role the Internet plays in group polarization.
- Discuss how group interaction enables groupthink.
- Describe how culture influences behavior.
- Define prejudice, and describe how explicit and implicit prejudice differ.
- Discuss the groups that are frequent targets of prejudice.
- Discuss some social, emotional, and cognitive roots of prejudice, and some ways to eliminate prejudice.
- Explain how psychology's definition of aggression differs from everyday usage, and identify the biological factors that make us more prone to hurt one another.
- Outline the psychological and social-cultural triggers of aggression.
- Explain why we befriend or fall in love with some people but not others.
- Describe how romantic love typically changes as time passes.
- Define altruism, and describe when people are most—and least—likely to help.
- Discuss how social exchange theory and social norms explain helping behavior.
- Explain how social traps and mirror-image perceptions fuel social conflict.
- Discuss how we can promote peace.

Supporting Standards:

SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

SS.BH4.a.h: Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

Psychology I

Unit 1: Scientific Inquiry	Duration: 1.5 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Describe the ways in which psychology has developed into a scientific discipline. • Identify the important scientists and thinkers who have been influential in the development of psychology as a science. • Explain the central role that research plays in psychological science. • Identify the techniques that researchers in psychological science use to test their hypotheses. • Explain the differences between correlational and experimental research, and the conclusions one can draw from each. • Describe the ways in which psychologists use statistics to make their data meaningful in order draw appropriate conclusions. 	
<p>Priority Standards</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society</p>	<p>Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define psychology, and name several topics that psychologists study. • Describe how the study of psychology as a science got started. • Explain how twentieth-century psychologists changed how it was studied. • Explain how psychology's groundbreakers moved it forward and advanced gender and race equality. • Describe six theories that explain thinking and behavior. • Identify the basic ideas behind three of psychology's developing areas. • Identify the advantage research has over other ways of knowing things. • Describe that bias can influence research. • Explain why psychological scientists use case studies. • Explain why you can't conclude that a correlation represents a cause-and-effect relationship. • Explain why we should be cautious about data from surveys. • Describe why longitudinal and cross-sectional studies are used. • Explain how experiments are designed and why this makes experiments the most powerful research technique. • Describe the ethical guidelines that protect human and animal research participants. • Explain why a frequency distribution is more useful than a random list of scores. • Describe three measures of the central tendency. • Describe two measures of variation. • Identify the important characteristics of a normal distribution. • Describe two comparative statistics. • Explain what the correlation coefficient indicates about the relationship between two variables. • Explain what is meant when research is described as statistically significant.
<p>Supporting Standards:</p> <p>SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p>	

Unit 2: Biological Bases of Behavior	Duration: 2 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Describe the neuron and neurotransmission. • Explain the divisions of the nervous system and communication via the endocrine system. • Analyze the tools available to psychological scientists for studying the brain. • Identify the functions of each of the lower-level brain structures and the regions of the cerebral cortex. 	
<p>Priority Standards</p> <p>SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the parts of a neuron and their functions. • Explain how a neuron generates an action potential. • Explain how neurotransmitters allow for communication between neurons and how individual neurons link together to form a neural chain. • Describe the divisions of the nervous system and their functions. • Compare communication via the endocrine system with the communication via the nervous system. • Describe the tools available to psychological scientists for studying the brain. • Describe the functions of each of the lower-level brain structures. • Identify the regions of the cerebral cortex and describe the functions of each region. • Compare the functional differences between the left hemisphere and the right hemisphere of the brain.
<p>Supporting Standards:</p>	

Unit 3: Sensation and Perception	Duration: 1.5 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Explain visual sensation, including theories of color vision. • Describe auditory sensation and how the structures of the ear process sound waves. • Explain the sensations of taste, smell, and touch. • Describe how Gestalt principles affect the perception of what we see. • Analyze how we perceive depth and maintain perceptual consistency. 	
Priority Standards SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	Learning Targets Students will be able to: <ul style="list-style-type: none"> • Describe potential real-life applications of thresholds, signal detection, sensory adaptation, and selective attention. • Explain what visible light is and the impact of light waves on vision. • Explain what role the cornea, the pupil, the iris, and the lens play in the processing of light and how the cells of the retina change light into nerve impulses. • Describe the trichromatic and the opponent-process theories of color vision. • Explain how the structures of the ear process sound waves and change them into nerve impulses. • Briefly describe how taste, smell, and touch sensations are processed. • Explain how Gestalt figure-ground and grouping principles affect the perception of what we see. • Describe the binocular and monocular cues that allow us to judge distance. • Explain the impact of constancy on visual perception. • Explain how our expectations affect what we perceive. • Explain the connection between principles of perception and optical illusions.
Supporting Standards: SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.	

Unit 4: Life Span Development	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Explain prenatal development and infant development. • Describe Piaget's theory of cognitive development. • Explore attachment and parenting styles. • Explain the physical, cognitive, and social development in adolescence. • Explain the physical, cognitive, and social development in adulthood, including middle and late adulthood. • Analyze the theories of language development. 	
Priority Standards SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.	Learning Targets Students will be able to: <ul style="list-style-type: none"> • Describe how humans grow from single cells into newborns. • Explain how genes and early experiences affect infant and child development. • Describe Jean Piaget's theory of cognitive development, and explain how children think at specific cognitive stages. • Identify the probable effects of attachment types and parenting styles. • Explain the three major issues developmental psychologists' debate regarding infant and child development. • Define adolescence and describe how culture affects it. • Describe the major physical changes that occur during adolescence. • Explain how adolescent reasoning differs from the reasoning of younger children. • Describe behaviors supporting the idea that developing a sense of identity is the primary social challenge of adolescence. • Explain how the three key developmental issues apply to adolescence. • Define the concept known as the social clock; describe how it relates to the transition from adolescence to adulthood. • Describe the physical changes that occur in middle and late adulthood. • Explain the cognitive changes that occur in middle and late adulthood. • Describe the likely effects of social changes (such as marriage, meaningful employment, and the aging process) on happiness and life satisfaction. • Describe the building blocks of language. • Explain the evidence for each of the competing theories of language acquisition. • Summarize the stages of language development.
Supporting Standards: SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	

Unit 5: Social Psychology	Duration: 1.5 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Describe the attribution theory and the related biases. • Explain the effects of attitudes on actions. • Describe the influence of others on our behaviors, including classic studies on conformity and obedience. • Describe the influence of group membership on decision-making. • Explain the role of personal control in social interactions. • Explain the factors that influence attraction, and the difference between passionate and companionate love. • Explore the factors that influence altruistic behavior. • Analyze stereotyping, prejudice, and discrimination. • Identify the factors that lead to conflict and aggression. 	
<p>Priority Standards</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person’s cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.BH1.b.h: Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.</p>	<p>Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how attribution theory predicts the way we explain the behavior of others. • Explain how attitudes affect actions and how actions affect attitudes. • Describe what research says about conformity and obedience. • Explain how being around others affects our behavior, and how group membership affects our thinking and decision making. • Describe how personal control influences our behavior. • Identify factors that influence attractiveness. • Describe the differences between passionate and companionate love. • Identify factors that influence altruistic behavior. • Describe how stereotypes are formed and how they can lead to prejudice and discrimination. • Explain the biological and learning factors that lead to aggressive behavior. • Describe how shared goals help to resolve conflict between groups.
<p>Supporting Standards:</p> <p>SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.</p> <p>SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	

Psychology II

Unit 1: Intelligence and Personality	Duration: 2 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Explain the definitions and theories of intelligence, along with the history of intelligence testing. • Describe the test construction of aptitude and achievement tests, and issues related to group differences in intelligence. • Explore the psychodynamic perspective's view of psychology and how psychodynamic psychologists attempt to assess personality. • Identify Freud's major defense mechanisms and his psychosexual stages. • Describe the work of neo-Freudians, including Adler, Jung, and Horney. • Explain the major goals of the humanistic perspective of psychology. • Explain Rogers' notion of unconditional positive regard. • Summarize the basic tenets of trait theories of personality and how the study of traits helps us understand personality. • Explain how Allport, Cattell, and Eysenck identify traits, as well as the big five trait theory. • Describe how psychologists assess a person's enduring personality traits and how to evaluate whether those assessment techniques are reliable and valid. • Explain the social-cognitive approaches to personality, including work by Bandura. • Explain Seligman's theory of learned helplessness and learned optimism. 	
<p>Priority Standards</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>Learning Targets Students will be able to:</p> <ul style="list-style-type: none"> • Summarize the debate concerning how many kinds of intelligence there are. • Describe how intelligence tests have been developed and how they have changed since they were first introduced. • Define what aptitude and achievement tests measure, and explain how these intelligence tests are evaluated. • Explain what causes the differences in IQ among different groups of people. • Describe how the psychodynamic perspective explains personality. • Explain how later psychodynamic theorists assess personality, and include the new concepts added to psychodynamic theory by the neo-Freudians. • Describe how contemporary researchers evaluated the validity of the psychodynamic perspective on personality. • Explain how the humanistic psychologists view personality and how our personality changes and grows. • Describe how contemporary research findings evaluated the validity of the humanistic perspective on personality. • Identify whether there are different personality types, and if so, how trait theorists suggest that we describe and measure them. • Explain how psychologists Gordon Allport, Raymond Cattell, and Hans Eysenck identified traits. • List the dimensions of the Big Five trait theory. • Explain how trait theorists assess personality. • Identify the strengths and weaknesses of the trait theory of personality. • Describe how social-cognitive theorists explain the development of our personality and the relationship among personality, the environment, and behavior. • Identify the strengths and weaknesses of the social-cognitive theory of personality.
<p>Supporting Standards:</p>	

Unit 2: Learning	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> Analyze the main components of classical conditioning and the role of cognition and biological predispositions in classical conditioning. Describe operant conditioning, including reinforcement and punishment. Explain observational learning and how this type of learning can lead to both prosocial and antisocial behaviors. 	
Priority Standards SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	Learning Targets Students will be able to: <ul style="list-style-type: none"> Define classical conditioning. Identify and describe the four main components of classical conditioning. Explain how acquisition and extinction occur in classical conditioning. Describe how Ivan Pavlov discovered classical conditioning. Define generalization and discrimination. Define behaviorism, and describe John Watson and Roasia Rayner's experiment to classically condition fear in Little Albert. Explain the roles of cognition and biological predispositions in classical conditioning. Define operant conditioning. Explain the law of effect. Describe the different kinds of reinforcement. Explain how punishment influences behavior. Describe how shaping, discrimination, and extinction apply to operant conditioning. Identify the advantages and disadvantages of different schedules of reinforcement. Explain the role of cognition and biological predispositions in operant conditioning. Define observational learning; explain the implications of Albert Bandura's experiments and how they can be explained by mirror neurons. Describe how observational learning can lead to prosocial and antisocial behaviors. Explain how violence in the media affects violent behaviors and attitudes in real life.
Supporting Standards:	

Unit 3: Memory and Thinking	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> Explain the automatic and effortful processing in reaction to encoding. Describe the types of encoding including meaning, imagery, and mnemonic devices. Explain sensory, short-term, and long-term memory and types of memories, including explicit and implicit memory. Explore the context effects on retrieval. Describe the reasons we forget, including encoding failure, storage failure, and retrieval failure. Explain how memory construction contributes to inaccurate memories. Explore the cognitive pitfalls in problem solving and counterproductive heuristics. 	
Priority Standards SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	Learning Targets Students will be able to: <ul style="list-style-type: none"> Summarize the factors that allow for effective encoding of information into memory. Explain the differences between sensory, short-term/working memory, and long-term memory. Summarize the factors that influence what we can remember and what we forget. Explain how encoding failure can lead to forgetting. Explain how storage failure can lead to forgetting. Explain how retrieval failure can lead to forgetting. Describe how memory construction can contribute to inaccurate memories. Describe how and why we form concepts. Explain the roles of algorithms, heuristics, and insight in problem solving. Explain how fixation, confirmation bias, the use of heuristics, overconfidence, and framing can influence the quality of our decisions.
Supporting Standards:	

Unit 4: Psychological Disorders and Therapy	Duration: 2.5 weeks
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Explore the criteria psychologists use to diagnose psychological disorders, and the causes of such disorders both historically and contemporarily. • Explain the potential dangers of diagnostic labels. • Analyze the causes and characteristics of anxiety and mood disorders. • Explain the causes and characteristics of dissociative, schizophrenic, and personality disorders. • Describe the stigma associated with psychological disorders. • Explore the major psychological therapies, including psychotherapy, client-centered therapy, and behavior and cognitive therapies. • Describe the advantages of group therapy. • Explain the major biomedical therapies, including antipsychotic, antianxiety, and antidepressant drugs. • Explore the practice of electroconvulsive therapy and psychosurgery. 	
<p>Priority Standards</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p>	<p>Learning Targets</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe how psychologists define what kind of behavior is diagnosed as a psychological disorder. • Summarize the causes of psychological disorders from both historical and contemporary perspectives. • Describe how psychologists categorize the different psychological disorders. • Explain the potential dangers of diagnostic labels, and also identify the benefits. • Describe the anxiety disorders and their causes. • Describe obsessive-compulsive disorder and its causes. • Describe post-traumatic stress disorder and its causes. • Describe major depressive disorder and its causes. • Describe bipolar disorder. • Describe the symptoms and causes of dissociative disorders. • Describe the symptoms and causes of schizophrenia. • Identify the personality disorders. • Define psychotherapy and explain Sigmund Freud's psychoanalytic theory. • Explain how humanistic therapists try to help people with emotional problems. • Explain how behavior therapists apply the principles of classical conditioning and operant conditioning in their practice. • Describe the basis of cognitive therapy and cognitive-behavioral therapy. • Summarize the advantages of group therapy, and explain when group therapy is most often used. • Describe the uses and effectiveness of antipsychotic, antianxiety, and antidepressant drugs. • Explain what "shock therapy" is, including what it is used for as well as its effectiveness. • Summarize why lobotomies were performed and why they are no longer used.
<p>Supporting Standards:</p> <p>SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.</p>	

Unit 1: Abnormal Psychology: Past and Present	Duration:
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • Describe what psychological abnormality is. • Explain what treatment is. • Explore how abnormality was viewed and treated in the past. 	
Priority Standards	Learning Targets
SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	Students will be able to: <ul style="list-style-type: none"> • Examine the concepts of normality and abnormality. • Identify and explain the criteria used for determining abnormality. • Explain the process of treatment or therapy for abnormal behavior. • Discuss the evolution of historical perspectives on abnormal psychology.
Supporting Standards:	
SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.	
SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	

Unit 2: Models of Abnormality	Duration:
Unit Objectives (overarching objectives):	
<ul style="list-style-type: none"> • Explain the biological model. • Describe the psychodynamic model. • Explore the behavioral model. • Understand the cognitive model. • Describe the humanistic-existential model. • Explain the social-cultural model. 	
Priority Standards	Learning Targets
SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.	The students will be able to: <ul style="list-style-type: none"> • Examine the impact of biological factors on the development of psychological disorders. • Compare and contrast the biological, psychological, sociocultural, and biopsychosocial perspectives of abnormal behavior. • Compare the psychodynamic, behaviorist, humanistic, and cognitive models. • Explore the treatment options used in the biological, psychodynamic, behavioral, cognitive, humanistic-existential, and social-cultural perspectives.
Supporting Standards:	
SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.	
SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	

Unit 3: Clinical Assessment, Diagnosis, and Treatment	Duration:
--	------------------

Unit Objectives (overarching objectives):

- Explain how and why the client behaves abnormally.
- Explain whether a client's syndrome matches a known disorder.
- Describe how a client might be helped.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Analyze the tools used to assess abnormal behavior.
- Discuss validity and reliability of diagnosis.
- Discuss cultural and ethical considerations in diagnosis.
- Identify and describe the major classes and characteristics of psychological disorders as presented by the Diagnostic and Statistical Manual (DSM).
- Discuss the use of eclectic approaches to treatment.
- Explore the primary treatments for psychological disorders and discuss their effectiveness.
- Identify the positive and negative consequences of diagnostic labels.

Supporting Standards:

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.BH4.a.h: Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

Unit 4: Lit Circle - Book Review**Duration:****Unit Objectives (overarching objectives):**

- Describe the plot, characters, and thematic content of a novel with classmates.
- Summarize sections of the plotlines of a novel.
- Connect ideas or events in a novel to relevant topics and ideas.
- Explore literary understandings and appreciation during collaborative discussions.

Priority Standards

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

Learning Targets

The students will be able to:

- Explain each of the five literature discussion roles (discussion director, summarizer, passage illuminator, connector, and word watcher) and record the appropriate information for each.
- Explore the theme and/or central idea of text through writing and discussion.
- Participate in whole class, group, and partner conversations/discussions.
- Retell a story/key information.
- Demonstrate the ability to speak to communicate an idea.
- Formulate questions as a way to expand the understanding of literature and of the issues it raises.

Supporting Standards:

SS.Inq3.a.h: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Unit 5: Research Project**Duration:**

Unit Objectives (overarching objectives):

- Analyze data and synthesize research findings.
- Report research findings in written and verbal forms.
- Apply critical thinking skills.
- Apply foundational research skills to address a research question.
- Demonstrate planning and time management skills.
- Undertake research independently.

Priority Standards

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq1.b.h: Construct questions that support the research and identify the sources that will be used in the student developed research proposal.

SS.Inq2.a.h: Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq2.b.h: Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h: Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Inq3.b.h: Support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).

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

SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

Learning Targets

The students will be able to:

- Describe symptoms and prevalence of a specific disorder spectrum.
- Use technology to produce and publish writing.
- Gather information from multiple sources and assess the credibility of each source.
- Present claims and findings sequencing ideas logically and using descriptions, facts, and details.
- Prepare a paper/presentation that is well organized, and includes sufficient background for audiences unfamiliar with the topic.
- Cite sources in an acceptable format so that future readers may easily locate them.
- Integrate information from multiple sources effectively.

Supporting Standards:

SS.Inq1.a.h: Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

Wisconsin History

Unit 1: Creeping Wall of Ice

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

The students will be able to identify the effect of the ice lobes on the geography of Wisconsin as well as North America's & Wisconsin's first inhabitants.

Priority Standards:

SS.Geog1.a.h: Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) And evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h: Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog4.a.h: Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Learning Targets:

The students will be able to:

- Understand the geographical causes of glacial movement on North American with an emphasis on Wisconsin.
- Evaluate the migration/evolution of the original inhabitants of North America & Wisconsin due to geography and available resources.

Supporting Standards:

SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

Unit 2: French Furs Indians and War

Duration: 4 - 7 Days

Unit Objectives (overarching objectives):

The students will be able to analyze the economic interests of the French and the British in North America and why these interests were adjusted over time with the native people.

Priority Standards:

SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.Geog5.a.h: Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.

Learning Targets:

The students will be able to:

- Understand the major interests of the French and British in the settling of North America by different strategies.
- Apply these strategies to the treatment of the indigenous people for economic and political gain.
- Evaluate the point of view of the indigenous people to the European people.

Supporting Standards:

SS.Geog2.a.h: Evaluate population policies by analyzing how governments affect population change. Analyze population compositions (e.g., age, gender, and ethnicity) and the different implications each has on countries or regions throughout the world.

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

Unit 3: Wilderness to Statehood

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

The students will be able to identify the causes for the changes in government from the British, to the Americans, to the Statehood of Wisconsin, due

to war, immigration, and development.

Priority Standards:

SS.Hist 1a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

SS.Hist 1b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.

SS.Hist3.b.h: Evaluate historical perspectives to create arguments with evidence concerning current events.

Learning Targets:

The students will be able to:

- Explain the policies of the British in establishing Wisconsin as a territory and how the Revolutionary War brought an end to British control of the area.
- Apply the reasoning for the United States to defend itself from the British and Indians during the War of 1812 and the Black Hawk War.
- Describe the events that led to increased immigration of people from New England and Europe, due to the development of the area of Wisconsin, leading to statehood.

Supporting Standards:

SS.Geog2.b.h: Evaluate the impact of major international migrations, both past and present, on physical and human systems.

SS.PS3.d.h: Evaluate the effectiveness of public policy actions and processes.

Unit 4: Wisconsin's Civil War

Duration: 6 - 9 Days

Unit Objectives (overarching objectives):

The students will understand the turmoil in Wisconsin due to slavery, states' rights, the Civil War, and immigration.

Priority Standards:

SS.Geog4.a.h: Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past.

Learning Targets:

The students will be able to:

- Describe how slavery and states' rights caused concern in Wisconsin as applied to individuals residing in the state.
- Implement the view of the national government on Wisconsin to assist in the Civil War and why many immigrants from Europe were opposed to service.
- Describe the role of Wisconsin troops in the Civil War.

Supporting Standards:

SS.PS3.c.h: Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Unit 5: Piney Woods and Green Pastures

Duration: 4 - 7 Days

Unit Objectives (overarching objectives):

The students will be able to identify how and why Wisconsin evolved from a fur gathering economy to lumber, agriculture and industrial economy, with the inclusion of transportation.

<p>Priority Standards:</p> <p>SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.</p> <p>SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect</p> <p>SS.BH4.a.h: Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> ● Recognize the awareness of natural resources (lumber & soil type) in the area which will develop into major industries in Wisconsin. ● Support the vision that industrialization (human technology) has consequences, positive and negative, on the availability/usage of natural resources.
<p>Supporting Standards:</p> <p>SS.Econ1.b.h: Evaluate how incentives determine what is produced and distributed in a competitive market system.</p> <p>SS.Geog3.a.h: Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.</p>	

<p>Unit 6: The La Follette Era</p>	<p>Duration: 5 - 8 Days</p>
<p>Unit Objectives (overarching objectives):</p> <p>The students will be able to identify and explain various political changes suggested and implemented during the Progressive Era in Wisconsin, by Robert La Follette. This will include the "Wisconsin Idea."</p>	
<p>Priority Standards:</p> <p>SS.Hist2.b.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.</p> <p>SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past.</p> <p>SS.PS1.a.h: Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> ● Understand the major ideas of Wisconsin Progressivism: <ul style="list-style-type: none"> ○ <i>Reform</i> ○ <i>Initiative</i> ○ <i>Referendum</i> ○ <i>Suffrage (Women)</i> ○ <i>Distribution of Wealth</i> ○ <i>Temperance</i> ○ <i>Direct Primaries</i> ○ <i>Recall</i> ● Compare and contrast La Follette's Wisconsin Idea to the traditional way of drafting bills/laws/policies to be considered.
<p>Supporting Standards:</p> <p>SS.PS3.a.h: Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.</p>	

<p>Unit 7: Prosperity Depression Hot & Cold War</p>	<p>Duration: 4 - 7 Days</p>
<p>Unit Objectives (overarching objectives):</p> <p>The students will understand the changes in social and political expectations in Wisconsin during the 1920s, the Great Depression, WWII, and the Red Scare.</p>	
<p>Priority Standards:</p>	<p>Learning Targets:</p>

<p>SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.</p> <p>SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.</p> <p>SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past.</p>	<p>The students will be able to:</p> <ul style="list-style-type: none"> • Evaluate the role of women from the 1920s through the 1950 due to a changing national and international circumstances as related to Wisconsin. • Interpret how prohibition and leisure time changed due to an adjustment of values by society. • Understand the role of Joe McCarthy during the Red Scare
<p>Supporting Standards:</p> <p>SS.BH1.a.h: Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society</p> <p>SS.Hist2.a.h: Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p>	

<p>Unit 8: Our Times</p>	<p>Duration: 4 - 7 Days</p>
<p>Unit Objectives (overarching objectives):</p> <p>The students will be able to interpret various views of modern situations while looking to the future of Wisconsin.</p>	
<p>Priority Standards:</p> <p>SS.Hist1.a.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.</p> <p>SS.Hist1.b.h: Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended effects from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the effect.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> • Develop solutions for the state of Wisconsin in the following areas while addressing some of the "push back": <ul style="list-style-type: none"> ○ <i>Conservation</i> ○ <i>Civil Rights</i> ○ <i>Opposition to Vietnam</i> ○ <i>Stagflation</i>
<p>Supporting Standards:</p> <p>SS.Inq4.a.h: Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).</p> <p>SS.Econ4.c.h: Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.</p> <p>SS.PS2.c.h: Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.</p>	

World History

<p>Unit 1: Civilizations and Empires</p>	<p>Duration: 11 days</p>
<p>Unit Objectives (overarching objectives):</p>	

- One of the earliest technological developments with vast repercussions was the invention of farming and plant/animal domestication; while a world-wide phenomenon, the Neolithic revolution occurred at varying times and locations.
- The Neolithic Revolution was the necessary foundation for the civilizations and empires that followed.
- The production of surplus food and specialization of labor led to the development of new economic organizations and trade; both migration and trade spread goods, technology, languages, ideas and beliefs.

Priority Standards:

SS.BH2.a.h: Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h: Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h: Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Geog1.a.h: Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) And evaluate the appropriateness of geographic data and representations to understand real world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h: Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

SS.Hist2.c.h: Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

Learning Targets:

The students will be able to:

- Trace the development of agriculture and its effects on human societies.
- Analyze the characteristics/qualities of culture, society, and civilization.
- Analyze factors that contributed to the rise of urban centers from small farming communities in the Mediterranean/Middle East/Americas.
- Analyze factors that contributed to both the formation and decline of "states," civilizations, and empires.
- Compare/contrast the Mediterranean/Middle East and the Americas considering the development, characteristics, achievements, and impacts of civilizations.

Supporting Standards:

SS.Inq4.b.h: Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Inq5.a.h: Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.Geog2.b.h: Evaluate the impact of major international migrations, both past and present, on physical and human systems

SS.Geog2.c.h: Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog4.a.h: Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

SS.Hist3.a.h: Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h: Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h: Evaluate and justify predictions of potential outcomes of current events based on the past.

Unit 2: The Greeks

Duration: 11 days

Unit Objectives (overarching objectives):

- Classical Greek civilization rose from the legacy of ancient societies that preceded it; but classical civilization was more than an elaboration of its predecessors.
- The infusion of new peoples into the Greek peninsula contributed to the cultural ferment associated with the rise of the Classical Age.

- Classical civilization saw the development of new ideas, new political and social institutions, and new systems of thought that would characterize its society and subsequent civilizations influenced by it for centuries to come.

Priority Standards:

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems

SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

Learning Targets:

The students will be able to:

- Analyze the influences of Greece's geography on the development of Greek civilization.
- Evaluate the contributions of the following to the development of classical Greek civilization: Minoan and Mycenaean civilizations, Bronze Age invaders, and eastern Mediterranean contacts.
- Compare/contrast the differences between the values of Athens, Sparta, and Corinth that contributed to different forms of government, institutions, culture and eventually war.
- Assess the role of war as a unifying or destabilizing force considering the Persian and Peloponnesian Wars.
- Compare/contrast Hellenic and Hellenistic culture: mythology and religion, drama and literature, Olympics, art and architecture, science and philosophy.
- Assess the successes, failures, and impacts of Alexander the Great.
- Assess the influences of ancient Greece in Western civilization and the modern world.

Supporting Standards:

SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit 3: The Romans

Duration: 11 days

Unit Objectives (overarching objectives):

- The outcome of Roman imperialism was the fall of the Republic; expansion and economic change with its subsequent social and constitutional failures involved profound political crisis and political upheaval.

- The creation of the Roman Empire transformed Roman government, society, economy, and culture; it has served throughout history as a model of centralized control and organization.
- A study of the Roman Empire reveals how law, language, military, bureaucracy, propaganda, religion, trade, and economy helped knit disparate peoples into a vast empire.
- Roman civilization illustrates a repeating pattern in world history: the rise, decline, and fall of civilizations.
- The Romans developed many ideas and institutions that became fundamental to Western civilizations.

Priority Standards:

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

Learning Targets:

The students will be able to:

- Analyze how geography influenced Rome's development.
- Assess the connections between the early history of the Italian peninsula, the development of the Roman Republic, and the strains within the Republic that led to Republic Constitutionalism.
- Analyze the main institutions and values of the Roman Republic and factors which contributed to its destabilization.
- Compare/contrast the Roman Republic and the government of the United States.
- Evaluate factors that increased Roman power and influence in the Mediterranean world.
- Analyze the formation of the Roman Empire, the spread of its influence, and the abuse of its power.
- Analyze the factors which promoted the spread of Christianity throughout the Roman Empire.
- Analyze Roman achievements in art, engineering, science, law, and war.
- Assess the many complex and inter-related factors which contributed to the "fall" of the Roman Empire, and assess the lessons for modern America.
- Assess the legacy of Roman civilization and the impact on European/Mediterranean culture, government, and religion.

Supporting Standards:

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems

SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit 4: Cultural Origins of India and China

Duration: 11 days

Unit Objectives (overarching objectives):

- How did geographic features influence the development of the Indian and Chinese civilizations?
- What factors influenced the rise of Indian and Chinese empires?
- How did the early governments of India and China maintain stability?

Priority Standards:

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.

SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems

SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.

SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Learning Targets:

The students will be able to:

- Determine the impact of geography on the Indus Valley culture
- Construct the Indus Valley cities
- Justify the theories about the decline of the Indus Valley civilization
- Determine the effects of geography on the cultural development of China
- Describe the growth and structure of the various early dynasties of China
- Summarize the rise and fall of the Zhou dynasty
- Compare the origins, beliefs, practices, and development of Hinduism and Buddhism
- Interpret the Confucian ideas about the family and society
- Examine ethical systems in China during this period
- Describe the rise and fall of the Qin dynasty
- Determine the rise and fall of India's Mauryan empire
- Depict the rise of the Gupta empire
- Categorize Han technology, commerce, and culture
- Analyze the fall and return of the Han

Supporting Standards:

SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Human Geography

Unit 1: Geography - Its Nature and Perspectives; Themes of Geography	Duration: 1.5 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Explore how to interpret maps and analyze geospatial data. • Analyze the 5 Themes of Geography. 	
Priority Standards SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes. SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Explain why geography is a Science. • Explore why every place is unique. • Explain how different places are similar. • Describe how places are connected. • Describe the theme of region. • Summarize the theme of place. • Explain the theme of human-environment interaction. • Understand the theme of location. • Explain the theme of movement.
Supporting Standards: SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status. SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.	

Unit 2: Population and Migration	Duration: 2 weeks
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Analyze how population and health are distributed around the world. • Explore the migration patterns of people around the world. • Examine the urbanization process as cities grow. 	
Priority Standards SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes. SS.Geog2.b.h Evaluate the impact of major international migrations, both past and present, on physical and human systems.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Describe where people are distributed. • Explain why the population increasing. • Analyze how health varies by region. • Describe how population might change in the future. • Explain where migrants are distributed. • Examine where people migrate within countries. • Explain why people migrate. • Describe what challenges migrants face. • Analyze how cities are defined. • Explain where people are distributed within an urban area. • Examine how cities outside North America are structured. • Summarize how cities become more sustainable.
Supporting Standards: SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time. SS.Geog2.a.h Evaluate population policies by analyzing how governments affect population change. Analyze population compositions (e.g., age, gender, and ethnicity) and the different implications each has on countries or regions throughout the world. SS.Geog2.c.h Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world. SS.Geog2.d.h Evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.	

Unit 3: Cultural Patterns and Ethnicities	Duration: 2 weeks
--	--------------------------

Unit Objectives (overarching objectives):

- Explore the development of languages and how they affect culture.
- Analyze the distribution of the world's religions.
- Understand how ethnicity is important to one's cultural identity.

Priority Standards

SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Learning Targets:

The students will be able to:

- Examine how languages are distributed.
- Assess how languages spread.
- Describe how languages vary among places.
- Explain why languages survive or perish.
- Examine where religions are distributed.
- Describe why religions have distinctive distributions.
- Describe how religions organize space.
- Examine why conflicts arise among religions.
- Explain where ethnicities are distributed.
- Assess why ethnicities have distinctive distributions.
- Describe why ethnicities face conflicts.
- Examine why ethnic cleansing and genocide occur.

Supporting Standards:

SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog1.c.h Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region.

Unit 4: Industrialization and Economic Development

Duration: 2 weeks

Unit Objectives (overarching objectives):

- Analyze development patterns around the world.
- Explore the impact of industry to a nation.
- Explain how services impact a nation.

Priority Standards

SS.Geog1.a.h Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real-world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.

SS.Geog2.d.h Evaluate the impact of spatial inequality as a result of urbanization and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.

SS.Geog3.a.h Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.

Learning Targets:

The students will be able to:

- Explain how development varies among countries.
- Describe what inequalities are found in development.
- Assess how countries become more developed.
- Examine what progress towards development countries are achieving.
- Describe where industry is distributed.
- Describe why site factors are important for industry.
- Explain why situation factors are important for industry.
- Assess why industries change locations.
- Explain where services are distributed.
- Describe where consumer services are distributed.
- Examine where business services are distributed.
- Explain why services cluster in developments.

Supporting Standards:

SS.Geog1.b.h Interpret maps and images (e.g., political, physical, relief, thematic, virtual or electronic) to analyze geographic problems and changes over time.

SS.Geog3.b.h Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. Analyze the role of supranational organizations (e.g., NAFTA, NATO, and UN).

Genocide

Unit 1: Introduction to Genocide	Duration: 7-10 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Why do people/countries commit genocide? • What circumstances lead a group of people to commit genocide? • How do people stop genocide from happening? 	
Priority Standards: SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Analyze the 8 stages of genocide. • Discuss what role a government plays in genocide. • Evaluate the differences between generalizations and stereotypes.
Supporting Standards: SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources.	

Unit 2: Armenian Genocide	Duration: 7-10 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Why do people/countries commit genocide? • What circumstances lead a group of people to commit genocide? • Is genocide a result of war? 	
Priority Standards: SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source. SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Analyze how the 8 stages of genocide apply to the Armenian Genocide. • Determine what circumstances lead a group of people to commit genocide. • Decide if WWI was a major cause of the Armenian Genocide.
Supporting Standards: SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.	

Unit 3: Holocaust	Duration: 7-10 Days
--------------------------	----------------------------

Unit Objectives (overarching objectives):

- Why do people/countries commit genocide?
- What circumstances lead a group of people to commit genocide?
- How did citizens offer resistance to the Holocaust?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

Learning Targets:

The students will be able to:

- Analyze how the 8 stages of genocide apply to the Holocaust.
- Determine what circumstances lead a group of people to commit genocide.
- Explain how Jewish resistance fought back against the Nazi's Final Solution.

Supporting Standards:

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Unit 4: Cambodian Genocide

Duration: 7-10 Days

Unit Objectives (overarching objectives):

- Why do people/countries commit genocide?
- What circumstances lead a group of people to commit genocide?
- How did U.S. involvement in foreign affairs lead to the genocide?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

Learning Targets:

The students will be able to:

- Analyze how the 8 stages of genocide apply to the Cambodian Genocide.
- Determine what circumstances lead a group of people to commit genocide.
- Outline the role the U.S. played in starting the Cambodian Genocide.

Supporting Standards:

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Unit 5: Sudan Genocide

Duration: 7-10 Days

Unit Objectives (overarching objectives):

- Why do people/countries commit genocide?
- What circumstances lead a group of people to commit genocide?
- How do natural resources and land development cause conflict?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources and analyze intended and unintended causes from both long- and short-term perspectives. Evaluate how different groups and individuals contributed to the event or cause.

Learning Targets:

The students will be able to:

- Analyze how the 8 stages of genocide apply to the Sudan Genocide.
- Determine what circumstances lead a group of people to commit genocide.
- Discuss the consequences of government use of land.

Supporting Standards:

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Global-Societal Issues

Unit 1: Introduction/Foundations	Duration: 5 - 7 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Explain the differences between a Personal and Social Problem. • Understand the Social Problem model. • Discussion of fallacies of thought. • Understand the steps of social research. 	
<p>Priority Standards:</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.</p> <p>SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> • Distinguish the difference between a personal and social problem. • Understand the difference between Functionalism, Conflict & Interactionist Theory to identify causes. • Recognize various fallacies due to multiple levels of factors. • Understand methods of social research.
<p>Supporting Standards:</p> <p>SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.</p>	
Unit 2: Government & Politics	Duration: 5 - 8 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Explain the functions of Government. • Understand why government and politics are problems and affect the quality of life. • Discussion of size, organization, economics, the media, and interest groups contribute to the problems of government and politics. • Understand various ideologies and attitudes contribute to the problems of government and politics. 	
<p>Priority Standards:</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.</p> <p>SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.</p> <p>SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p>	<p>Learning Targets: The students will be able to:</p> <ul style="list-style-type: none"> • Describe the four functions of all governments. • Relate the problem of government and politics to the people's quality of life. • Recognize the contribution of problems to government and politics due to size, organization, economics, the media, and interest groups. • Identify some of the different ideologies and attitudes which contribute to the problems of government and politics.
<p>Supporting Standards:</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Econ4.c.h Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.</p>	
Unit 3: Work & the Economy	Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Identify various ways the economy and the workforce are changing, affecting the people's quality of life.
- Understand the ways in which the economic system is detrimental to the well-being of many Americans.
- Identify some of the ways in which government and social roles contribute to the problems of work.
- Suggest steps that could be taken to reduce the problems and make work more meaningful.

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

Learning Targets:

The students will be able to:

- Weigh various ways the economy and workforce are changing for the good and bad of the quality of life.
- Identify ways the American economic system is assisting/failing many Americans and relate the role of government.
- Formulate ideas that could be taken to reduce the problems of work and make work more meaningful.

Supporting Standards:

SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

Unit 4: Education

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Know the purposes of education.
- Discuss the levels of educational attainment and the payoff of that attainment for Americans and why educational attainment may be a problem.
- Understand how social institutions, the organization of education, and certain attitudes and values contribute to the problems of education.
- Suggest some ways to deal with the problems of education.

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.

Learning Targets:

The students will be able to:

- Identify the three functions of education.
- Relate how educational attainment and the payoff of that attainment are measured by society and some of the concerns of this attainment.
- Discuss how attitudes, the educational institution and social institutions may contribute to the problems of education.

Supporting Standards:

SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

Unit 5: Family Problems

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Know some of the ways the American family is changing and the functions of the family.
- Identify the kinds and the extent of family problems on family members and their quality of life.
- Learn the ways contrasting social arrangements, attitudes, values and ideologies contribute to perpetuating family problems.

Priority Standards:

SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

Learning Targets:

The students will be able to:

- Identify some of the ways the American family is changing and what the functions of a family is perceived to be.
- Recognize family problems and how these concerns affect family member's quality of life.
- Examine the ways contrasting social arrangements, attitudes, values and ideologies contribute to perpetuating family problems.

Supporting Standards:

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

Unit 6: Health Care: Physical & Mental

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Understand the meaning and extent of physical and mental illness, taking into account the consequences of illness; suffering, disrupted interpersonal relationships, constraints on personal freedom and economic costs.
- Discuss the ways in which Americans receive inadequate health care, including deinstitutionalization, roles and social institutions.
- Describe the attitudes, values and ideologies that contribute to the health care problem, and identify some ways to address America's health care problem.

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

SS.Econ2.a.h Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).

Learning Targets:

The students will be able to:

- Recognize the meaning and extent of physical and mental illness, taking into account the consequences of illness; suffering, disrupted interpersonal relationships, economic costs and constraints on personal freedom.
- Identify various ways in which Americans receive inadequate health care, including deinstitutionalization, roles and social institutions.
- Appraise the attitudes, values and ideologies that contribute to the health care problem, while being able to identify some solutions to address America's health care problem.

Supporting Standards:

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

Unit 7: War & Terrorism

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Contrast the differences between war, civil war, and terrorism and know the extent of each.
- Identify the attitudes, ideologies, and political/economic factors that contribute to the legitimization of war and terrorism to the quality of life.
- Suggest steps that can be taken to address the problems of war and terrorism.

Priority Standards:

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.Geog3.a.h Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.

Learning Targets:

The students will be able to:

- Identify the differences between war, civil war, and terrorism and the extent of each.
- Examine the attitudes, ideologies, and political/economic factors that contribute to the legitimization of war/terrorism to the quality of life.
- Implement steps that can be taken to address the problems of war and terrorism.

Supporting Standards:

SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

Unit 8: The Environment

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Understand the nature of the ecosystem and the extent of the perceived environmental problems threaten the desired quality of life.
- Explain the social structural and social psychological factors that underlie environmental problems.
- Suggest some ways to deal with the problems of environmental pollution and environmental depletion.

Priority Standards:

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Econ4.a.h Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality or inequality.

ESS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.

Learning Targets:

The students will be able to:

- Describe the nature of the ecosystem and the extent of the perceived environmental problems threaten the desired quality of life.
- Interpret the social structural and social psychological factors that underlie environmental problems.
- Formulate ideas/policies to deal with the problems of environmental pollution and depletion.

Supporting Standards:

SS.Hist2.b.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational or non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

Civil Law

Unit 1: Tort Law	Duration: 11 days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> ● How should people be compensated for civil wrong doings ● How do the various types of civil law affect our society? ● How can Tort actions be resolved? ● How does a reasonable person behave in society? 	
Priority Standards: SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media). SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately. SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events. SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past. SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority. SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> ● Describe the purpose of Tort law. ● Identify the parties involved in a Tort action. ● Explain the concept and purpose of liability. ● Describe general ways in which Tort actions can be resolved. ● Examine the three major categories of Torts: intention, negligent, and strict liability. ● Describe kinds of behavior that can be considered wrongful acts. ● Describe how Tort law was derived from common law. ● Describe the difference between an intentional Tort and crime. ● Identify those who can be sued in a Tort action. ● Explain the purpose of liability insurance. ● Describe the types of damages a plaintiff can recover in an intentional Tort lawsuit. ● Explain the different types of property and how Tort law protects them. ● Examine the four elements of a negligence claim. ● Discuss examples of strict liability. ● Evaluate criticisms of Tort law and ways some states are trying to reform it.
Supporting Standards: SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source. SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution. SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.	

Unit 2: Housing and Consumer Law	Duration: 11 days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> ● What are the elements of a contract and the legal obligations of them? ● What makes a contract legal /illegal? 	

- What types of warranties are there and what protections do they provide?
- What are the responsibilities of borrowing money (credit)?
- What are deceptive sales practices and how do consumers protect themselves from them?
- What rights and protections do consumers have?
- What things should be considered when buying a car?
- What things should be considered when buying/leasing a houses?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

SS.Econ3.b.h Evaluate the structure and functions of money in the United States, including the role of interest rates.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

Learning Targets:

The students will be able to:

- Describe the elements of contracts.
- Compare oral contracts versus written contracts
- Describe the rights and responsibilities of minors with contracts.
- Describe what makes a contract legal/illegal.
- Explain the different types of warranties.
- Describe the protections warranties provide.
- Describe the basic rules around bank accounts.
- Compare debit cards and credit cards.
- Describe the rights and responsibilities of debtors.
- Explain the different types of deceptive sales practices
- Describe how consumers can protect themselves from deceptive sales practices
- Describe the rights and protections of consumers.
- Explain the remedies for fraud and deception on consumers.
- Explain the considerations when buying a new car.
- Describe the rights of the buyer when purchasing a car (new v. used)
- Explain the advantages buying v. leasing a car.
- Describe the contractual obligations of landlords and tenants.
- Describe the function of security deposits.
- Discuss issues for landlord and tenants related to subleases.
- Discuss the costs of housing and home loan financing.
- Describe reasons why people become homeless.
- Illustrate how interest rates and terms of loans can affect the total cost of a home or car.
- Explain repossession and foreclosure.
- Discuss information a loan officer needs to determine loan eligibility.

Supporting Standards:

SS.Hist1.a.h Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.

Unit: 3 Family Law

Duration: 11 days

Unit Objectives (overarching objectives):

- How would you define the term family?

- How has the American family changed in the past 40 years?
- Why do states make laws about marriage?
- How does the law affect each living arrangement?
- What are legal responsibilities for parenthood?
- How has divorce become more acceptable in society?
- What government programs are available to help families and individuals in need?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.

Learning Targets:

The students will be able to:

- Identify how laws affect individuals throughout their lives.
- Examine steps involved in legally getting married.
- Evaluate considerations of couples in deciding to get married.
- Describe marriage in terms of contractual obligations, rights, duties, restrictions, and requirements.
- Identify three basic legal obligations parents have to their children.
- Describe forms and effects of child abuse and child neglect.
- Distinguish between foster care and adoption.
- List problems most common to marriage.
- Define and evaluate the merits of no-fault divorce.
- Explain why government social programs are an on-going service of controversy in American society.
- Evaluate the significance of social security.
- Evaluate the health care issue.

Supporting Standards:

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

SS.Inq3.b.h Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).

SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past.

Unit: Discrimination, Rights and Responsibilities in the Workplace and Immigration

Duration: 11 days

Unit Objectives (overarching objectives):

- What groups get protections from discrimination under the Constitution and Laws of the U.S.?
- How are people protected against discrimination under the Constitution?
- What distinctions be made between fair and unfair, and legal and illegal discrimination?
- What rights do prospective employees have in the hiring process, when employed, and when they are leaving a job?
- How do people become citizens of the U.S.?
- Why do immigrants come to the U.S.?
- What protections do immigrants have in the U.S.?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

Learning Targets:

The students will be able to:

- Compare and contrast Supreme Court about discrimination, including court decisions and consequences
- Identify three major legislative acts that expanded rights of African Americans.
- Explain different types of discrimination.
- Distinguish between fair and unfair, legal and illegal discrimination.
- Evaluate the pros and cons of affirmative action.
- Trace the history of the movement to secure equal rights of women.
- Identify settings for sexual harassment.
- Describe reasons why people with disabilities may face discrimination.
- Evaluate the policies that prohibit or permit discrimination based on sexual orientation.
- Describe the rights that workers have in all aspects of their jobs - hiring, working, firing.
- Explain how people become citizens of the U.S.
- Describe the process to be or live in the U.S. without becoming a citizen
- Explain what asylum is and the process for obtaining this status.
- Evaluate current immigration laws and policies

Supporting Standards:

SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.

SS.Inq2.a.h Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources.

SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Unit 1: The Law, Courts and Lawyers	Duration: 11 days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> ● What is the purpose of laws? ● How can citizens affect laws? ● What do citizens value more, freedom or order? ● How is the common law system used in the United States? ● How are the Federal and State court systems organized? ● How does our adversary system best serve the people? ● How do landmark Supreme Court cases shape our court system? ● How do courtroom procedures differ and remain the same in criminal and civil trials? 	
<p>Priority Standards:</p> <p>SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.</p> <p>SS.Inq1.b.h Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.</p> <p>SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p> <p>SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries</p> <p>SS.PS3.c.h Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> ● Identify reasons for having laws. ● Explain the relationship between laws and values. ● Distinguish between civil law and criminal law. ● Distinguish among laws made at local, state, and federal levels of government. ● Discuss how society's values will be reflected by its laws. ● Describe the difference between misdemeanors and felonies. ● Discuss the importance of citizens in making laws. ● Analyze the difference between laws and rights. ● Distinguish between conservative and liberal viewpoints. ● Explain how previous law cases can affect present and future cases. ● Investigate political values in the United States. ● Identify current controversial issues affected by law and their impact on society. ● Cite significant events of law in United States history. ● Discuss the steps in a civil and criminal trial. ● Describe the role of judges, juries, defense attorneys, prosecutors, and plaintiffs in a trial. ● Compare structures of federal and state court systems. ● Explain how cases can be appealed to higher courts. ● Compare and contrast tribal courts of Native Americans with Federal and State courts. ● Distinguish between and explain the function of majority concurring, and dissenting opinions in the Supreme Court. ● Identify common situations in which a person may wish to consult an attorney.
<p>Supporting Standards:</p> <p>SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.</p> <p>SS.PS1.c.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.</p> <p>SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p> <p>SS.PS4.a.h Create arguments by researching and interpreting claims and counterclaims.</p> <p>SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).</p>	

Unit 2: Crime in America	Duration: 11 days
---------------------------------	--------------------------

Unit Objectives (overarching objectives):

- How does crime affect people and property?
- How can a single act be both criminal and a civil wrong?
- What are causes of crime in a society?
- How has treatment of juveniles involved with law evolved in America?
- How should juveniles who break the law be handled?

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

Learning Targets:

The students will be able to:

- Understand both juvenile and adult rights and responsibilities.
- Identify crimes against people and crimes against property.
- Evaluate methods of curbing crime.
- Assess the extent to which everyone is affected by crime.
- Discuss the relationship between guns and crime.
- Describe the relationship between alcohol, drugs, and violent crimes.
- Distinguish between felonies and misdemeanors.
- Evaluate Good Samaritan laws.
- Discuss crimes of omission.
- Distinguish between the classes of murder.
- Evaluate potential defenses to consider when accused of a crime.
- Describe factors that are weighed in sentencing decisions.

Supporting Standards:

SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit Objectives (overarching objectives):

- How does crime affect people and property?
- How can a single act be both criminal and a civil wrong?
- What are causes of crime in a society?
- How has treatment of juveniles involved with law evolved in America?
- How should juveniles who break the law be handled?

Priority Standards:

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources

SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

Learning Targets:

The students will be able to:

- Understand both juvenile and adult rights and responsibilities.
- Identify crimes against people and crimes against property.
- Evaluate methods of curbing crime.
- Assess the extent to which everyone is affected by crime.
- Discuss the relationship between guns and crime.
- Describe the relationship between alcohol, drugs, and violent crimes.
- Distinguish between felonies and misdemeanors.
- Evaluate Good Samaritan laws.
- Discuss crimes of omission.
- Distinguish between the classes of murder.
- Evaluate potential defenses to consider when accused of a crime.
- Describe factors that are weighed in sentencing decisions.

Supporting Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq2.b.h Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.b.h Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Unit Objectives (overarching objectives):

- What are basic protections for citizens under the Bill of Rights?
- How does the Constitution restrict government and protect individuals?
- How and Why is freedom of expression so critical

Priority Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

SS.PS2.b.h Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

SS.PS4.b.h Analyze the effects of a political compromise with major historical impact.

Learning Targets:

The student will be able to:

- Discuss balancing rights and responsibilities.
- Explain why guaranteed rights are not absolute.
- Explain how the principle of limited governments reflected in the Bill of Rights.
- Identify the individual freedoms guaranteed in the first ten amendments.
- Identify controversial issues in society like abortion, capital punishment, right to privacy, and gun control and how they are addressed in the Bill of Rights.
- Explain how privacy interests can be invaded by government actions.
- Define freedom of expression and symbolic speech.
- Identify the three parts of the Constitution and their purpose.
- Explain why the First Amendment is central to our government.
- Analyze Supreme Court cases that reflect rights and restrictions in the Bill of Rights.
- Discuss the rights and restrictions of censorship on our society.
- Define the concept of due process.
- Identify the three parts of the Constitution and their purpose.
- Explain the Constitution as a living document and apply it to current issues

Supporting Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Hist2.c.h Evaluate how the historical context influenced the process or nature of the continuity or change that took place.

SS.Hist3.a.h Analyze significant historical periods and their relationship to present issues and events.

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

SS.Hist3.c.h Evaluate and justify predictions of potential outcomes of current events based on the past

SS.Hist4.a.h Analyze how the historical context (situation) influences a primary or secondary source.

SS.Hist4.b.h Analyze how the intended audience influences a primary or secondary source.

SS.Hist4.c.h Analyze the intended purpose of a specific primary or secondary source.

SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

Personal Criminal Issues

Unit 1: Introduction/Foundations	Duration: 5 - 7 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Explain the differences between a Personal and Social Problem. • Understand the Social Problem model. • Discussion of fallacies of thought. • Understand the steps of social research. 	
Priority Standards: SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation. SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias. SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.	Learning Targets: The students will be able to: <ul style="list-style-type: none"> • Distinguish the difference between a personal and social problem. • Understand the difference between Functionalism, Conflict & Interactionist Theory to identify causes. • Recognize various fallacies due to multiple levels of factors. • Understand methods of social research.
Supporting Standards: SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.Econ4.d.h Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government policies, and economic systems have attempted to address income inequality and working conditions both now and in the past.	

Unit 2: Alcohol & other Drugs	Duration: 5 - 8 Days
Unit Objectives (overarching objectives): <ul style="list-style-type: none"> • Learn types, effects and patterns of use in the United States of alcohol and various other drugs. • Describe the consequences, attitudes and ideologies that underlie America's problem of alcohol and other drugs. • Understand the varied social structural factors that facilitate and help perpetuate the problem. 	
Priority Standards: SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society. SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected. SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.	Learning Targets: This student will be able to: <ul style="list-style-type: none"> • Classify types of drugs and patterns of use in the US • Understand consequences (positive and negative) attitudes and ideologies for perceived/real problems of alcohol and other drugs. • Use varied social structures that help facilitate and perpetuate the concerns.
Supporting Standards: SS.Econ1.a.h Perform a cost–benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.	

Unit 3: Crime & Delinquency	Duration: 5 - 8 Days
------------------------------------	-----------------------------

Unit Objectives (overarching objectives):

- Explain the different kinds of crime and ways crime data is obtained, with inherent problems.
- Understand the amount and distribution of crime in the United States
- Identify the varied consequences of crime in regard to the quality of American life and the factors that contribute to the problem of crime.
- Describe the varied suggestions for reducing crime.

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.Inq3.a.h Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.

SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes

Learning Targets:

The students will be able to:

- Distinguish the classifications of crime and ways crime data is reported.
- Understand the distribution of crime and the perpetrators of the crime in the US.
- Examine and value the consequences of crime (punishment / rehabilitation) in regard to the quality of American life (safety vs rights) and factors that contribute to the problem of crime.
- Formulate solutions for reducing crime.

Supporting Standards:

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

Unit 4: Violence**Duration:** 5 - 8 Days**Unit Objectives (overarching objectives):**

- Identify, through reporting, the extent of violence in the United States.
- Understand the human consequences (victim, perpetrator, witness) of violent behavior.
- Identify factors which lead to people being violent which include societal factors.
- Explain the consequences for the victim of completed/attempted rape.
- Suggest ways US society should deal with violence.

Priority Standards:

SS.Inq2.b.h Analyze and weigh relevance of a source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.

SS.Inq4.a.h Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).

SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH2.b.h Critique interpretations of how different cultures interact with their environment.

Learning Targets:

The students will be able to:

- Identify the frequency and patterns of the four violent crimes in the US
- Recognize the human toll of violent behavior
- Describe factors, personal and social, which lead people to violence
- Relate a variety of possible consequences of an attempted/completed rape for the victim
- Examine how the US could/should deal with violence

Supporting Standards:

SS.Hist3.b.h Evaluate historical perspectives to create arguments with evidence concerning current events.

Unit 5: Sexual Deviance**Duration:** 5 - 8 Days

Unit Objectives (overarching objectives):

- State the meaning and some of the types of sexual deviance.
- Understand the factors that makes cybersex, prostitution and pornography social problems and concerns for quality of life and behavior.
- Identify ways to address the problems of prostitution and pornography.

Priority Standards:

SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, and Maslow) as they relate to cultural bias.

SS.PS2.a.h Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups.

SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.

Learning Targets:

The students will be able to:

- List the meaning and some types of sexual deviance.
- Identify factors that makes cybersex, prostitution and pornography social problems, which includes quality of life and behavior.
- Exam ways to address the problems of prostitution and pornography.

Supporting Standards:

SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.

SS.BH4.a.h Evaluate the purpose for which a technology is created and analyze the consequences (intended and unintended) to different cultures.

Unit: 6 Poverty

Duration: 5 - 8 Days

Unit Objectives (overarching objectives):

- Discuss the extent of poverty in the United States and the trend for the people most likely to be poor.
- Compare how poverty affects basic human rights and needs and the ways social institutions contribute to the problem of poverty.
- Explain how both the attitudes toward the poor and the attitude of the poor contribute to the perception of poverty
-

Priority Standards:

SS.Inq1.a.h Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.

SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.

SS.Econ4.c.h Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.

Learning Targets:

The students will be able to:

- Define the extent of poverty in the United States and identify the people most likely to be poor.
- Differentiate how poverty affects basic human rights and needs while social institutions contribute to the problem of poverty.
- Explain how attitudes toward the poor and attitudes of the poor contribute to the perception of poverty.

Supporting Standards:

SS.Econ1.a.h Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.

SS.Geog3.a.h Evaluate, in both current and historical context, how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.

Unit 7: Gender & Sexual Orientation	Duration: 5 - 8 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Discuss the issue of biological versus social bases for gender differences. • Recognize how inequalities between the sexes affect women's lives. • Compare/Contrast the social structural and social psychological factors that contribute to gender inequality. • List various explanations of homosexuality. • Identify how homophobia affects the quality of life of homosexuals and how to address the problem of homophobia. 	
<p>Priority Standards:</p> <p>SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p> <p>SS.Hist2.a.h Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States, and the world.</p> <p>SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Classify the issues in biological versus social bases for gender differences and how it affects the lives of women. • Describe explanations of homosexuality and how homophobia may impede a person's quality of life.
<p>Supporting Standards:</p> <p>SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>SS.Econ2.c.h Calculate the costs of production and explain their role in firm decision making. Differentiate between and calculate revenue and profit for a given firm.</p>	

Unit 8: Race, Ethnic Groups & Racism	Duration: 5 - 8 Days
<p>Unit Objectives (overarching objectives):</p> <ul style="list-style-type: none"> • Define the terms: Race, Ethnic Group, Racism, Prejudice • Understand the extent and origin of the problems of minorities and the effect on quality of life. • Identify some ways to address the problems of minorities. 	
<p>Priority Standards:</p> <p>SS.Inq3.c.h Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.</p> <p>SS.BH1.a.h Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.</p> <p>SS.BH1.b.h Examine the effects of discrimination on identity. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.</p> <p>SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).</p> <p>SS.BH3.a.h Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.</p>	<p>Learning Targets:</p> <p>The students will be able to:</p> <ul style="list-style-type: none"> • Definition of terms: <i>Race, Ethnic Group, Racism, Prejudice</i> • Explain the extent and origin of the problems of minorities and how this affects their quality of life. • Design ways to address the problems of minorities.
<p>Supporting Standards:</p> <p>SS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.</p> <p>SS.PS3.d.h Evaluate the effectiveness of public policy actions and processes.</p>	