

# Ware Public Schools

## SOCIAL STUDIES CURRICULUM - Grades 8-12

### SUBJECT MATTER:

### World History I

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Islam</b>	<p><b>Origins and Expansion of Islam</b></p> <p>When and where did Islam originate?</p> <p>Who was Mohammad?</p> <p>How did the spread of Islam affect parts of Africa, Asia and Europe?</p> <p>What differences exist between Sunnis and Shiites?</p> <p>What cultural achievements were made in Islamic empires?</p>	<ol style="list-style-type: none"> <li>On a map of the Middle East, Europe, Africa, and Asia, identify where Islam began and trace the course of its expansion to 1500 AD.</li> <li>Describe significant aspects of Islamic belief.               <ol style="list-style-type: none"> <li>The life and teachings of Muhammad</li> <li>The significance of the Qur'an as the primary source of Islamic belief</li> </ol> </li> <li>Islam's historical relationship to Judaism and Christianity the relationship between government and religion in Muslim societies</li> <li>Analyze the causes, and course, and effects of Islamic expansion through North Africa, the Iberian Peninsula, and Central Asia.               <ol style="list-style-type: none"> <li>The strength of the Islamic world's economy and culture</li> <li>The training of Muslim soldiers and the use of advanced military techniques</li> <li>The disorganization and internal divisions of Islam's enemies</li> <li>The resistance and/or assimilation of Christianized peoples in the</li> </ol> </li> </ol>	<p>Label and color map of Middle East</p> <p>Map quiz</p> <p>Create timeline of the development of Islam</p> <p>Discussion or activity focusing on the importance of religion in the history of civilizations and society in general.</p> <p>Research to</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test</p>	WH1 1-5, 36-38

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		<p style="text-align: center;">Mediterranean</p> <p>5. Describe the central political, economic, and religious developments in major periods of Islamic history.</p> <ul style="list-style-type: none"> <li>A. The sources of disagreement between Sunnis and Shiites</li> <li>B. The growing influence of Turkish Islam after 1000</li> <li>C. The importance of the trade routes connecting the Far East and Europe and the role of the Mongols in increasing trade along these routes, including the silk routes to China the relationship of trade to the growth of Central Asian and Middle Eastern cities</li> <li>D. The sources and uses of slaves in Islamic societies as well as the extent of the Islamic slave trade across Africa from 700 AD on.</li> </ul> <p>6. Analyze the influence and achievements of Islamic civilization during its “Golden Age.”</p> <ul style="list-style-type: none"> <li>A. The preservation and expansion of Greek thought</li> <li>B. Islamic science, philosophy, and mathematics</li> </ul> <p>7. Islamic architecture</p>	<p>compare and contrast the differences between Sunnis and Shiites</p> <p>Chapter exam</p>	<p>Generator software</p> <p>Nystrom; World History map set</p>	
	<p><b>Decline of the Islamic Empire</b></p> <p>How did Islam continue to spread through the</p>	<p>1. Describe the expansion of the Ottoman Empire in the 15th and 16th centuries into North Africa, Eastern Europe, and throughout the Middle East.</p> <p>2. Describe the expansion of Islam into India</p>	<p>Research project in which students prepare a presentation and make a</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p>	

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	<p>17<sup>th</sup> century?</p> <p>How did modernization in Europe impact the strength of Islamic empires?</p>	<p>from the 13th through the 17th century, the role of the Mongols, the rise and fall of the Moghul Empire, and the relationship between Muslims and Hindus.</p> <p>3. Account for the declining strength of the Ottoman Empire beginning in the 17th century, including the failed siege of Vienna in 1683 and the rapid pace of modernization in European economic, political, religious, scientific, and intellectual life resulting from the ideas embedded in the Renaissance, the Reformation, the Scientific Revolution, the Enlightenment, and the Industrial Revolution.</p>	<p>visual model or poster on their topic</p> <p>Create and color maps of the Ottoman and Moghul Empires, India and Mongol empire.</p> <p>Chapter exam</p>	<p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
<b>Medieval Europe</b>	<p><b>Medieval Europe to 1500</b></p> <p>What impact did the Byzantines have on the development of Eastern Europe?</p> <p>What problems did</p>	<p>1. Describe the rise and achievements of the Byzantine Empire.</p> <p>A. The influence of Constantine, including the establishment of Christianity as an officially sanctioned religion.</p> <p>B. The importance of Justinian and the Code of Justinian</p> <p>C. The preservation of Greek and Roman</p>	<p>Feudalism simulation – divide class into groups and assign roles of feudal lords, vassals, serfs, etc. Give students</p>	<p><u><i>World History Medieval and Early Modern Times</i></u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and</i></p>	WHI 6-11

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	<p>Europe face during the Middle Ages?</p> <p>What economic, social and political developments took place in medieval Europe?</p> <p>How did the English government change and develop during the Middle Ages?</p>	<p>traditions</p> <p>D. The construction of the Church of the Holy Wisdom (Hagia Sophia).</p> <p>2. Describe the major economic, social, and political developments that took place in medieval Europe.</p> <p>A. The growing influence of Christianity and the Catholic Church</p> <p>B. The differing orders of medieval society, the development of feudalism, and the development of private property as a distinguishing feature of western civilization</p> <p>C. The initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class</p> <p>D. The economic and social effects of the spread of the Black Death or Bubonic Plague</p> <p>E. The growth and development of the English and French nations</p> <p>3. Describe developments in medieval English legal and constitutional history and their importance in the rise of modern democratic institutions and procedures, including the Magna Carta, parliament, and habeas corpus.</p>	<p>different projects that are related to their role in society (ex. serfs write journal about serf life, lords draw map dividing their fief, etc.).</p> <p>Label and color modern day map of Europe</p> <p>Map quiz</p> <p>Chapter exams</p>	<p><i>Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
	<p><b>Encounters between Christianity and Islam to 1500</b></p>	<p>1. Describe the religious and political origins of conflicts between Islam and Christianity, including the Muslim wars against</p>	<p>Write a journal of a crusader accurately</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p>	

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	<p>What were the Crusades and how did they affect the events in medieval Europe, Christianity and Islam?</p>	<p>Christianity before the European Crusades and the causes, course, and consequences of the European Crusades against Islam in the 11th, 12th, and 13th centuries.</p> <ol style="list-style-type: none"> <li>Describe the rise of the Ottoman Empire in the 14th and 15th centuries, including the capture of Constantinople in 1453.</li> <li>Describe the decline of Muslim rule in the Iberian Peninsula and the subsequent rise of Spanish and Portuguese kingdoms after the Reconquest in 1492.</li> </ol>	<p>depicting the type of life the crusader would have lived</p>	<p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
<p><b>European Expansion</b></p>	<p><b>Exploration</b></p> <p>Why did Europeans begin exploring new trade routes?</p> <p>How did the trans-Atlantic slave trade develop?</p>	<ol style="list-style-type: none"> <li>Explain why European nations sent explorers westward and how overseas expansion led to the growth of commerce and the development of the trans-Atlantic slave trade.</li> </ol>	<p>Label and color modern day map of South America</p> <p>Map quiz</p> <p>Create a map of exploration routes.</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at</p>	<p>WH1 12-14</p>

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			<p>Students will research individual explorers and give presentations to the class (PowerPoint, poster, etc.)</p> <p>Chapter exam</p>	<p><a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
	<p><b>Early America</b></p> <p>What civilizations existed in early America before the arrival of Europeans?</p> <p>How did the arrival of Europeans affect native people in the Americas?</p>	<ol style="list-style-type: none"> <li>1. Identify the three major pre-Columbian civilizations that existed in Central and South America (Maya, Aztec, and Inca) and their locations. Describe their political structures, religious practices, economies, art and architecture, and use of slaves.</li> <li>2. Identify the major economic, political, and social effects of the European colonial period in South America.</li> </ol>	<p>Students will research and various early American societies in groups and present to the class</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p>	

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				<p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
<p><b>African History</b></p>	<p><b>Africa to 1800</b></p> <p>What affects did the arrival of Islam and Christianity have on native Africans?</p> <p>What political and economic developments occurred in the empires of Ghana, Mali and Songhai?</p> <p>What effect did the trans-Atlantic slave trade have on Africa?</p>	<ol style="list-style-type: none"> <li>1. Describe the indigenous religious practices observed by early Africans before contact with Islam and Christianity.</li> <li>2. Explain how extended family/kinship and tribal relationships have shaped indigenous African cultures, and their effects on the political and economic development of African countries.</li> <li>3. Describe the different ways in which Islam and Christianity influenced indigenous African cultures.</li> <li>4. Identify the locations and time periods of the empires of Ghana, Mali, and Songhai.</li> <li>5. Describe important political and economic aspects of the African empires.               <ol style="list-style-type: none"> <li>A. The economies of these empires (gold, salt, and slaves as commodities for trade by African kings) leaders</li> </ol> </li> </ol>	<p>Label and color modern day map of Africa</p> <p>Map quiz</p> <p>Students will research in groups a society from early Africa and prepare a research presentation or paper</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p>	<p>WH1 15-20</p>

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		<p>such as Sundiata and Mansa Musa</p> <p>B. Timbuktu as a center of trade and learning</p> <p>6. Describe the development and effects of the trans-African slave trade to the Middle East from the 8th century on, and the trans-Atlantic slave trade to the Western Hemisphere from the 16th century on.</p>		<p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	
<p><b>Indian History</b></p>	<p><b>India to 1800</b></p> <p>What major political, economic and religious changes occurred in India through 1800?</p> <p>What is the caste system and how did it affect Indian society?</p>	<p>1. Describe important economic, political, and religious developments in Indian history to 1800.</p> <p>A. the origins of Indian civilization in the Indus Valley</p> <p>B. The evolution and central principles of Hinduism</p> <p>C. The development of the caste system</p> <p>D. The influence of Islam and the rise and fall of the Moghul empire</p> <p>E. Artistic and intellectual achievements, including the development of a decimal system</p> <p>2. Describe the growth of British influence in India and the emergence of the British Raj.</p>	<p>Label and color modern day map of central Asia</p> <p>Map quiz</p> <p>Research and write an essay on the British influence on India</p> <p>Simulation on caste system – assign students role of members of different castes; instruct them to research and write journal on life in that caste and present</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p>	<p>WH1 21- 22</p>



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			findings to the class  Chapter exam	McDougal Littell Test Generator software  Nystrom; World History map set	
<b>East Asian history</b>	<p><b>China, Japan and Korea to 1800</b></p> <p>What was civilization in China like until 1800?</p> <p>What major changes occurred in Japan up to 1800?</p>	<ol style="list-style-type: none"> <li>1. Summarize the major reasons for the continuity of Chinese civilization through the 19th century.               <ol style="list-style-type: none"> <li>A. The role of kinship and Confucianism in maintaining order and hierarchy</li> <li>B. The political order established by the various dynasties that ruled China</li> <li>C. The role of civil servants/scholars in maintaining a stable political and economic order</li> </ol> </li> <li>2. Describe the growth of commerce and towns in China and the importance of agriculture to the development of the Chinese economy to 1800, including the limited role of slavery.</li> <li>3. Summarize the major economic, political, and religious developments in Japanese history to 1800.               <ol style="list-style-type: none"> <li>A. The evolution of Shinto and Japanese Buddhism</li> <li>B. The development of feudalism</li> <li>C. The rise of the Shoguns and the role of the samurai</li> </ol> </li> <li>4. Describe Japan’s cultural and economic relationship to China and Korea.</li> <li>5. Describe the influence and consequences of</li> </ol>	<p>Label and color modern day map of East Asia</p> <p>Map quiz</p> <p>Research the various religions of East Asia (Shinto, Taoism, Confucianism, etc.) and present projects and discuss the similarities and differences between them.</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History</p>	WH1 23-28

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>Japanese isolationism to 1800.</p> <p>6. Explain how Korea has been both a battleground and a cultural bridge between China and Japan.</p>		map set	
<b>Europe 1500-1800</b>	<p><b>Renaissance Europe</b></p> <p>How did artistic, cultural and philosophical changes affect Europe during the Renaissance period?</p>	<p>1. Describe the origins and development of the Renaissance, including the influence and accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, Shakespeare, and Johannes Gutenberg.</p> <p>2. Describe origins and effects of the Protestant Reformation.</p> <p>A. the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin</p> <p>B. the spread of Protestantism across Europe, including the reasons and consequences</p> <p>C. of England’s break with the Catholic Church</p> <p>D. the weakening of a uniform Christian faith</p> <p>E. the consolidation of royal power</p>	<p>Research and preparation of a project on a noted scientist, artist, etc., from the Renaissance; present projects to the class</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	WH1 29-35

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	<p><b>The Protestant Reformation</b></p> <p>What caused the start of the Protestant Reformation?</p> <p>How are Protestants' and Catholics' beliefs similar and how are they different?</p> <p>What was the Counter-Reformation and how did it change the Catholic church?</p>	<ol style="list-style-type: none"> <li>1. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola.</li> <li>2. Explain the role of religion in the wars among European nations in the 15th and 16th centuries.</li> </ol>	<p>Timeline tracing the events of the Protestant Reformation</p> <p>Essay on differences between Catholicism and Protestant religions</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	

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	<p><b>Scientific Revolution</b></p> <p>What major scientific changes occurred during the Scientific Revolution?</p> <p>Who were the leading scientists of the Scientific Revolution and how did they impact changes in science and thought?</p>	<p>1. Summarize how the Scientific Revolution and the scientific method led to new theories of the universe and describe the accomplishments of leading figures of the Scientific Revolution, including Bacon, Copernicus, Descartes, Galileo, Kepler, and Newton.</p>	<p>Students will prepare projects with a model relating to a scientific revolution scientist</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	

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	<p><b>Enlightenment</b></p> <p>What was the Enlightenment and who were the major philosophers involved in the movement?</p> <p>How did views on religion and science change during this period of time?</p>	<p>1. Describe the concept of Enlightenment in European history and describe the accomplishments of major Enlightenment thinkers, including Diderot, Kant, Locke, Montesquieu, Rousseau, and Voltaire. Explain how the Enlightenment contributed to the growth of democratic principles of government, a stress on reason and progress, and the replacement of a theocentric interpretation of the universe with a secular interpretation.</p>	<p>Complete research projects on the various thinkers of the Enlightenment and their philosophies</p> <p>Chapter exam</p>	<p><u>World History Medieval and Early Modern Times</u>, McDougal Littell, 2007</p> <p>Blank maps</p> <p>Textbook companion website for <i>World History: Medieval and Early Modern Times</i> at <a href="http://www.classzone.com/books/ms_wh_medieval/index.cfm">http://www.classzone.com/books/ms_wh_medieval/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	

**SUBJECT MATTER:**

**World History II**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Growth of the Nation State in Europe</b></p>	<p><b>Development of nations in Europe</b></p> <p>What events caused nation states to form in Europe following the Middle Ages?</p> <p><b>Change in power of the English royals</b></p> <p>What is the significance of the Magna Carta and English Bill of Rights in changing the monarch in England?</p> <p>What effects did the Glorious Revolution and the English Civil War have on the changes to English Government?</p> <p><b>French Revolution</b></p> <p>What were the causes of the French</p>	<ol style="list-style-type: none"> <li>1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs.               <ol style="list-style-type: none"> <li>A. The rise of the French monarchy, including the policies and influence of Louis XIV</li> <li>B. the Thirty Years War and the Peace of Westphalia</li> <li>C. The growing power of Russian tsars, including the attempts at Westernization by Peter the Great, the growth of serfdom, and Russia’s rise as an important force in Eastern Europe and Asia</li> <li>D. The rise of Prussia</li> <li>E. Poland and Sweden</li> </ol> </li> <li>2. Explain why England was the main exception to the growth of absolutism in royal power in Europe.               <ol style="list-style-type: none"> <li>A. The causes and essential events of English Civil War and the Glorious Revolution of 1688</li> <li>B. The effect of the Glorious Revolution on the development of constitutional government and liberty in England, including the importance of the English Bill of Rights and how it</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Students create maps of Europe then vs. now and compare</p> <p>Students research individual European nations and prepare a presentation for the class</p> <p>Students form three groups, one for each estate in France at the time of the Revolution. Students research and then simulate a debate on what each side wants from the</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHIII.1-4</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Revolution?</p> <p>What was the result of the French Revolution?</p>	<p>limited the power of the monarch to act without the consent of Parliament.</p> <p>3. Summarize the important causes and events of the French Revolution.</p> <p>Causes:</p> <ul style="list-style-type: none"> <li>A. The effect of Enlightenment political thought</li> <li>B. The influence of the American Revolution</li> <li>C. Economic troubles and the rising influence of the middle class</li> <li>D. Government corruption and incompetence</li> </ul> <p>Events:</p> <ul style="list-style-type: none"> <li>A. The role of the Estates General and the National Assembly</li> <li>B. The storming of the Bastille on July 14, 1789</li> <li>C. The 1789 Declaration of the Rights of Man and the Citizen</li> <li>D. The execution of Louis XVI in 1793</li> <li>E. The Terror</li> <li>F. The rise and fall of Napoleon</li> <li>G. The Congress of Vienna</li> </ul> <p>4. Summarize the major effects of the French Revolution.</p> <p>its contribution to modern nationalism and its relationship to totalitarianism</p> <p>The abolition of remaining feudal restrictions and obligations</p> <p>Its support for ideas of popular sovereignty, religious tolerance, and legal equality.</p>	<p>government.</p> <p>Unit exam</p>		

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Industrialization and change in Europe</b>	<p><b>Industrial Revolution</b></p> <p>How does the Industrial Revolution change the lives of ordinary people?</p> <p>What inventions came about during the Industrial Revolution in Europe?</p> <p><b>Socialism</b></p> <p>What were the ideas of Karl Marx and why did some people follow these beliefs?</p> <p><b>Reform movements</b></p> <p>What reform movements began in Europe during this time and what affects did they have on society?</p> <p><b>Imperialism</b></p> <p>What were the goals of European imperialism?</p>	<ol style="list-style-type: none"> <li>1. Identify the causes of the Industrial Revolution               <ol style="list-style-type: none"> <li>A. The rise in agricultural productivity</li> <li>B. transportation improvements such as canals and railroads</li> <li>C. The influence of the ideas of Adam Smith</li> <li>D. New sources of energy such as a coal and technological innovations such as the steam engine</li> </ol> </li> <li>2. Summarize the social and economic impact of the Industrial Revolution               <ol style="list-style-type: none"> <li>A. the vast increases in productivity and wealth</li> <li>B. population and urban growth</li> <li>C. the growth of a middle class</li> <li>D. problems caused by urbanization and harsh working conditions</li> </ol> </li> <li>3. Describe the rise of unions and socialism, including the ideas and influence of Robert Owen and Karl Marx</li> <li>4. Describe the rise and significance of antislavery sentiment in Britain, including the abolition of the slave trade by the British Parliament in 1807, the abolition of slavery within the British Empire in 1833, and the role of various antislavery societies.</li> <li>5. Explain the impact of various social and political reforms and reform movements in Europe.               <ol style="list-style-type: none"> <li>A. Liberalism child labor laws and social legislation such as old age pensions and health and</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Students research, create model and present on an industrial revolution invention and discuss its impact on society.</p> <p>Class debate on socialism</p> <p>Students create a timeline of the antislavery movement in the British Empire</p> <p>Groups of students research various social and political reform movements from the period and prepare presentations for the class.</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHII.5-11</p>



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	What were the results of European imperialism?	<p>unemployment insurance.</p> <p>B. the expansion of voting rights</p> <p>6. Describe the causes, course, and consequences of the unification of Italy and Germany.</p> <p>7. Describe the causes of 19<sup>th</sup> century European imperialism.</p> <p>A. The desire for economic gain and resources</p> <p>B. The missionary impulse and the search for strategic advantage and national pride</p>	<p>Essay on the changes in Germany or Italy</p> <p>Class debate on the costs and benefits of imperialism</p> <p>Unit exam</p>		
<b>Asia in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</b>	<p><b>India</b></p> <p>What developments occurred in India during the 19<sup>th</sup> and 20<sup>th</sup> centuries?</p> <p>What were the ideas of Gandhi and what was the impact of these ideas?</p> <p><b>China</b></p> <p>What changes occurred in China during the 9<sup>th</sup> and early 20<sup>th</sup> centuries?</p>	<p>1. Identify major developments in Indian history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <p>A. The economic and political relationship between India and Britain</p> <p>B. The building of roads, canals, railroads, and universities</p> <p>C. The rise of Indian nationalism and the influence and ideas of Gandhi</p> <p>2. Identify major developments in Chinese history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</p> <p>A. China's explosive population growth between 1750 and 1850</p> <p>B. Decline of the Manchu dynasty beginning in the late 18<sup>th</sup> century</p> <p>C. Growing Western influence</p> <p>D. The Opium War</p> <p>E. The Taiping rebellion from 1850 to 1864</p>	<p>Section quizzes</p> <p>Divide class into three groups- India, China and Japan- and research and prepare a project on the changes in the region throughout the era.</p> <p>Unit exam</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p>	WHII.12-14

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What effect did western culture have on China?</p> <p><b>Japan</b></p> <p>how Japanese society did and culture during the 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p>	<p>F. The Boxer Rebellion</p> <p>3. Sun Yat-Sen and the 191 nationalist revolutions.</p> <p>A. Identify major developments in Japanese History in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</p> <p>B. the Meiji Restoration</p>		<p>Nystrom; World History map set</p>	
<p><b>Africa in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</b></p>	<p><b>Imperialism in Africa</b></p> <p>How is Africa affected by the changes that occurred during the period of Western imperialism?</p>	<p>1. Identify the major developments of African history in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. Africa’s interaction with imperialism, agricultural changes improvements and new patterns of employment.</p> <p>2. The origins of African nationalism</p>	<p>Section quizzes</p> <p>Students each research a different modern African nation and create a poster and presentation on the effects of imperialism on that nation and the changes that occurred.</p> <p>Class discussion/debate on the benefits of the hardships faced because of imperialism in Africa</p> <p>Unit exam</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHII.15</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Latin American in the 19<sup>th</sup> and early 20<sup>th</sup> centuries</b></p>	<p><b>Changes in Latin America</b></p> <p>What impact did wars; trade and Christianity have on the changes occurring in Latin America?</p> <p>What impact did the United States have on the changes occurring in Latin America?</p>	<ol style="list-style-type: none"> <li>1. Identify the major developments of Latin American history to the early 20<sup>th</sup> century.               <ol style="list-style-type: none"> <li>A. the wars for independence, including the influence and ideas of Simon Bolivar, Jose de San Martin, and the American and French revolutions</li> <li>B. economic and social stratification</li> <li>C. the role of the church</li> <li>D. the importance of trade</li> <li>E. the growing influence of the United States as demonstrated by the Spanish American War and the building of the Panama Canal</li> <li>F. the Mexican Revolution</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Class debate on the Spanish American War</p> <p>Research project on American imperialism in Latin America</p> <p>Unit exam</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p><b>WHII.16</b></p>
<p><b>World War I</b></p>	<p><b>Causes of the War</b></p> <p>What events cause the start of the first world war?</p> <p><b>Military</b></p> <p>How was “The Great War” unlike any other</p>	<ol style="list-style-type: none"> <li>1. Describe the relative importance of economic and imperial competition, Balkan nationalism, German militarism and aggressions, and the power vacuum in Europe due to the declining power of the Russian, Austrian, and Ottoman Empires in causing World War I</li> <li>2. Summarize the major events and consequences of World War I.               <ol style="list-style-type: none"> <li>A. physical and economic destruction</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Thorough discussion and debate over the most significant cause of the war.</p> <p>Students are assigned a</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy</p>	<p>WHII.17-18</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	war that had been fought before?	<ul style="list-style-type: none"> <li>B. the League of Nations and attempts at disarmament</li> <li>C. The collapse of the Romanov dynasty and the subsequent Bolshevik Revolution and Civil War in Russia.</li> <li>D. Post-war economic and political instability in Germany</li> <li>E. The Armenian genocide in Turkey</li> <li>F. The unprecedented loss of life from prolonged trench warfare.</li> </ul>	<p>country from the conflict to represent.</p> <p>Students participate in a simulation of the war by “acting out” major events.</p> <p>Unit exam</p>	<p>Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>The world between wars- the 1920's and 1930's</b></p>	<p><b>Failure to resolve issues from WWI</b></p> <p>What was the League of Nations and why did it fail?</p> <p>How did the Middle East change following World War I?</p> <p><b>The Great Depression</b></p> <p>What caused the Great Depression and how did it impact the world?</p>	<ol style="list-style-type: none"> <li>1. Identify the major developments in the Middle East and Central Asia before World War II               <ol style="list-style-type: none"> <li>A. the end of the Ottoman Empire</li> <li>B. the Balfour Declaration of 1917</li> <li>C. the expulsion of the Greeks from Asia Minor</li> <li>D. the establishment of a secular Turkish state under Mustafa Kemal Ataturk</li> <li>E. the establishment of the Kingdom of Transjordan in the eastern part of the Palestine Mandate by the British</li> <li>F. the growing importance of Middle Eastern oil fields to world politics and the world economy</li> </ol> </li> <li>2. Describe the various causes and consequences of the global depression of the 1930's and analyze how governments responded to the Great Depression.               <ol style="list-style-type: none"> <li>A. restrictive monetary policies</li> <li>B. unemployment and inflation</li> <li>C. political instability</li> <li>D. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek and Milton Friedman</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Essay on the changes in Middle East between wars</p> <p>Students create a chart of the causes and effects of the Depression</p> <p>Students research how the Depression impacted various nations differently</p> <p>Unit exam</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i>  <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHII19-20</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>World War II</b>	<p><b>Military</b></p> <p>What were the goals of Hitler, Stalin, Mussolini and Lenin?</p> <p>How did Hitler gain and keep power in Germany?</p> <p>What were the two theatres of the war and the major military battles in each?</p> <p><b>Holocaust</b></p> <p>What was the Holocaust and how was it part of Hitler's plan?</p> <p><b>Atomic Bomb</b></p> <p>How did the use of nuclear weapons against Japan change the future of warfare?</p>	<ol style="list-style-type: none"> <li>1. Describe the rise and goals of totalitarianism in Italy, German, and the Soviet Union, and analyze the policies and ideas of Mussolini, Hitler, Lenin, and Stalin.</li> <li>2. Summarize the consequences of Soviet communism to 1945.               <ol style="list-style-type: none"> <li>A. the establishment of a one-party dictatorship under Lenin</li> <li>B. the suffering in the Soviet Union caused by Stalin's policies of collectivization of agriculture and breakneck industrialization</li> <li>C. the destruction of individual rights and the use of mass terror against the population, the use of terror against internal enemies, and the destruction of individual rights</li> <li>D. the Soviet Union's emergence as an industrial power</li> </ol> </li> <li>3. Describe the German, Italian, and Japanese drives for empire in the 1930's               <ol style="list-style-type: none"> <li>A. Italy's invasion of Ethiopia in 1935</li> <li>B. the Japanese invasion of China and the Rape of Nanking</li> <li>C. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovaks, the Stalin-Hitler Pact of 1939, and the German attack on Poland</li> </ol> </li> <li>4. Summarize the key battles and events of World War II               <ol style="list-style-type: none"> <li>D. The German conquest of continental</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Research paper on the rise of Hitler and how he was able to gain power in Germany</p> <p>Students research and prepare presentations on various aspects of the war, including individuals and events</p> <p>Draw maps of various battles from the war</p> <p>Watch video on the Holocaust</p> <p>Class debate on the use of the Atomic bomb in ending World War II</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHII21-29</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>Europe</li> <li>E. The Battle of Britain</li> <li>F. Pearl Harbor</li> <li>G. The Bataan Death March</li> <li>H. El Almein</li> <li>I. Midway</li> <li>J. Stalingrad</li> <li>K. D-Day</li> <li>L. Battle of the Bulge</li> <li>M. Iwo Jima</li> <li>N. Okinawa</li> <li>5. Identify the goals, leadership, and post-war plans of the allied leaders               <ul style="list-style-type: none"> <li>O. Winston Churchill</li> <li>P. Franklin D. Roosevelt</li> <li>Q. Joseph Stalin</li> </ul> </li> <li>6. Describe the background, course, and consequences of the Holocaust, including its roots in the long tradition of Christian anti-Semitism, 19<sup>th</sup> century ideas about race and nation, and Nazi dehumanization of the Jews.</li> <li>7. Explain the reasons for the dropping of atom bombs on Japan and its short and long-term effects</li> <li>8. Explain the consequences of World War II               <ul style="list-style-type: none"> <li>R. physical and economic destruction</li> <li>S. the enormous loss of life, including millions of civilians through the bombing of population centers and the slaughter of political opponents and ethnic minorities</li> <li>T. support in Europe for political reform</li> </ul> </li> </ul>			

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>and decolonization</p> <p>U. the emergence of the U.S. and the Soviet Union as the world's two superpowers</p> <p>11. Describe reasons for the establishment of the United Nations in 1945 and summarize the main ideas of the Universal Declaration of Human Rights.</p>			



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Cold War Era</b>	<p><b>Causes</b></p> <p>What caused the Cold War?</p> <p><b>Arms Race</b></p> <p>What were American and Soviet foreign policies in terms of their dealing with each other?</p> <p>What were the key events of the arms race?</p> <p><b>China</b></p> <p>What was the relationship between America and China during the Cold War?</p> <p>Who was Mao Tse-tung and how did he come to power in China?</p> <p>How did China become a communist nation?</p> <p><b>The Korean War</b></p>	<ol style="list-style-type: none"> <li>Summarize the factors that contributed to the Cold War, including Soviet expansion in Eastern Europe and the differences between democracy and communism</li> <li>Describe the policy of containment, including the Truman Doctrine, the Marshall Plan, and NATO, as America’s response to Soviet expansionist policies.</li> <li>Describe the development of the arms race and the key events of the Cold War era. <ol style="list-style-type: none"> <li>the Korean War</li> <li>the emergence of the People’s Republic of China as a major power</li> <li>the 1956 uprising in Hungary</li> <li>Soviet-US competition in the Middle East</li> <li>conflicts involving Cuba and Berlin</li> <li>the Vietnam War</li> <li>the “Prague Spring”</li> <li>arms control agreements (including the ABM and SALT treaties) and détente under Nixon</li> <li>the Soviet war in Afghanistan</li> </ol> </li> <li>Describe the Chinese Civil War, the rise of Mao Tse-tung and the triumph of the Communist Revolution in China in 1949.</li> <li>Identify the political and economic upheavals in China after the Chinese Revolution. <ol style="list-style-type: none"> <li>Communist Party attempts to eliminate internal opposition</li> <li>the Great Leap Forward and its consequences(famine)</li> </ol> </li> </ol>	<p>Section quizzes</p> <p>Class simulation on the American Soviet arms race with students representing each side</p> <p>Create a timeline of the events in Chinese history during this time, including the time leading up to its becoming a communist nation</p> <p>Class debate on American involvement in Korean War</p> <p>Research project on the various social and economic changes occurring during the period</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i> <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	WHII.30-39

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Why was the Korean War a product of the American fear of communism?</p> <p><b>Economic and Social Change</b></p> <p>How did the world change during the period of the Cold War?</p>	<ul style="list-style-type: none"> <li>C. the Cultural Revolution and its consequences (the terror of the Red Guards and the expansion of labor camps)</li> <li>D. the 1989 Tiananmen Square demonstration</li> <li>E. China’s economic modernization and its growing involvement in world trade</li> </ul> <p>6. Describe the global surge in economic productivity during the Cold War and describe western part of the Palestine Mandate into two independent countries</p> <ul style="list-style-type: none"> <li>V. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries</li> <li>W. the 1967 and 2973 wars between Israel and neighboring Arab states</li> <li>X. the attempts to secure peace between Palestinians and Israelis.</li> </ul>	<p>Students research and prepare presentations on the various world leaders during the Cold War</p> <p>Thorough discussion on the impact of the creation of Israel and its impact on modern times</p> <p>Unit exam</p>		

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>The Contemporary World</b></p>	<p><b>Fall of the Soviet Union</b></p> <p>What issues led to the fall of the Soviet Union?</p> <p>How did the fall of the Soviet Union impact the nations that were a part of it?</p> <p><b>Recent world conflicts</b></p> <p>What were the causes of the religious and ethnic conflicts in Ireland, the Balkans, Africa and Asia during recent years?</p> <p><b>AIDS</b></p> <p>What effects have the AIDS crisis in Africa and Asia had on the regions socially and economically?</p> <p><b>Middle East</b></p> <p>What caused the rise of</p>	<p>1. Identify the causes and the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe.</p> <ul style="list-style-type: none"> <li>A. the weaknesses of the Soviet command economy</li> <li>B. the burdens of Soviet military commitments</li> <li>C. the anticommunist policies of President Reagan</li> <li>D. The resistance to communism in the Soviet Union and Eastern Europe</li> </ul> <p>Explain the role of various leaders in transforming the Soviet Union and Eastern Europe.</p> <ul style="list-style-type: none"> <li>A. Mikhail Gorbachev</li> <li>B. Vaclav Havel</li> <li>C. Andrei Sakharov</li> <li>D. Alexander Solzhenitsyn</li> <li>E. Lech Wales</li> </ul> <p>3. Analyze the consequences of Soviet Union's breakup.</p> <ul style="list-style-type: none"> <li>A. the development of market economies</li> <li>B. political and social instability</li> <li>C. the danger of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations</li> </ul> <p>4. Identify the sources of ethnic and religious conflicts in the following nations and regions.</p> <ul style="list-style-type: none"> <li>A. Northern Ireland</li> <li>B. Balkans</li> <li>C. Sudan and Rwanda</li> </ul>	<p>Section quizzes</p> <p>Essay on the rise and fall of the Soviet Union.</p> <p>Students are assigned to research various nations/conflicts and prepare presentations for the class.</p> <p>Class debate on the US role in combating AIDS in Africa</p> <p>Students are divided into groups with each group preparing a lesson for the class on the various issues in the Middle East during this period.</p> <p>Research paper on scientists of</p>	<p><i>World History</i>, McDougal Littell 2007</p> <p>Textbook companion website for <i>World History</i>  <a href="http://www.classzone.com/books/wh_survey05/index.cfm">http://www.classzone.com/books/wh_survey05/index.cfm</a></p> <p>McDougal Littell Easy Planner 5.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; World History map set</p>	<p>WHII.40-48</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>Islamic fundamentalism in the latter half of the 20<sup>th</sup> century?</p> <p>What were the causes and affects of the Iranian Revolution of the late 1970's, the defect of Soviets in Afghanistan and the Persian Gulf War?</p> <p><b>Nationalism</b></p> <p>How did nationalist movements throughout the world result in the rising of powerful leaders such as Castro, Peron and Ho Chi Minh?</p> <p><b>Israel</b></p> <p>Why was the modern day nation of Israel established in 1948?</p> <p>What effect did the creation of Israel have on the region?</p>	<p>D. Sri Lanka E. Kashmir</p> <p>5. Explain the reasons for the fall of apartheid in South Africa, including its consequences.</p> <p>A. The rise in living standards B. The economic recovery and development of Germany and Japan.</p> <p>7. Explain the various factors that contributed to post-World War II economic and population growth.</p> <p>C. The long post-war peace between democratic nations D. The policies of international economic organizations E. Scientific, technological and medical advances.</p> <p>8. Describe how the work of scientists in the 20<sup>th</sup> century influences historical events, changed the lives of the general populace, and led to further scientific research.</p> <p>A. Albert Einstein and the Theory of Relativity B. Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy. C. Wernher von Braun and space exploration. D. D.Jonas Salk and the polio vaccine F. James Watson, Francis Crick, the discovery of DNA, and the Human Genome Project.</p> <p>9. Describe the development and goals of nationalist movements in Africa, Asia, Latin</p>	<p>the 20<sup>th</sup> century</p> <p>PowerPoint presentations on major conflicts of the second half of the 20<sup>th</sup> century</p> <p>Discussion on the origins of terrorism and the causes of 9/11/01</p>		

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>How has the creation of Israel shaped the modern day Middle East and America's relationship with Arab nations?</p> <p><b>American Foreign Relations</b></p> <p>How is American's relationship with the Middle East linked to the 9/11 attacks?</p>	<p>America, and the Middle East, including the ideas and importance of nationalist leaders.</p> <ul style="list-style-type: none"> <li>A. Fidel Castro(Cuba)</li> <li>B. Patrice Lumumba(Congo)</li> <li>C. Ho Chi Minh(Vietnam)</li> <li>D. Gamal Abdel Nasser(Egypt)</li> <li>E. Juan Peron(Argentina)</li> </ul> <p>10. Explain the background for the establishment of the modern state of Israel in 1928, and the subsequent military and political conflicts between Israel and the Arab world.</p> <ul style="list-style-type: none"> <li>A. the growth of Zionism, and 19<sup>th</sup> and early 20<sup>th</sup> century immigration by Eastern European Jews to Palestine</li> <li>B. anti-Semitism and the Holocaust</li> <li>C. The UN vote in 1947 to partition the influence and ideas of Nelson Mandela.</li> </ul> <p>11. Explain the social and economic effects of the spread of AIDS in Asian and African countries.</p> <p>12. Explain how the computer revolution contributed to economic growth and advances in science, medicine, and communication.</p> <p>13. Explain the rise and funding of Islamic fundamentalism in the last half of the 20<sup>th</sup> century and identify the major events and forces in the Middle East over the last several decades.</p> <ul style="list-style-type: none"> <li>A. The weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and other.</li> <li>B. The Iranian Revolution of 1978-1979</li> <li>C. Defeat of the Soviet Union by the</li> </ul>			

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>Mujahideen in Afghanistan</p> <p>D. The origins of the Persian Gulf War and the post-war actions of Saddam Hussein</p> <p>E. The financial support of radical and terrorist organizations by the Saudis</p> <p>F. The increase in terrorist attacks against Israel and the United States.</p> <p>14. Describe American's response to and the wider consequences of the September 11, 2001 terrorist attack on the World Trade Center in New York City and the Pentagon in Washington, D.C.</p>			

**SUBJECT MATTER:**

**United States History I**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>The Political and Intellectual Origins of the American Nation: The Revolution and the Constitution 1763-1789</b>	<p><b>American Colonies</b></p> <p>Why were the American colonies settled?</p> <p>How did European and African culture influence American colonists?</p> <p><b>The New Nation</b></p> <p>How did the philosophies of John Locke and others influence the creation of the American system of Government?</p> <p>What events caused the Revolutionary War?</p> <p>How was the American Constitution created?</p> <p>Why was the Bill of Rights necessary for the Constitution to be</p>	<ol style="list-style-type: none"><li>1. Explain the political and economic factors that contributed to the American Revolution.<ol style="list-style-type: none"><li>A. The impact on the colonies of the French and Indian War, including how the war led to an overhaul of British imperial policy from 1763 to 1775.</li><li>B. How freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the Revolution.</li></ol></li><li>2. Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.<ol style="list-style-type: none"><li>A. The legacy of ancient Greece and Rome</li><li>B. The political theories of such European philosophers as Locke and Montesquieu</li></ol></li><li>3. Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas Jefferson.</li><li>4. Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war.</li><li>5. Explain the role of Massachusetts in the</li></ol>	<p>Research project on the founders explaining their role at the Constitutional Convention. (Benjamin Franklin, Alexander Hamilton, James Madison, and George Washington)</p> <p>Discussion on the role Massachusetts played leading up to and during the American Revolution.</p> <p>Analyze the strengths and weaknesses of the Articles of Confederation.</p> <p>Class simulation</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p>Mayflower Compact (1620)</p> <p>Massachusetts Body of Liberties (1641)</p> <p>John Locke’s Treatises of Civil Government (1690)</p> <p>The Declaration of Independence (1776)</p> <p>The Suffolk Resolves (1774)</p> <p>The Virginia Statute for Religious Freedom (1786)</p> <p>The Massachusetts Constitution (1780)</p> <p>The Northwest Ordinance (1787)</p>	USI. 1-10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	ratified?	<p>Revolution, including important events that took place in Massachusetts and important leaders from Massachusetts.</p> <ul style="list-style-type: none"> <li>A. The Boston Massacre</li> <li>B. The Boston Tea Party</li> <li>C. The Battles of Lexington and Concord and Bunker Hill</li> <li>D. Sam Adams, John Adams, and John Hancock</li> </ul> <p>6. Explain the reasons for the adoption of the Articles of Confederation in 1781, including why its drafters created a weak central government; analyze the shortcomings of the national government under the Articles; and describe the crucial events(e.g., Shay’s Rebellion) leading to the Constitutional Convention.</p> <p>7. Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached.</p> <p>Major Debates</p> <ul style="list-style-type: none"> <li>• The distribution of political power</li> <li>• The rights of individuals</li> <li>• The rights of states</li> <li>• Slavery</li> </ul> <p>Founders</p> <ul style="list-style-type: none"> <li>• Benjamin Franklin</li> <li>• Alexander Hamilton</li> </ul>	<p>of the debates that occurred at the Constitutional Convention</p> <p>Debate and discussion of the views of the Federalists versus the Antifederalists</p> <p>Label and study maps of the colonies</p> <p>Section quizzes</p> <p>Chapter exams</p>	<p>The U.S. Constitution</p> <p>Federalist Papers numbers 1,9,10, 39,51, and 78</p> <p>The Bill of Rights (1791)</p> <p>Magna Carta (1215)</p> <p>English Bill of Rights (1689)</p> <p>Washington’s Farewell Address (1796)</p> <p>Jefferson’s First Inaugural Address (1801)</p> <p>Alexis de Tocqueville, Democracy in America, Volume I (1835) and Volume II (1839)</p> <p>Lincoln’s Gettysburg Address (1863)</p> <p>Lincoln’s second inaugural address (1865)</p> <p>Lincoln’s “House Divided” speech (1858)</p>	



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>• James Madison</li> <li>• George Washington</li> </ul> <p>8. Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary.</p> <p>9. Explain the reasons for the passage of the Bill of Rights.</p> <ul style="list-style-type: none"> <li>A. The influence of the British concept of limited government</li> <li>B. The particular ways in which the Bill of Rights protects basic freedoms, restricts government power, and ensure rights to persons accused of crimes</li> </ul> <p>10. On a map of North America, identify the first 13 states to ratify the Constitution.</p>		<p><i>The United States History Video Collection – Volume 2: The Era of Colonization</i></p> <p><i>The United States History Video Collection – Volume 4: The American Revolution</i></p> <p>Expansive list of American primary documents available at <a href="http://odur.let.rug.nl/~usa/D/">http://odur.let.rug.nl/~usa/D/</a></p> <p>Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				Nystrom; U.S. History map set	
<b>The Formation and Framework of American Democracy</b>	<p><b>American Government</b></p> <p>What are the three branches of American government and what role does each play?</p> <p>How is local government in Massachusetts organized?</p> <p>What are the differences and similarities between the federal, state and local of government?</p> <p>What are political parties and what role do they play in American government?</p>	<ol style="list-style-type: none"> <li>Describe the purpose and functions of government.</li> <li>Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.</li> <li>Explain why the United States government is classified as a democratic government.</li> <li>Explain the characteristics of American democracy, including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.</li> <li>Explain the varying roles and responsibilities of federal, state, and local governments in the United States.</li> <li>Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.</li> <li>Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers.</li> <li>Explain the major components of local government in Massachusetts, including the</li> </ol>	<p>Government creation simulation in which students pretend they must create a government for a group of people stranded on a deserted island.</p> <p>Discussion on various forms of government with examples from other nations in comparison to the United States.</p> <p>Current events project in which students follow a local election for selectman, school committee, etc.</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p>Political party information at <a href="http://www.politics1.com/parties.htm">http://www.politics1.com/parties.htm</a></p> <p>Local Ware, town government information <a href="http://www.townofware.com/Pages/index">http://www.townofware.com/Pages/index</a></p> <p><i>The United States History Video Collection – Volume 5: A New Nation</i></p> <p>Library of Congress teacher resource page <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a></p> <p>Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/ind">http://www.classzone.com/books/americans05/ind</a></p>	<p>USI.11-21</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>roles and functions of school committees, town meetings, boards of selectmen, mayors, and city councils.</p> <p>9. Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p> <p>10. Explain the evolution and function of political parties, including their role in federal, state, and local elections.</p> <p>11. Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.</p>	<p>and present information on the candidates</p> <p>Research modern political parties and discuss present information about the party's beliefs, etc.</p> <p>Section quizzes</p> <p>Chapter exams</p>	<p><a href="#">ex.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p>	
<p><b>Political Democratization, Western Expansion, and Diplomatic Developments, 1790-1860.</b></p>	<p><b>Political Developments</b></p> <p>What major political developments took place during the presidencies of Washington, Adams and Jefferson?</p> <p>What was the significance of the</p>	<p>1. Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809).</p> <p>A. The origins of the Federalist and Democratic-Republican parties in the 1790s</p> <p>B. The conflicting ideas of Thomas Jefferson and Alexander Hamilton</p> <p>C. The Alien and Sedition Acts</p> <p>D. The Louisiana Purchase</p>	<p>Using a blank map of North America trace the expansion of the United States up to the Civil War. This should include the Mexican Cessions, Gadsden Purchase, and</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The United States History Video Collection – Volume 6: Expansionism</i></p> <p>Library of Congress, American Memory collection website  <a href="http://memory.loc.gov/am">http://memory.loc.gov/am</a></p>	<p>USI.22-26</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><i>Marbury v. Madison</i> decision?</p> <p>What important actions occurred during Jackson’s presidency?</p> <p><b>Western Expansion</b></p> <p>What was manifest destiny and how did it influence America’s movement westward?</p>	<ol style="list-style-type: none"> <li>2. Analyze the rising levels of political participation and the expansion of suffrage in antebellum America.</li> <li>3. Describe the election of 1828, the importance of Jacksonian democracy, and Jackson’s actions as President. <ul style="list-style-type: none"> <li>The spoils system</li> <li>Jackson’s veto of the National Bank</li> <li>Jackson’s policy of Indian Removal</li> </ul> </li> <li>4. Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in <i>Marbury v. Madison</i> (1803)</li> <li>5. Describe the causes, course, and consequences of America’s westward expansion and its growing diplomatic assertiveness, Use a map of North America to trace America’s expansion to the Civil War, including the location of the Santa Fe and Oregon trails. <ol style="list-style-type: none"> <li>A. The war of 1812</li> <li>B. The purchase of Florida in 1819</li> <li>C. The 1823 Monroe Doctrine</li> <li>D. The Cherokees’ Trail of Tears</li> <li>E. The annexation of Texas in 1845</li> <li>F. The concept of Manifest Destiny and its relationship to westward expansion</li> <li>G. The acquisition of the Oregon Territory in 1846</li> <li>H. The territorial acquisitions resulting from the Mexican War</li> <li>I. The search for gold in California</li> </ol> </li> </ol>	<p>the Santa Fe and Oregon Trails.</p> <p>Discussion on the significance of <i>Marbury v. Madison</i> and judicial review.</p> <p>Class debate – simulation of the debate over the National bank.</p> <p>Research project on events relating to westward expansion with students creating presentations for the class (PowerPoint, posters, etc.)</p> <p>Journal writing activity – write a journal from the perspective of a pioneer moving westward including</p>	<p><a href="#">mem/index.html</a></p> <p>Companion website for <i>The Americans</i>  <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		J. The Gadsden Purchase of 1854	realistic discussion of places and events  Section quizzes  Chapter exams		
<b>Economic Growth in the North and South, 1800-1860</b>	<p><b>Economic Changes</b></p> <p>How did changing methods of transportation affect the growth of the American economy?</p> <p><b>The North's Economy</b></p> <p>How did industrialization affect economic changes in the North prior to the Civil War?</p> <p><b>The South's Economy</b></p> <p>How did changes in agriculture affect the economy of the South prior to the Civil War?</p>	<ol style="list-style-type: none"> <li>1. Explain the importance of the Transportation Revolution of the 19<sup>th</sup> century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.</li> <li>2. Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America. <ol style="list-style-type: none"> <li>A. The technological improvements and inventions that contributed to industrial growth</li> <li>B. The causes and impact of the wave of immigration from Northern Europe to America in the 1840s and 1850s</li> <li>C. The rise of a business class of merchants and manufacturers</li> <li>D. The roles of women in New England textile factories</li> </ol> </li> </ol>	<p>Research differences between economies of the North and South as they developed in the antebellum years</p> <p>Discussion of lives of industrial workers in the North</p> <p>Research/discuss industrial history of Ware</p> <p>Section quizzes</p> <p>Chapter exams</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p>Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p>	USI.27-29

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Social, Political, and Religious Change, 1800-1860</b></p>	<p><b>Social Changes</b></p> <p>What changes were made in American education during the early 19<sup>th</sup> century?</p> <p>What efforts were taken in terms of improving women’s rights and ending slavery?</p> <p><b>Religion Change</b></p> <p>What changes in religious trends in America occurred during the early 19<sup>th</sup> century?</p>	<ol style="list-style-type: none"> <li>1. Summarize the growth of the American education system and Horace Mann’s campaign for free compulsory public education.</li> <li>2. Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.               <ol style="list-style-type: none"> <li>A. Frederick Douglass</li> <li>B. William Lloyd Garrison</li> <li>C. Sojourner Truth</li> <li>D. Harriet Tubman</li> <li>E. Theodore Weld</li> </ol> </li> <li>3. Describe important religious trends that shaped antebellum America.               <ol style="list-style-type: none"> <li>A. The increase in the number of Protestant denominations</li> <li>B. The Second Great Awakening</li> <li>C. The influence of these trends on the reaction of Protestants to the growth of Catholic immigration.</li> </ol> </li> <li>4. Analyze the goals and effect of the antebellum women’s suffrage movement.               <ol style="list-style-type: none"> <li>A. The 1848 Seneca Falls convention</li> <li>B. Susan B. Anthony</li> <li>C. Margaret Fuller</li> <li>D. Lucretia Mott</li> <li>E. Elizabeth Cady Stanton</li> </ol> </li> <li>5. Analyze the emergence of the Transcendentalist movement through the writings of Ralph Waldo Emerson and American literature, including the</li> </ol>	<p>In groups, students research one of the social change movements of the early 19<sup>th</sup> century and prepare a presentation for the class</p> <p>Research project /paper on a reformer (ex. Susan B. Anthony, Sojourner Truth, Horace Mann, etc.)</p> <p>Section quizzes</p> <p>Chapter exams</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The United States History Video Collection</i> – Volume 7: Democracy and Reform</p> <p>Companion website for <i>The Americans</i>  <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p>	<p>USI.30-34</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		contributions of Henry David Thoreau and Ralph Waldo Emerson.			
<b>The Civil War and Reconstruction, 1860-1877</b>	<p><b>Civil War</b></p> <p>What events ultimately led to the cause of the Civil War?</p> <p>What key battles shaped the course of the Civil War?</p> <p><b>Reconstruction</b></p> <p>What were the policies and results of Reconstruction?</p> <p>How was Reconstruction ultimately a failure?</p>	<ol style="list-style-type: none"> <li>1. Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19<sup>th</sup> century.</li> <li>2. Summarize the critical developments leading to the Civil War.               <ol style="list-style-type: none"> <li>A. The Missouri Compromise (1820)</li> <li>B. The South Carolina Nullification Crisis (1832-1833)</li> <li>C. The Wilmot Proviso (1846)</li> <li>D. The Compromise of 1850</li> <li>E. The publication of Harriet Beecher Stowe’s Uncle Tom’s Cabin</li> <li>F. The Kansas-Nebraska Act (1854)</li> <li>G. The Dred Scott Supreme Court case (1857)</li> <li>H. The Lincoln-Douglas debates (1858)</li> <li>I. John Brown’s raid of Harper’s Ferry (1859)</li> <li>J. The election of Abraham Lincoln (1860)</li> </ol> </li> <li>3. On a map of North America, identify Union and Confederate States at the outbreak of the war.</li> <li>4. Analyze Abraham Lincoln’s presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.</li> </ol>	<p>On a blank map label the Union states and the Confederate States.</p> <p>Analyze the meaning and effects of the Emancipation Proclamation</p> <p>Research the role of the Massachusetts 54<sup>th</sup> Regiment</p> <p>Students research and prepare presentations for the class on key battles of the Civil War</p> <p>Students prepare lessons for the class on the</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The United States History Video Collection – Volume 3: Slavery and Freedom</i></p> <p><i>The United States History Video Collection – Volume 8: The Causes of the Civil War</i></p> <p><i>The United States History Video Collection – Volume 9: The Civil War</i></p> <p><i>The United States History Video Collection – Volume 10: Reconstruction and Segregation</i></p> <p>Civil War Resources from PBS  <a href="http://www.pbs.org/civil">http://www.pbs.org/civil</a></p>	USI.35-41

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>5. Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events.</p> <p>Leaders  Jefferson Davis  Ulysses S. Grant  Robert E. Lee</p> <p>Battles  A. The Massachusetts 54<sup>th</sup> Regiment and the Battle at For Wagner  B. Antietam  C. Vicksburg  D. Gettysburg</p> <p>6. Provide examples of the various effects of the Civil War.  A. Physical and economic destruction  B. The increased role of the federal government  C. The greatest loss of life on a per capita basis of any U.S. war before or since</p> <p>7. Explain the policies and consequences of Reconstruction  A. Presidential and Congressional Reconstruction  B. The impeachment of President Johnson  C. The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments  D. The opposition of Southern whites to Reconstruction</p>	<p>causes of the Civil War</p> <p>Analytical essay on the causes of the failure of Reconstruction</p> <p>Section quizzes</p> <p>Chapter exams</p>	<p><a href="http://www.classzone.com/books/americans05/index.html">war/classroom/annotated_list.html</a></p> <p>Companion website for <i>The Americans</i>  <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p>	



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>E. The accomplishments and failures of Radical Reconstruction</li> <li>F. The presidential election of 1870o6 and the end of Reconstruction</li> <li>G. The rise of Jim Crow laws</li> <li>H. The Supreme Court case, Plessy v. Ferguson (1896)</li> </ul>			

**SUBJECT MATTER:****United States History II****(Reconstruction to the Present)**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Industrial America and Its Emerging Role in International Affairs, 1870-1920</b>	<p><b>Industrialization</b></p> <p>In what ways did the United States economy change after the Civil War?</p> <p>What is Big Business and how did its rise affect different groups of Americans?</p> <p>What role did labor unions play during the growth of business?</p> <p><b>Immigration and Expansion</b></p> <p>Why did people move to the American West?</p> <p>How did the growth of railroads impact the settlement of the West?</p> <p>What were the social, economic and political effects of immigration?</p>	<ol style="list-style-type: none"> <li>1. Explain the various causes of the Industrial Revolution               <ol style="list-style-type: none"> <li>A. The economic impetus provided by the Civil War</li> <li>B. Important technological and scientific advances</li> <li>C. The role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt</li> </ol> </li> <li>2. Explain the important consequences of the Industrial Revolution.               <ol style="list-style-type: none"> <li>A. The growth of big business</li> <li>B. Environmental impact</li> <li>C. The expansion of cities</li> </ol> </li> <li>3. Describe the causes of the immigration of Southern and Eastern Europeans,</li> <li>4. Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and describe the major roles of these immigrants in the industrialization of America.</li> <li>5. Analyze the causes of the continuing westward expansion of the American people</li> <li>6. After the Civil War and the impact of this migration on the Indians.</li> <li>7. Explain the formation and goals of unions as well as the rise of radical political parties during</li> </ol>	<p>Chapter tests and quizzes</p> <p>Guided reading questions</p> <p>Classroom discussions and participation</p> <p>Map making</p> <p>Time sensitive Newspaper articles</p> <p>Interpretation and creation of political cartoons</p> <p>Creation and interpretation of timelines</p> <p>Graphic organizers</p> <p>Analysis of</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The Americans</i> Guided Reading Workbook</p> <p>Companion website for <i>The Americans</i>  <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p> <p><i>The United States History Video Collection</i> – Volume 11:</p>	<p>USII 1-7</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><b>World War I</b></p> <p>What events led to the United States getting involved in World War I and becoming a world leader?</p> <p>Why did America choose Imperialism at the turn of the century?</p>	<p>the Industrial era.</p> <ul style="list-style-type: none"> <li>A. the Knights of Labor</li> <li>B. the American Federation of Labor headed by Samuel Gompers</li> <li>C. the Populist Party</li> <li>D. the Socialist Party headed by Eugene Debs</li> <li>E. Analyze the causes and course of America’s growing role in world affairs from the Civil War to World War I.</li> <li>F. the influence of the ideas associated with Social Darwinism</li> <li>G. the purchase of Alaska from Russia</li> <li>H. America’s growing influence in Hawaii leading to annexation</li> <li>I. the Spanish-American War</li> <li>J. U.S. expansion into Asia under the Open Door policy</li> <li>K. President Roosevelt’s Corollary to the Monroe Doctrine</li> <li>L. America’s role in the building of the Panama Canal</li> <li>M. President Taft’s Dollar Diplomacy</li> <li>N. President Wilson’s intervention in Mexico</li> <li>O. American entry into World War I</li> </ul> <p>8. Explain the course and significance of President Wilson’s wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles treaty.</p>	<p>primary source documents</p> <p>President Reports</p> <p>Analytical essay on the causes of World War I</p> <p>Research projects and presentations on business leaders and inventors</p>	<p>Industrialization and Urbanization</p> <p><i>The United States History Video Collection – Volume 12: Immigration and Cultural Change</i></p> <p><i>The United States History Video Collection – Volume 13: A Nation in Turmoil</i></p> <p><i>The United States History Video Collection – Volume 15: The U.S. and the World</i></p> <p><i>The United States History Video Collection – Volume 16: The Great War</i></p> <p>President resources available at <a href="http://www.americanpresident.org">http://www.americanpresident.org</a></p> <p><i>The Complete History of Our Presidents</i> Collection</p> <p>Primary Documents</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				<p>Emma Lazarus “The New Colossus”1883.</p> <p>Younghill Kang, “East goes West”1937</p> <p>Woodrow Wilson’s “Peace without Victory”1917.</p> <p>Theodore Roosevelt’s “New Nationalism” 1910</p> <p>Expansive Selection of American History documents available at <a href="http://odur.let.rug.nl/~usa/D/">http://odur.let.rug.nl/~usa/D/</a></p>	
<p><b>The age of reform: Progressivism and the new deal, 1900-1940</b></p>	<p><b>Progressivism</b></p> <p>What was progressivism?</p> <p>How did the progressive movement increase the power of the government to regulate business and protect American</p>	<p>1. Analyze the origins of Progressivism and important Progressive leaders, and summarize the major accomplishments of Progressivism.</p> <p>A. People</p> <p>B. Jane Addams</p> <p>C. William Jennings Bryan</p> <p>D. John Dewey</p> <p>E. Robert La Follette</p> <p>F. President Theodore Roosevelt</p> <p>G. Upton Sinclair</p>	<p>Chapter/unit tests</p> <p>Guided reading questions and answers</p> <p>Classroom discussion and participation</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The Americans</i> Guided Reading Workbook</p> <p>Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p>	<p>USII 8- 13</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>society?</p> <p>What events led to the acceptance of women’s suffrage?</p> <p><b>The Great Depression and New Deal</b></p> <p>How and why did American society change after World War I?</p> <p>Why did the Great Depression occur?</p> <p>What were the effects of the Great Depression on American society?</p> <p>What was the New Deal and why was it controversial?</p>	<p>H. President William H. Taft I. Ida Tarbell J. President Woodrow Wilson</p> <p><i>Policies</i></p> <p>A. Bans against child labor B. The initiative referendum and its recall C. The Sherman Anti-Trust Act (1890) D. The Pure Food and Drug Act (1906) E. The Meat Packing Act (1906) F. The Federal Reserve Act (1913) G. The Clayton Anti-Trust Act (1914) H. The ratification of the Nineteenth Amendment in 1920 I. Analyze the post-Civil War struggles of African Americans and women to gain J. Basic civil rights. K. Carrie Chapman Catt L. W.E.B. Du Bois M. Marcus Garvey N. The National Association for the Advancement of Colored People (NAACP) O. Alice Paul P. Booker T. Washington</p> <p>2. Describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s. A. The Boston police strike in 1919 B. The Red Scare and Sacco and</p>	<p>Timeline interpretation</p> <p>Political cartoon interpretation</p> <p>Graphic organizers</p> <p>Interpretation of primary and secondary resources</p> <p>Map making</p> <p>Research and presentations on New Deal policies and/or Progressive reformers</p> <p>President reports</p> <p>Research, written and oral presentation</p> <p>Book jacket project</p>	<p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p> <p><i>The United States History Video Collection – Volume 14: The Progressive Movement</i></p> <p><i>The United States History Video Collection – Volume 17: The Roaring Twenties</i></p> <p><i>The United States History Video Collection – Volume 18: The Great Depression and the New Deal</i></p> <p>Movie: <i>The Grapes of Wrath</i></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>Vanzetti</p> <p>C. Racial and ethnic tensions</p> <p>D. The Scopes Trial and the debate over Darwin’s <i>On the Origins of Species</i></p> <p>E. Prohibition</p> <p>3. Describe the various causes and consequences of the global depression of the 1930s, and analyze how Americans responded to the Great Depression.</p> <p>A. Restrictive monetary policies</p> <p>B. Unemployment</p> <p>C. Support for political and economic reform</p> <p>D. The influence of the ideas of John Maynard Keynes, and the critique of centralized</p> <p>E. Economic planning and management by Ludwig von Mises, Friedrich von Hayek and Milton Friedman</p> <p>4. Analyze the important polices, institutions, and personalities of the</p> <p>5. New Deal era.</p> <p><i>People</i></p> <p>A. President Herbert Hoover</p> <p>B. President Franklin D. Roosevelt</p> <p>C. Eleanor Roosevelt</p> <p>D. Huey Long</p> <p>E. Charles Coughlin</p> <p><i>Policies</i></p> <p>A. the establishment of the Federal Deposit Insurance Corporation</p> <p>B. the Securities and Exchange</p>		<p>President resources available at <a href="http://www.americanpresident.org">http://www.americanpresident.org</a></p> <p><i>The Complete History of Our Presidents</i> Collection</p> <p>Primary Documents:</p> <p>Upton Sinclair’s “The Jungle”</p> <p>Booker T. Washington, “The Atlanta Exposition Address”1895</p> <p>The Niagara Movement Declaration of Principles 1905</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>Commission</p> <ul style="list-style-type: none"> <li>C. the Tennessee Valley Authority</li> <li>D. the Social Security Act</li> <li>E. the National Labor Relations Act</li> <li>F. the Works Progress Administration</li> <li>G. the Fair Labor Standards Act</li> </ul> <p><i>Institutions</i></p> <ul style="list-style-type: none"> <li>A. the American Federation of Labor</li> <li>B. the Congress of Industrial Organizations</li> <li>C. the American Communist Party</li> <li>D. Explain how the Great Depression and the New Deal affected American society.</li> <li>E. the increased importance of the federal government in establishing economic and</li> <li>F. social policies</li> <li>G. the emergence of a “New Deal coalition” consisting of African Americans, blue-collar</li> <li>H. workers, poor farmers, Jews, and Catholics</li> </ul>			
<b>World War II, 1939-1945</b>	<p><b>World War II</b></p> <p>What were the causes of WWII?</p> <p>Why did the United States enter WWII?</p>	<ol style="list-style-type: none"> <li>1. Explain the strength of American isolationism after World War I and analyze its impact on U.S. foreign policy.</li> <li>2. Analyze how German aggression in Europe and Japanese aggression in Asia contributed to the start of World War II and summarize the major battles and events of the war. On a map of the world, locate the Allied powers</li> </ol>	<p>Chapter/unit test and quizzes</p> <p>Guided questions and answers</p> <p>Timeline</p>	<p>Textbook: <i>The Americans</i> McDougal Littell, 2003.</p> <p><i>The Americans</i> Guided Reading Workbook</p> <p>Companion website for <i>The Americans</i></p>	USII 14-17

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What steps did the United States take to fight and win the war?</p> <p>How did fighting and winning the war change the United States at home and abroad?</p>	<p>(Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan).</p> <ul style="list-style-type: none"> <li>A. Fascism in Germany and Italy</li> <li>B. Germany rearmament and militarization of the Rhineland</li> <li>C. Germany’s seizure of Austria and Czechoslovakia and Germany’s invasion of Poland</li> <li>D. Japan’s invasion of China and the Rape of Nanking</li> <li>E. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima, and the</li> <li>F. Yalta and Potsdam conferences</li> </ul> <p>3. Explain the reasons for the dropping of atom bombs on Japan and their short and long-term effects.</p> <p>4. Explain important domestic events that took place during the war.</p> <ul style="list-style-type: none"> <li>A. how war-inspired economic growth ended the Great Depression</li> <li>B. Philip Randolph and the efforts to eliminate employment discrimination</li> <li>C. the entry of large numbers of women into the workforce</li> <li>D. the internment of West Coast Japanese-Americans in the U.S. and Canada</li> </ul>	<p>interpretation</p> <p>Map labeling</p> <p>Political cartoon interpretation</p> <p>Graphic organizers</p> <p>Interpretation of primary and secondary sources</p> <p>President reports</p> <p>Research, written and oral presentations</p> <p>Analytical essay on the causes of World War II</p>	<p><a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a></p> <p>McDougal Littell Easy Planner 2.0 lesson plan software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p> <p>Video: <i>In Memory of Millions</i></p> <p><i>The United States History Video Collection – Volume 19: World War II</i></p> <p>President resources available at <a href="http://www.americanpresident.org">http://www.americanpresident.org</a></p> <p><i>The Complete History of Our Presidents</i> Collection</p>	



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				Primary Documents:  Franklin Roosevelt’s Four Freedoms Speech 1941  Justice Robert M. Jackson’s opinion for the Supreme Court in “West Virginia State Board of Education v. Barnette”1943  Learned Hand, “The Spirit of Liberty”1944	
<b>The Cold 1945-1989</b>	<b>The Cold War</b>  What was the origin of the Cold War?  How was the American public affected by the conflict with the Soviet Union?  How was the role of the United States in world affairs changed by the Cold War?  Why did the United	<ol style="list-style-type: none"> <li>1. Analyze the factors that contributed to the Cold War and describe the policy of containment as America’s response to Soviet expansionist policies.               <ol style="list-style-type: none"> <li>A. the differences between the Soviet and American political and economic systems</li> <li>B. Soviet aggression in Eastern Europe</li> <li>C. the Truman Doctrine, the Marshall Plan, and NATO</li> </ol> </li> <li>2. Analyze the sources and, with a map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union.               <ol style="list-style-type: none"> <li>A. the Korean War</li> <li>B. Germany</li> <li>C. China</li> </ol> </li> </ol>	Chapter/unit test and quizzes  Guided questions and answers  Timeline interpretation  Map labeling  Political cartoon interpretation  Graphic	Textbook: <i>The Americans</i> McDougal Littell, 2003.  <i>The Americans</i> Guided Reading Workbook  Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a>  McDougal Littell Easy Planner 2.0 lesson plan software	USII 18-28

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>States enter the Vietnam War?</p> <p><b>Postwar Social Changes</b></p> <p>How was the post war civil rights movement successful?</p> <p>How did the civil rights movement inspire women to seek equality in American society?</p> <p>What were the achievements and failures of the New Frontier and the Great Society programs?</p> <p>How did the nation's young citizens come into conflict with mainstream culture?</p> <p>What was the affect of the Nixon presidency?</p>	<p>D. the Middle East E. the arms race F. Latin America G. Africa H. the Vietnam War</p> <p>3. Explain the causes, course, and consequences of the Vietnam War and summarize</p> <p>4. The diplomatic and military policies of Presidents Eisenhower, Kennedy, Johnson, and Nixon.</p> <p>5. Analyze how the failure of communist economic policies as well as U.S.-sponsored</p> <p>6. Resistance to Soviet military and diplomatic initiatives contributed to ending the Cold War.</p> <p>7. Analyze the causes and consequences of important domestic Cold War trends. A. Economic growth and declining poverty B. The baby boom C. The growth of suburbs and home-ownership D. The increase in education levels E. The development of mass media and consumerism</p> <p>8. Analyze the following domestic policies of Presidents Truman and Eisenhower. A. Truman's Fair Deal B. the Taft-Hartley Act (1947) C. Eisenhower's response to the Soviet's launching of Sputnik D. Eisenhower's civil rights record E. Analyze the roots of domestic</p>	<p>organizers</p> <p>Interpretation of primary and secondary sources</p> <p>President reports</p> <p>Research, written and oral presentations</p> <p>Analyze lyrics of 1960s music and discuss how it reflects feelings of the people during difficult times</p> <p>HUAC reenactment activity</p> <p>Create a time line of Civil Rights or other social change movement of the time period</p>	<p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p> <p>Video Cassettes: "The Sixties, A decade of Turmoil"</p> <p>"Murder In Mississippi"</p> <p>"All the President's Men"</p> <p><i>The United States History Video Collection – Volume 20: Post-War U.S.A</i></p> <p><i>The United States History Video Collection – Volume 21: The Cold War</i></p> <p><i>The United States History Video Collection – Volume 22: Civil Rights</i></p> <p><i>The United States History</i></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>anticommunism as well as the origins and consequences of McCarthyism.</p> <p><i>People</i></p> <ul style="list-style-type: none"> <li>A. Whittaker Chambers</li> <li>B. Alger Hiss</li> <li>C. Edgar Hoover</li> <li>D. Senator Joseph McCarthy</li> <li>E. Julius and Ethel Rosenberg</li> </ul> <p><i>Institutions</i></p> <ul style="list-style-type: none"> <li>A. the American Communist Party (including its close relationship to the Soviet Union)</li> <li>B. the Federal Bureau of Investigation (FBI)</li> <li>C. the House Committee on Un-American Activities (HUAC)</li> <li>D. Analyze the origins, goals, and key events of the Civil Rights movement.</li> </ul> <p><i>People</i></p> <ul style="list-style-type: none"> <li>A. Robert Kennedy</li> <li>B. Martin Luther King, Jr.</li> <li>C. Thurgood Marshall</li> <li>D. Rosa Parks</li> <li>E. Malcolm X</li> </ul> <p><i>Institution</i></p> <ul style="list-style-type: none"> <li>A. the National Association for the Advancement of Colored People (NAACP)</li> </ul> <p><i>Events</i></p> <ul style="list-style-type: none"> <li>A. <i>Brown v. Board of Education</i> (1954)</li> <li>B. the 1955–1956 Montgomery Bus Boycott</li> </ul>		<p><i>Video Collection – Volume 23: The Vietnam War</i></p> <p><i>The United States History Video Collection – Volume 24: The Middle East</i></p> <p><i>The United States History Video Collection – Volume 25: U.S. Politics 1960-1980</i></p> <p>President resources available at <a href="http://www.americanpresident.org">http://www.americanpresident.org</a></p> <p><i>The Complete History of Our Presidents</i></p> <p>Primary Documents:</p> <p>The Truman Doctrine 1947</p> <p>George Kennan, “The Sources of Soviet Conduct” 1947</p> <p>John F. Kennedy’s</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>C. the 1957–1958 Little Rock School Crisis</li> <li>D. the sit-ins and freedom rides of the early 1960s</li> <li>E. the 1963 civil rights protest in Birmingham</li> <li>F. the 1963 March on Washington</li> <li>G. the 1965 civil rights protest in Selma</li> <li>H. the 1968 assassination of Martin Luther King, Jr.</li> </ul> <p>9. Describe the accomplishments of the civil rights movement.</p> <ul style="list-style-type: none"> <li>A. the 1964 Civil Rights Act and the 1965 Voting Rights Act</li> <li>B. the growth of the African American middle class, increased political power, and</li> <li>C. declining rates of African American poverty</li> <li>D. Analyze the causes and course of the women’s rights movement in the 1960s and 1970s.</li> </ul> <p>10. Betty Friedan and Gloria Steinem</p> <ul style="list-style-type: none"> <li>A. the birth control pill</li> <li>B. the increasing number of working women</li> <li>C. the formation of the National Organization of Women in 1967</li> <li>D. the debate over the Equal Rights Amendment</li> <li>E. the 1973 Supreme Court case, <i>Roe v. Wade</i></li> </ul>		<p>Inaugural Address 1961</p> <p>Reverend Martin Luther King’s “I Have a Dream Speech” 1963</p> <p>Lyndon Johnson’s speech to Congress on voting rights 1965</p> <p>Ronald Reagan’s speech at Moscow University 1988</p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ul style="list-style-type: none"> <li>F. Analyze the important domestic policies and events that took place during the</li> <li>G. Presidencies of Presidents Kennedy, Johnson, and Nixon.</li> <li>H. the space exploration program</li> <li>I. the assassination of President Kennedy</li> <li>J. Johnson’s Great Society programs</li> <li>K. Nixon’s appeal to “the silent majority”</li> <li>L. the anti-war and counter-cultural movements</li> <li>M. the creation of the Environmental Protection Agency (EPA) in 1970</li> <li>N. the Watergate scandal (including the Supreme Court case, <i>U.S. v. Nixon</i>)</li> </ul>			
<b>Contemporary America, 1980-2001</b>	<b>Modern Politics</b> What were the political and social events of the Reagan and George H. W. Bush presidencies?  What were the successes and failures of the Clinton presidency?  What was the controversy concerning	<ol style="list-style-type: none"> <li>1. Analyze the presidency of Ronald Reagan.               <ul style="list-style-type: none"> <li>A. tax rate cuts</li> <li>B. anticommunist foreign and defense policies</li> <li>C. Supreme Court appointments</li> <li>D. the revitalization of the conservative movement during Reagan’s tenure as President</li> <li>E. the replacement of striking air traffic controllers with non-union personnel</li> </ul> </li> <li>2. Describe some of the major economic and social trends of the late 20th century.               <ul style="list-style-type: none"> <li>A. the computer and technological revolution of the 1980s and 1990s</li> </ul> </li> </ol>	Chapter/unit test and quizzes  Guided questions and answers  Timeline interpretation  Map labeling  Political cartoon interpretation	Textbook: <i>The Americans</i> McDougal Littell, 2003.  <i>The Americans</i> Guided Reading Workbook  Companion website for <i>The Americans</i> <a href="http://www.classzone.com/books/americans05/index.cfm">http://www.classzone.com/books/americans05/index.cfm</a>  McDougal Littell Easy Planner 2.0 lesson plan	USII 29-33

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>the presidential election of 2000?</p> <p>What challenges does the United States face in the post- Cold War world?</p> <p><b>Society</b></p> <p>How has the technological revolution brought changes to United States society?</p>	<ul style="list-style-type: none"> <li>B. scientific and medical discoveries</li> <li>C. major immigration and demographic changes such as the rise in Asian and Hispanic</li> <li>D. immigration (both legal and illegal)</li> <li>E. the weakening of the nuclear family and the rise in divorce rates</li> </ul> <p>3. Analyze the important domestic policies and events of the Clinton presidency.</p> <ul style="list-style-type: none"> <li>A. the passage of the North American Free Trade Agreement (NAFTA) in 1993</li> <li>B. President Clinton’s welfare reform legislation and expansion of the earned income</li> <li>C. tax credit</li> <li>D. the first balanced budget in more than 25 years</li> <li>E. the election in 1994 of the first Republican majority in both the House and Senate</li> <li>F. in 40 years</li> <li>G. tax credits for higher education</li> <li>H. the causes and consequences of the impeachment of President Clinton in 1998</li> </ul> <p>4. Explain the importance of the 2000 presidential election.</p> <ul style="list-style-type: none"> <li>A. the Supreme Court case, <i>Bush v. Gore</i></li> <li>B. the growing influence of the Republican Party in the South and the consolidation of the Democratic</li> </ul>	<p>Graphic organizers</p> <p>Interpretation of primary and secondary sources</p> <p>President reports</p> <p>Research, written and oral presentations</p> <p>Research current events and evaluate how history has led the U.S. to where it presently is in foreign policy, etc.</p>	<p>software</p> <p>McDougal Littell Power Presentations software</p> <p>McDougal Littell Test Generator software</p> <p>Nystrom; U.S. History map set</p> <p>Video: <i>The Eighties</i></p> <p><i>The United States History Video Collection – Volume 26: U.S. Politics 1980-2000</i></p> <p>President resources available at <a href="http://www.americanpresident.org">http://www.americanpresident.org</a></p> <p><i>The Complete History of Our Presidents</i></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p style="text-align: center;">Party's hold on the coasts</p> <p>5. Analyze the course and consequences of America's recent diplomatic initiatives.</p> <ul style="list-style-type: none"> <li>A. the invasion of Panama and the Persian Gulf War</li> <li>B. American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo</li> <li>C. the attempts to negotiate a settlement to the Israeli-Palestinian conflict</li> <li>D. America's response to the September 11, 2001, terrorist attack on the World Trade Center in New York City and on the Pentagon in Washington, D.C.</li> </ul>			

**SUBJECT MATTER: Advanced Placement Government and Politics - United States Grade 11-12**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Introduction to American Government and Politics</b></p>	<p><b>Current Events</b></p> <p>How do government and politics directly affect the lives of the common citizen?</p> <p>What are the proper ways to conduct a scholarly research project?</p>	<ol style="list-style-type: none"> <li>1. Develop an understanding of modern day political parties</li> <li>2. Determine the students' own party affiliation</li> <li>3. Analyze the impact that government has on individuals in today's society</li> <li>4. Examine the events of national and local politics and their influence on the individual</li> <li>5. Review your knowledge of the research skills involved in finding and analyzing sources</li> <li>6. Review your skills on citing sources and avoiding plagiarism</li> <li>7. Demonstrate understanding of the importance of government and politics</li> </ol>	<p>Current events research of political or government related issue</p> <p>Analyze current events by attending a local government meeting or viewing 3 different political television shows that address the same issue</p> <p>Conduct an interview about political party affiliations and current events and compose an essay summarizing your findings</p> <p>Review how to properly cite</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts: O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p> <p>Official websites of various political parties:</p> <p>Democratic Party: <a href="http://www.democrats.org/">http://www.democrats.org/</a></p> <p>Republican Party: <a href="http://www.gop.com/">http://www.gop.com/</a></p> <p>Green Party: <a href="http://www.greenparty.org/">http://www.greenparty.org/</a></p> <p>Libertarian Party: <a href="http://www.lp.org/">http://www.lp.org/</a></p> <p>Reform Party:</p>	<p>USG 3.12, 4.8, 5.9</p>



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			sources	<a href="http://www.reformparty.org/">http://www.reformparty.org/</a>  Mini political ideology quiz: <a href="http://www.theadvocates.org/quiz.html">http://www.theadvocates.org/quiz.html</a>  Citing Sources in MLA: <a href="http://owl.english.purdue.edu/owl/resource/557/01/#Works-Cited">http://owl.english.purdue.edu/owl/resource/557/01/#Works-Cited</a>  Plagiarism – its nature and consequences: <a href="http://www.lib.duke.edu/libguide/plagiarism.htm">http://www.lib.duke.edu/libguide/plagiarism.htm</a>	
	<p><b>Theories of Democracy</b></p> <p>What is the purpose of government?</p>	<ol style="list-style-type: none"> <li>Describe what government is and what it does</li> <li>Analyze how politics is a struggle over "who gets what, when, and how."</li> <li>Identify the important features of the policymaking system and explain how public policies are choices that government makes - and declines to make - in response to political issues.</li> <li>Identify the nature of democratic government and traditional democratic theory, and the key questions concerning democracy.</li> <li>Distinguish among the three contemporary theories of American democracy and politics and identify some of their strengths and</li> </ol>	<p>Reading from the text and primary sources</p> <p>Research and prepare an essay on modern democratic theory</p> <p>Complete Study Guide questions on text reading</p>	<p>Internet resources for entire course:</p> <p>“No Pain, No Gain – Standardized Test Preparation.” Scholastic Inc.  <a href="http://teacher.scholastic.com/professional/assessment/no_pain.htm">http://teacher.scholastic.com/professional/assessment/no_pain.htm</a></p> <p>“About the Advanced Placement Program.” The College Board.  <a href="http://www.collegeboard.com/student/testing/ap/about.html">http://www.collegeboard.com/student/testing/ap/about.html</a></p>	<p>USG 1.1, 1.2, 1.3, 1.6, 1.8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>weaknesses.</p> <p>6. Determine that nature of the scope of government in America and the key questions concerning the scope of government.</p>		<p>“Thesis Statements.” Indiana University. <a href="http://www.indiana.edu/~wt/pamphlets/thesis_statement.shtml">http://www.indiana.edu/~wt/pamphlets/thesis_statement.shtml</a></p> <p>“Writing a Thesis Statement” Purdue University Online Writing Lab. <a href="http://owl.english.purdue.edu/handouts/general/gl_thesis.html">http://owl.english.purdue.edu/handouts/general/gl_thesis.html</a></p> <p>“Research Papers – Outline” Purdue University Online Writing Lab. <a href="http://owl.english.purdue.edu/workshops/hypertext/ResearchW/outline.html">http://owl.english.purdue.edu/workshops/hypertext/ResearchW/outline.html</a></p>	
<b>Constitutional Foundations</b>	<p><b>Origins of American Government</b></p> <p>What are the historical events that led to the creation of our current system of government?</p>	<ol style="list-style-type: none"> <li>Analyze the importance of English philosophical heritage, the colonial experience, the Articles of Confederation, and the character of the Founding Fathers in shaping the agenda of the Constitutional writers.</li> <li>Identify the important principles and issues debated at the Constitutional Convention and describe how they were resolved.</li> <li>Explain the Madisonian Model of limiting majority control, separating powers, creating checks and balances, and establishing a federal system.</li> </ol>	<p>Reading from the text and primary sources</p> <p>View the video “The Constitution: Fixed or Flexible?” and discuss its contents</p> <p>Complete Study</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts: O’Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards’</i></p>	<p>History and Geography 5, 6, 7, 9</p> <p>Civics and Government 12</p> <p>USG 1.5, 1.9, 1.10, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.5, 3.11</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<ol style="list-style-type: none"> <li>4. Compare the views of the Federalists and Anti-Federalists over the ratification of the Constitution.</li> <li>5. Describe the formal and informal processes by which the Constitution is changed in response to new items on the policy agenda.</li> <li>6. Evaluate the Constitution in terms of democracy and its impact on policymaking.</li> </ol>	<p>Guide questions on the text readings</p> <p>Research project on constitutional origins leading to creation of a PowerPoint and oral presentation</p> <p>Exercise from the AP exam practice book</p>	<p><i>Government in America</i>, 2006</p> <p>The Federalist Papers:  <a href="http://odur.let.rug.nl/~usa/D/1776-1800/federalist/fedxx.htm">http://odur.let.rug.nl/~usa/D/1776-1800/federalist/fedxx.htm</a></p> <p>Video:  <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	
	<p><b>Federalism</b></p> <p>How is the power of government divided amongst the different levels?</p>	<ol style="list-style-type: none"> <li>1. Define federalism and explain why it is important to American government and politics.</li> <li>2. Describe how the Constitution divides power between the national and state governments and understand why the supremacy of the national government is the central principle of American federalism.</li> <li>3. Explain the nature of the states' obligations to each other.</li> <li>4. Explain how federalism in the United States has shifted from dual federalism to cooperative federalism.</li> <li>5. Describe the nature of fiscal federalism and how states and cities compete for federal grants and aid.</li> <li>6. Explain the relationship between federalism</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Debate – "Should the State or Federal Government set</p>	<p>The New Federalism:  <a href="http://www.closeup.org/federal.htm#intro">http://www.closeup.org/federal.htm#intro</a></p> <p>Video:  <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	<p>USG 3.2, 3.3, 3.13, 3.14, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		<p>and democracy, and how federalism contributes to and detracts from democracy.</p> <p>7. Determine how federalism has contributed to the scope of the national government.</p>	<p>the legal drinking age?"</p> <p>View the video "The Federalism: U.S. v. the States" and discuss its content</p> <p>Unit 1-2 Exam</p>		
<b>Political Participation</b>	<p><b>Public Opinion</b></p> <p>Why does the common citizen's opinion matter to politicians?</p> <p>How is public opinion measured and used in politics?</p>	<ol style="list-style-type: none"> <li>Describe how demographic factors shape who we are politically.</li> <li>Identify the processes through which people learn about politics.</li> <li>Define public opinion, identify how it is measured, explain its role in shaping public policy, and discuss the nature of political information in America.</li> <li>Analyze the concept of political ideology in American politics and government.</li> <li>Explain the ways in which people participate in politics and in the policymaking process, and discuss the implications of unequal political participation.</li> <li>Determine the relationship between the scope of government, democracy, public opinion, and political action.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Watch the video "Public Opinion: Voice of the People" and discuss its contents</p> <p>Conduct a poll</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts: O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p> <p>Polling Report: <a href="http://www.pollingreport.com/">http://www.pollingreport.com/</a></p> <p>Real Clear Politics –</p>	<p>USG 4.5, 5.1, 5.2, 5.4, 5.5, 5.6, 5.8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			and analyze your results.	Polls: <a href="http://www.realclearpolitics.com/polls/">http://www.realclearpolitics.com/polls/</a>  Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a>	
	<p><b>Political Parties</b></p> <p>What are the functions of political parties? How do they carry out these tasks?</p>	<ol style="list-style-type: none"> <li>1. Discuss the meaning and function of political parties.</li> <li>2. Discuss the nature of the party-in-the-electorate, party organizations, and the party-in-government.</li> <li>3. Describe the party eras in American history and how parties realign and de-align.</li> <li>4. Evaluate the two-party system, its consequences, and the place of minor, or third, parties in the system.</li> <li>5. Identify the challenges facing the American political parties and explain their relationship to American democracy and the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Research and present a presentation on one of the minor parties in American politics.</p> <p>Watch the video “Political Parties:</p>	<p>Directory of US Political Parties:  <a href="http://www.politics1.com/parties.htm">http://www.politics1.com/parties.htm</a></p> <p>Video:  <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	<p>USG 3.7, 5.1, 5.2, 5.4, 5.6, 5.8</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			Mobilizing Agents”		
	<p><b>Interest Groups</b></p> <p>How do interest groups affect the work of Congress?</p>	<ol style="list-style-type: none"> <li>1. Define interest groups and distinguish between them and political parties.</li> <li>2. Compare and Contrast the pluralist, elite, and hyperpluralist theories of interest groups.</li> <li>3. Explain what makes an interest group successful and why small groups have an advantage over large groups.</li> <li>4. Identify and describe the strategies that groups use to shape public policy.</li> <li>5. Describe some of the many types of groups in the American political system.</li> <li>6. Evaluate interest groups in terms of their influence on democracy and the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Watch the video “Interest Groups: Organizing to Influence” and discuss its content</p> <p>Debate – “Should interest groups be allowed to lobby Congress?”</p>	<p>Video:  <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	<p>USG 4.5, 4.6, 5.2, 5.3, 5.6, 5.8, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Campaigns, Elections and the Media</b>	<b>Campaigns</b> What are the techniques candidates use in campaigning and how do they effect voters?	<ol style="list-style-type: none"> <li>1. Explain the nomination process and the role of the national party conventions.</li> <li>2. Discuss the role of campaign organizations and the importance of the media in campaigns.</li> <li>3. Investigate the role of money in campaigns, campaign finance reform, and the impact of PACs.</li> <li>4. Explain the impact of campaigns on voters.</li> <li>5. Interpret how campaigns affect democracy, public policy, and the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View television programs and commercials and reflect on the bias that is present in the media</p> <p>View and analyze real presidential campaign television commercials online and present information about the types of campaigning</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts:            O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p> <p>The Living Room Candidate (presidential campaign commercials):  <a href="http://livingroomcandidate.movingimage.us/index.php">http://livingroomcandidate.movingimage.us/index.php</a></p>	USG 5.2, 5.4, 5.6, 5.8

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			<p>used</p> <p>Research and prepare an essay on campaign finance reform</p> <p>Create a fictional presidential candidate and prepare campaign activities for him/her; present them to the class</p>		
	<p><b>Elections</b></p> <p>How does the American electoral system work?</p>	<ol style="list-style-type: none"> <li>1. Explain the functions and unique features of American elections</li> <li>2. Describe how American elections have evolved using the presidential elections of 1800, 1896, and 2004 as examples</li> <li>3. Discuss the factors that affect a citizen's choice of whether to vote</li> <li>4. Explain how Americans vote and what factors influence how they vote</li> <li>5. Explain how the electoral college works and what biases it can introduce</li> <li>6. Recognize how elections affect democracy, public policy, and the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View the video "Elections: The</p>	<p>Political Cartoons: <a href="http://www.politicalcartoons.com/">http://www.politicalcartoons.com/</a></p> <p>Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	<p>USG 5.1, 5.2, 5.4, 5.8, 5.10</p>



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			<p>Maintenance of Democracy" and discuss its content</p> <p>Research the Electoral College and participate in a debate regarding whether the system should be preserved</p> <p>Find and analyze political cartoons on the same topic; draw a cartoon on the same issue</p>		
	<p><b>Media</b></p> <p>What influence does the Media have on people's views of politics, candidates and the government?</p>	<ol style="list-style-type: none"> <li>1. Describe the characteristics of the mass media today</li> <li>2. Explain the development of the print and broadcast media from a historical perspective</li> <li>3. Analyze how news is found and reported by the media</li> <li>4. Describe how the news media affect public opinion</li> <li>5. Discuss what is meant by the concepts of policy agenda and policy entrepreneur and the media's importance to them</li> <li>6. Determine how the media affect the scope of</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p>	<p>MSNBC: <a href="http://www.msnbc.msn.com">http://www.msnbc.msn.com</a></p> <p>Fox News: <a href="http://www.foxnews.com">http://www.foxnews.com</a></p> <p>CNN: <a href="http://www.cnn.com">http://www.cnn.com</a></p> <p>Video: <a href="http://www.learner.org/re">http://www.learner.org/re</a></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		government and the democratic process	View the video: "The Media: Inside Story" and discuss its contents  View television commercials and programs and analyze the content for bias  Midterm exam	<a href="#">sources/series173.html#</a>	
<b>Congress and Public Policy</b>	<b>Congress</b>  What is the job of Congress and how do they accomplish it?	<ol style="list-style-type: none"> <li>1. Describe the characteristics of our senators and representatives, and the nature of their jobs.</li> <li>2. Explain what factors have the greatest influence on congressional elections.</li> <li>3. Explain the structure of power and leadership in the United States Congress, and the role of committees.</li> <li>4. Identify what members of Congress do and discuss in the congressional process and the many influences on legislative decision making.</li> <li>5. Evaluate Congress in terms of American democracy and the scope of government.</li> <li>6. Compare and contrast the House of Representatives and the Senate</li> </ol>	Reading from the text and primary sources  Complete Study Guide questions on the text readings  Exercise from the AP exam practice book  Debate the issue of Congressional term limits	Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i> , 2006  Other required texts: O'Connor, <i>American Government: Readings and Cases</i> , 2001  Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i> , 2006  Congressional Directory:	USG 3.9, 5.10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			View the video "Legislatures: Laying Down the Law" and discuss its contents	<a href="http://www.congress.org/congressorg/directory/congdir.tt?command=congdir">http://www.congress.org/congressorg/directory/congdir.tt?command=congdir</a>  Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a>	
	<p><b>Economic Policymaking</b></p> <p>What is the relationship between government and the economy?</p> <p>How does the state of the economy affect voters' views during elections?</p>	<ol style="list-style-type: none"> <li>1. Analyze the relationship between politics and the economy</li> <li>2. Describe the policies and programs that policymakers use to affect the state of the economy</li> <li>3. Explain why it is hard to control both the domestic and international economy</li> <li>4. Discuss the major issues and policy directions that have been pursued in the areas of business, consumer and labor policy</li> <li>5. Identify the relationship between democracy, the scope of government, and economic policymaking in the United States</li> <li>6. Describe the role of tax dollars in running the American government</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Debate the issue of whether huge businesses such as Wal-Mart are good for America</p> <p>Research and compose an essay: "Is cutting taxes</p>		<p>US Economic Skills 25, 27</p> <p>USG 5.9, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			beneficial or harmful to the economy?"		
	<p><b>Social Welfare Policymaking</b></p> <p>What government programs are in place to assist those in need?</p>	<ol style="list-style-type: none"> <li>1. Analyze the debate over social welfare policy in the US and why it is so controversial</li> <li>2. Discuss the nature of wealth and poverty and how public policy affects income in the US</li> <li>3. Explain the evolution of social welfare programs in the US</li> <li>4. Explain how social welfare policy in other countries differs from the US</li> <li>5. Identify the place for social welfare policies in a democracy and how they contribute to the scope of government</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Research and create a presentation on a current social welfare policy</p>		USG 5.9
	<p><b>Environmental and Health Care Policymaking</b></p>	<ol style="list-style-type: none"> <li>1. Explain the nature of health care and health care policy in the United States</li> <li>2. Discuss the issues surrounding the environment and the programs and policies to deal with them</li> <li>3. Identify the issues surrounding energy policy and global warming</li> <li>4. Describe the relationship between health and environmental policy and democracy and the</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p>		USG 5.9, 5.10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		scope of government	<p>Exercise from the AP exam practice book</p> <p>Debate the issue of whether the United States should have a national health care system</p>		
	<b>National Security Policymaking</b>	<ol style="list-style-type: none"> <li>1. Identify the many people involved in making and shaping American foreign policy and discuss the roles they play</li> <li>2. Describe how American foreign policy has changed since the end of World War II</li> <li>3. Discuss the politics of defense policy</li> <li>4. Examine the new issues on the global agenda, particularly those concerning the world economy, energy and environment</li> <li>5. Analyze the role of foreign and defense policymaking in a democracy and how foreign and defense policy affects the scope of government</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Research and compose an essay: "Is the United States on the right track with its Middle East policy?"</p>	<p>Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	USG 4.1, 4.2, 4.3, 4.4, 4.5, 4.7, 4.9, 5.9, 5.10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			View the video "Global Politics: USA and the World" and discuss its contents  Unit 5 Exam		
<b>The Presidency and Governmental Bureaucracy</b>	<b>The Presidency</b>  What is the role of the President and how does he work with Congress?	<ol style="list-style-type: none"> <li>1. Describe the American presidents - who they are, how they got there, and what they do.</li> <li>2. List the constitutional powers of the president and explain how these powers have expanded.</li> <li>3. Explain how the office of the presidency is organized to make policy.</li> <li>4. Discuss the relationship between the president and Congress and the ways in which the president is able to lead Congress.</li> <li>5. Explain the role of the president in developing national security policy.</li> <li>6. Discuss the importance of public opinion to the president and his ability to obtain the support of the public.</li> <li>7. Examine the relationship between the president and the media.</li> <li>8. Understand the place of the presidency in American democracy and the effect the presidency has had on the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View the video "The Modern Presidency: Tools of Power" and discuss its content</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts: O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p> <p>Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	USG 3.6

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><b>The Federal Budget</b></p> <p>How is the federal budget created?</p> <p>What expenditures are uncontrollable and which ones are flexible?</p>	<ol style="list-style-type: none"> <li>1. Describe the major sources of federal revenues.</li> <li>2. Analyze the nature of the tax system in America.</li> <li>3. Explain the nature of federal expenditures and why so much of the budget is uncontrollable.</li> <li>4. Discuss how the budgetary process works, who is involved, and the politics of budgetary reform.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Debate the issue of whether Congress and the President should be required to pass a balanced budget each year?</p> <p>Complete an online federal budget simulator and analyze the effects of cutting spending and raising revenues on the overall budget</p>	<p>Budget of the United States:  <a href="http://www.gpoaccess.gov/usbudget/">http://www.gpoaccess.gov/usbudget/</a></p> <p>National Budget Simulator:  <a href="http://www.nathanneuman.org/nbs/">http://www.nathanneuman.org/nbs/</a></p>	<p>US Economic Skills  28  USG 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><b>The Federal Bureaucracy</b></p> <p>How is the federal government structured?</p> <p>What are the jobs of each of the departments of the federal government?</p>	<ol style="list-style-type: none"> <li>1. Describe the bureaucrats - who they are, how they got there, and what they do.</li> <li>2. Discuss how the federal bureaucracy is organized.</li> <li>3. Explain how bureaucracies function as implementers of public policy.</li> <li>4. Explain how bureaucracies function as regulators.</li> <li>5. Evaluate the problem of controlling bureaucracy in a democratic government.</li> <li>6. Complete a research project on a department within the federal government.</li> <li>7. Describe the bureaucrats - who they are, how they got there, and what they do.</li> <li>8. Discuss how the federal bureaucracy is organized.</li> <li>9. Explain how bureaucracies function as implementers of public policy.</li> <li>10. Explain how bureaucracies function as regulators.</li> <li>11. Evaluate the problem of controlling bureaucracy in a democratic government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View the video "Bureaucracy: A Controversial Necessity" and discuss its content</p> <p>Research and prepare a presentation on a department within the federal bureaucracy</p>	<p>Video:  <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			Complete Unit 6 Exam		
<b>The Judiciary and Civil Rights and Liberties</b>	<p><b>The Federal Court System</b></p> <p>How does the court system determine the constitutionality of laws created by Congress?</p> <p>What is the relationship between the courts and the policy agenda?</p>	<ol style="list-style-type: none"> <li>1. Analyze the nature of the judicial system.</li> <li>2. Explain how courts in the US are organized and the nature of their jurisdiction.</li> <li>3. Describe how the role of judges in the judicial process, including their backgrounds, and how they were selected.</li> <li>4. Discuss Supreme Court policymaking and judicial implementation.</li> <li>5. Explain the role of the courts in shaping the policy agenda in America.</li> <li>6. Evaluate how the courts operate in a democratic system.</li> <li>7. Analyze the nature of the judicial system.</li> <li>8. Explain how courts in the US are organized and the nature of their jurisdiction.</li> <li>9. Describe how the role of judges in the judicial process, including their backgrounds, and how they were selected.</li> <li>10. Discuss Supreme Court policymaking and judicial implementation.</li> <li>11. Explain the role of the courts in shaping the policy agenda in America.</li> <li>12. Evaluate how the courts operate in a democratic system.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View the video "The Courts: Our Rule of Law" and discuss its contents</p> <p>Participate in a Moot Court Activity</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p> <p>Other required texts: O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p> <p>Touro Law Center: <a href="http://www.tourolaw.edu/">http://www.tourolaw.edu/</a></p> <p>Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	USG 3.4, 3.13, 3.14, 5.10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><b>Civil Liberties</b></p> <p>What liberties are guaranteed to American citizens by the Constitution?</p>	<ol style="list-style-type: none"> <li>1. Identify the constitutional basis of civil liberties and the Supreme Court's role in defining them.</li> <li>2. Discuss the religious liberties guaranteed in the First Amendment.</li> <li>3. Explain the nature of and the issues involving freedom of expression in America.</li> <li>4. Identify the rights of individuals accused of crimes.</li> <li>5. Evaluate and discuss the issue of the right to privacy.</li> <li>6. Analyze the impact of civil liberties on democracy and the scope of government.</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>View the video: "Civil Liberties: Safeguarding the Individual" and discuss its contents</p> <p>Complete a quiz demonstrating your knowledge of freedoms covered by the first amendment</p>	<p>Video: <a href="http://www.learner.org/resources/series173.html#">http://www.learner.org/resources/series173.html#</a></p>	<p>USG 2.10, 3.11</p>
<p><b>State and Local Government</b></p>	<p>How are state and local governments' operations different from those of the federal government?</p>	<ol style="list-style-type: none"> <li>1. Describe the nature of state constitutions and how they differ from the US Constitution.</li> <li>2. Discuss the different types of state elections and how they differ from national elections.</li> <li>3. Explain the function of state governors and</li> </ol>	<p>Reading from the text and primary sources</p> <p>Complete Study</p>	<p>Textbook: Edwards, et al., <i>Government in America: People, Politics, and Policy</i>, 2006</p>	<p>USG 3.2, 3.3, 3.5, 3.6, 3.8, 3.10, 5.6</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>How do state and local governments work alongside the federal government?</p> <p>How are the governments of the Commonwealth of Massachusetts and the Town of Ware structured?</p>	<p>the executive branch.</p> <ol style="list-style-type: none"> <li>4. Understand the nature and function of state legislatures and how legislatures make policy.</li> <li>5. Describe the structure of the state court systems.</li> <li>6. Discuss the relationship between state and local governments.</li> <li>7. Compare and contrast the different types of local governments in the United States in terms of organization, functions and policy roles.</li> <li>8. Discuss the fiscal and budgetary policies of state and local governments.</li> <li>9. Evaluate state and local governments in the United States in terms of their contributions to democracy and the scope of government.</li> </ol>	<p>Guide questions on the text readings</p> <p>Exercise from the AP exam practice book</p> <p>Research and prepare a presentation on a topic of choice relating to the functions of state and local government</p>	<p>Other required texts: O'Connor, <i>American Government: Readings and Cases</i>, 2001</p> <p>Pearson Prentice Hall, <i>Preparing for the United States Government AP Exam with Edwards' Government in America</i>, 2006</p>	
<b>Comparative Government</b>	<p>How does the government of the United States compare to the government systems of other nations?</p>	<ol style="list-style-type: none"> <li>1. Describe differences among structures of governments: confederation, federal, unitary</li> <li>2. Identify and describe various political systems: authoritarian, oligarchy, democracy</li> <li>3. Compare and contrast the advantages and disadvantages of each system of government using the following criteria: limited/unlimited, selection of leaders, individual rights, consent of the governed, and mechanisms for change</li> </ol>	<p>Research and prepare a presentation on a different country's government and compare it to that of the United States</p>	<p>CIA World Factbook <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a></p> <p>Library of Congress Country Studies <a href="http://lcweb2.loc.gov/frd/cs/cshome.html">http://lcweb2.loc.gov/frd/cs/cshome.html</a></p>	<p>Civics and Government 12</p> <p>USG 1.4, 1.7, 3.1</p>

***SUBJECT MATTER: Government and Civics***

***Grade 11-12***

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Introduction to American Government</b></p>	<p><b>Types of Government</b></p> <p>What types of governments exist in the world and how do they work?</p> <p><b>Origins of American Government</b></p> <p>What caused the American colonies to break free from England?</p> <p>What were the Articles of Confederation and how did they fail?</p> <p>How did the Constitution come to be written?</p> <p>What challenges occurred in the process of ratifying the Constitution?</p> <p><b>The Constitution</b></p>	<ol style="list-style-type: none"> <li>1. Distinguish among civic, political, and private life.</li> <li>2. Define the terms <i>citizenship</i>, <i>politics</i>, and <i>government</i>, and give examples of how political solutions to public policy problems are generated through interactions of citizens and civil associations with their government.</li> <li>3. Describe the purposes and functions of government.</li> <li>4. Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy.</li> <li>5. Explain how a constitutional democracy provides majority rule with equal protection for the rights of individuals, including those in the minority, through limited government and the rule of law.</li> <li>6. Distinguish limited from unlimited government, and provide examples of each type of government.</li> <li>7. Explain how civil society contributes to the maintenance of limited government in a representative democracy or democratic republic such as the United States.</li> <li>8. Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.</li> </ol>	<p>Introductory government simulation in which students create their own “ideal” government – discuss how realistic their ideas are</p> <p>Students research various parts of the process of creating American government and teach a lesson to the class</p> <p>Students research and prepare a presentation (PowerPoint, poster, etc) on a part of the Constitution</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>Documents (many available online at <a href="http://odur.let.rug.nl/~usa/D/">http://odur.let.rug.nl/~usa/D/</a>):</p> <ul style="list-style-type: none"> <li>• Magna Carta (1215)</li> <li>• Mayflower Compact (1620)</li> <li>• Massachusetts Body of Liberties (1641)</li> <li>• English Bill of</li> </ul>	<p>USG 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 2.6, 2.9, 3.1, 3.2, 3.3, 3.5, 3.12, 3.14, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What are the basic principles of the Constitution?</p> <p>What is the difference between implied and enumerated powers?</p> <p>What is the Elastic Clause?</p> <p>How is the Constitution structured?</p> <p>What information is contained in each part of the Constitution?</p> <p>How can the Constitution be changed?</p> <p>What is the Bill of Rights and why was it important in the ratification of the Constitution?</p> <p>What does each of the Amendments to the Constitution do?</p>	<p>9. Trace the colonial, revolutionary, and founding-era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).</p> <p>10. Analyze and interpret central ideas on government, individual rights, and the common good in founding documents of the United States.</p> <p>11. Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.</p> <p>12. Define and provide examples of foundational ideas of American government, including popular sovereignty, constitutionalism, republicanism, federalism, and individual rights, which are embedded in founding-era documents.</p> <p>13. Define and provide examples of fundamental principles and values of American political and civic life, including liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy.</p> <p>14. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution (1787–1788).</p> <p>15. Compare and contrast governments that are unitary, confederate, and federal.</p> <p>16. Identify and describe provisions of the United</p>	<p>vocabulary quiz on types of government and introductory terminology</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Rights (1689)</p> <ul style="list-style-type: none"> <li>• Locke’s Treatises of Civil Government (1690)</li> <li>• Pennsylvania Charter of Privileges (1701)</li> <li>• Virginia Declaration of Rights (1776)</li> <li>• Declaration of Independence (1776)</li> <li>• United States Constitution (1787)</li> <li>• Bill of Rights (1791)</li> </ul> <p>The Massachusetts Constitution of 1780 online at <a href="http://www.mass.gov/legis/const.htm">http://www.mass.gov/legis/const.htm</a></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p><b>Federalism</b></p> <p>What is federalism?</p> <p>What Supreme Court cases involved the principle of federalism?</p> <p>Why is federalism so important in the workings of American government?</p>	<p>States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</p> <p>17. Explain the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government or representative democracy, and popular sovereignty. Provide examples of these principles in the governments of the United States and the state of Massachusetts.</p> <p>18. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution.</p> <p>19. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</p> <p>20. Analyze and evaluate decisions by the United States Supreme Court about the constitutional principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Texas v. White</i> (1869), <i>Alden v. Maine</i> (1999).</p> <p>21. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</p>			

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Political Participation</b></p>	<p><b>Political Parties</b></p> <p>What are political parties?</p> <p>How does the existence of political parties effect elections and the workings of government?</p> <p>How can citizens participate in politics through political parties?</p> <p><b>Elections, Campaigns and Voting</b></p> <p>What is the process for electing candidates to office?</p> <p>How do campaigns work and how do they influence voters?</p> <p>Why is voting so important to a democracy?</p> <p><b>Interest Groups</b></p>	<ol style="list-style-type: none"> <li>Trace the evolution of political parties in the American governmental system, and analyze their functions in elections and government at national and state levels of the federal system.</li> <li>Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>Describe roles of citizens in Massachusetts and the United States, including voting in public elections, participating in voluntary associations to promote the common good, and participating in political activities to influence public policy decisions of government.</li> <li>Describe how citizens can monitor and influence local, state, and national government as individuals and members of interest groups.</li> <li>Research the platforms of political parties and candidates for state or local government and explain how citizens in the United States participate in public elections as voters and supporters of candidates for public office.</li> <li>Identify specific ways for individuals to serve their communities and participate responsibly in civil society and the political process at local, state, and national levels of</li> </ol>	<p>Students research the major parties and determine which party they most associate with</p> <p>Students are assigned a minor party and create a fictional presidential candidate; they prepare their campaign and have a class election</p> <p>Students study current events issues relating to upcoming elections</p> <p>Discussion on the importance of voting</p> <p>Students study interest groups and prepare</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>Official websites of various political parties:  Democratic Party: <a href="http://www.democrats.org/">http://www.democrats.org/</a>  Republican Party: <a href="http://www.gop.com/">http://www.gop.com/</a>  Green Party: <a href="http://www.greenparty.org/">http://www.greenparty.org/</a>  Libertarian Party: <a href="http://www.lp.org/">http://www.lp.org/</a>  Reform Party:</p>	<p>USG 3.7, 3.12, 5.2, 5.3, 5.4, 5.6, 5.8, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What are interest groups?</p> <p>What impact do interest groups have on candidates and government officials?</p> <p>How can citizens participate in politics and government through interest groups?</p> <p><b>The Mass Media</b></p> <p>How do the media affect politics and government?</p> <p>How do the media influence citizens' views of candidates, elections, and other government officials and issues?</p> <p>How is the media regulated?</p>	<p>government.</p> <p>7. Analyze the arguments that evaluate the functions and values of voluntary participation by citizens in the civil associations that constitute civil society.</p> <p>8. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</p>	<p>presentations for the class</p> <p>Students examine the affect of media on the public by examining public opinion results and analyzing the public's opinion on currently important issues</p> <p>Students create visual representation of poll data in the form of graphs, charts, etc. (this can be done by hand or using technology)</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p><a href="http://www.reformparty.org/">http://www.reformparty.org/</a></p> <p>Political Party directory: <a href="http://www.politics1.com/parties.htm">http://www.politics1.com/parties.htm</a></p> <p>Public opinion information: Polling Report: <a href="http://www.pollingreport.com/">http://www.pollingreport.com/</a></p> <p>Real Clear Politics – Polls: <a href="http://www.realclearpolitics.com/polls/">http://www.realclearpolitics.com/polls/</a></p>	



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>The Legislative Branch</b>	<p><b>Organization of Congress</b></p> <p>How is Congress structured?</p> <p>What are Congressional committees and what do they do?</p> <p><b>Powers and Duties of Congress</b></p> <p>What powers does the Constitution give to Congress?</p> <p>How does a bill become a law?</p> <p>How do political parties effect the operations in Congress?</p>	<ol style="list-style-type: none"> <li>1. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</li> <li>2. Explain the formal process of how a bill becomes a law and define the terms <i>initiative</i> and <i>referendum</i>.</li> <li>3. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>4. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs</li> <li>5. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</li> </ol>	<p>Student research and present on well-known members of Congress</p> <p>Class Congressional simulation on the research, writing, debates, and voting on a bill</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>Congressional Directory: <a href="http://www.congress.org/congressorg/directory/congdir.tt?command=congdir">http://www.congress.org/congressorg/directory/congdir.tt?command=congdir</a></p>	<p>USG 3.2, 3.9, 3.12, 4.3, 5.10</p>
<b>Public Policymaking</b>	<p><b>Financial Policy</b></p> <p>Where does the money to fund government operations come from?</p> <p>How is the federal</p>	<ol style="list-style-type: none"> <li>1. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual</li> </ol>	<p>Students research the budget process and the complexity of decisions that must be made in</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including</p>	<p>USG 3.12, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 5.9, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>budget created?</p> <p><b>Domestic Policy</b></p> <p>What social policies does the government currently sponsor?</p> <p><b>Foreign Policy</b></p> <p>What powers do the President and Congress have in relation to foreign policy?</p> <p>What actions does the government take to assure the safety of citizens?</p> <p>What international organizations is the United States a part of and what do these organizations do?</p> <p>What type of relationship does the United States have with other world nations?</p>	<p>voters.</p> <ol style="list-style-type: none"> <li>2. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.</li> <li>3. Describe the tools used to carry out United States foreign policy. Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.</li> <li>4. Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions.</li> <li>5. Explain and evaluate participation by the United States government in international organizations.</li> <li>6. Evaluate, take, and defend a position about whether or not the United States should promote the spread of democracy throughout the world, or in certain parts of the world, or not at all.</li> <li>7. Together with other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, examine ways of participating in the decision making process about the issue, and draft a position paper on how the issue should be resolved.</li> <li>8. Practice civic skills and dispositions by participating in activities such as simulated</li> </ol>	<p>order to understand the difficulty with balancing the budget; students complete an online budget simulation activity to further understand this complexity</p> <p>Students research and present on various social policies</p> <p>Assign students world nations that the US has a turbulent relationship with (i.e. Venezuela, Cuba, Iran, North Korea) and instruct students to research and present on that relationship and</p>	<p>simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>Budget of the United States: <a href="http://www.gpoaccess.gov/usbudget/">http://www.gpoaccess.gov/usbudget/</a></p> <p>National Budget Simulation: <a href="http://www.nathannewman.org/nbs/">http://www.nathannewman.org/nbs/</a></p>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
		public hearings, mock trials, and debates.	the reasons for it.  Chapter quizzes  Unit Exam		
<b>The Executive Branch</b>	<p><b>The Presidency</b></p> <p>What are the requirements for someone to become president?</p> <p><b>Presidential Powers</b></p> <p>What powers does the president have?</p> <p>How does the president carry out his duties?</p> <p><b>The Bureaucracy</b></p> <p>How is the government bureaucracy structured?</p> <p>What are the departments within the federal government and what do they do?</p>	<ol style="list-style-type: none"> <li>1. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</li> <li>2. Explain the functions of departments or agencies of the executive branch in the governments of the United States and the state of Massachusetts.</li> <li>3. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>4. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs.</li> <li>5. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</li> </ol>	<p>Students write a persuasive paper on their opinion of the effectiveness of the current president, being sure to thoroughly research and back up their argument</p> <p>Students, working in groups if necessary, research each of the cabinet departments and present on the work of the department</p> <p>Chapter quizzes</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p>	USG 3.2, 3.6, 3.12, 4.3, 5.10

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
			Unit Exam		
<b>The Judicial Branch</b>	<p><b>The Federal Court System</b></p> <p>How is the federal court system structured?</p> <p>What is the difference between the jurisdiction and powers of the various levels of the court system?</p> <p><b>The Supreme Court</b></p> <p>What types of cases does the Supreme Court here?</p> <p>How does the Supreme Court do their job?</p> <p>Who are the members of the Supreme Court and what is their background?</p> <p>How do Supreme Court rulings affect the lives</p>	<ol style="list-style-type: none"> <li>1. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</li> <li>2. Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary.</li> <li>3. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>4. Analyze and evaluate decisions by the United States Supreme Court about the constitutional principles of separation of powers and checks and balances in such landmark cases as <i>Marbury v. Madison</i> (1803), <i>Baker v. Carr</i> (1962), <i>United States v. Nixon</i> (1974), <i>City of Boerne, Texas v. Flores</i> (1997), and <i>Clinton v. City of New York</i> (1998).</li> <li>5. Analyze and evaluate decisions by the United States Supreme Court about the constitutional</li> </ol>	<p>Conduct a mock trial to demonstrate the workings of the court system</p> <p>Students research and present on various landmark Supreme Court cases</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/007860053/7/">http://glencoe.mcgraw-hill.com/sites/007860053/7/</a></p> <p>Supreme Court Case resources: Touro Law Center: <a href="http://www.tourolaw.edu/">http://www.tourolaw.edu/</a> <a href="http://www.tourolaw.edu/Patch/CaseSummary.asp">http://www.tourolaw.edu/Patch/CaseSummary.asp</a></p>	<p>USG 3.2, 3.4, 3.12, 3.13, 3.14, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	of citizens and change the interpretation of the Constitution?	<p>principle of federalism in cases such as <i>McCulloch v. Maryland</i> (1819), <i>Texas v. White</i> (1869), <i>Alden v. Maine</i> (1999).</p> <p>6. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</p>			
<b>Civil Rights and Liberties</b>	<p><b>Civil Rights</b></p> <p>What are civil rights?</p> <p>What does the government do to protect civil rights?</p> <p>What major Supreme Court cases have impacted civil rights?</p> <p><b>Civil Liberties</b></p> <p>What are civil liberties?</p> <p>How does the government protect citizens' civil liberties?</p> <p>What major Supreme Court cases have impacted civil liberties?</p> <p><b>Law</b></p>	<ol style="list-style-type: none"> <li>1. Explain how the rule of law, embodied in a constitution, limits government to protect the rights of individuals.</li> <li>2. Explain how a shared American civic identity is embodied in founding-era documents and in core documents of subsequent periods of United States history.</li> <li>3. Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life.</li> <li>4. Evaluate, take, and defend positions on issues concerning foundational ideas or values in tension or conflict.</li> <li>5. Analyze and explain ideas about liberty, equality, and justice in American society using documents such as in Reverend Luther King's "I Have A Dream" speech and <i>Letter from Birmingham City Jail</i> (1963), and compare King's ideas to those in such founding-era documents as the Virginia Declaration of Rights (1776), the Declaration of Independence (1776), Massachusetts Declaration of Rights (1780), and the Federalist Papers (1788)</li> </ol>	<p>Students research and present on each of the Bill of Rights amendments</p> <p>Research and present on civil rights and liberties Supreme Court cases</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>Documents (many available online at <a href="http://odur.let.rug.nl/~usa/D/">http://odur.let.rug.nl/~usa/D/</a>):</p> <ul style="list-style-type: none"> <li>• The Seneca Falls Declaration of Sentiments and</li> </ul>	<p>USG 1.5, 2.5, 2.7, 2.8, 2.10, 3.11, 3.12, 5.1, 5.5, 5.7, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>What is the difference between civil and criminal law?</p> <p>What is constitutional law?</p> <p>What are the responsibilities of citizens in terms of the law?</p>	<ol style="list-style-type: none"> <li>6. Compare core documents associated with the protection of individual rights, including the Bill of Rights, the Fourteenth Amendment to the United States Constitution, and Article I of the Massachusetts Constitution.</li> <li>7. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>8. Explain the meaning and responsibilities of citizenship in the United States and Massachusetts.</li> <li>9. Identify and explain the meaning and importance of civic dispositions or virtues that contribute to the preservation and improvement of civil society and government.</li> <li>10. Analyze and evaluate decisions about rights of individuals in landmark cases of the United States Supreme Court such as <i>Whitney v. California</i> (1927), <i>Stromberg v. California</i> (1931), <i>Near v. Minnesota</i> (1931), <i>Brandenburg v. Ohio</i> (1969), <i>Texas v. Johnson</i> (1989), and <i>Reno v. American Civil Liberties Union</i> (1997).</li> <li>11. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</li> </ol>		<p>Resolutions (1848)</p> <ul style="list-style-type: none"> <li>• Abraham Lincoln’s Gettysburg Address (1863) and Second Inaugural Address (1865)</li> <li>• Theodore Roosevelt’s “The New Nationalism” speech (1910)</li> <li>• Woodrow Wilson’s “Peace Without Victory” speech (1917)</li> <li>• Franklin Roosevelt’s “Four Freedoms” speech (1941)</li> <li>• John F. Kennedy’s inaugural address (1961)</li> <li>• Martin Luther King, Jr.’s “I Have A Dream” speech and “Letter from Birmingham City Jail” (1963)</li> <li>• Selected opinions in landmark decisions of the United States Supreme Court such</li> </ul>	

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
				<p>as Justice Robert Jackson’s opinion for the Court in <i>West Virginia Board of Education v. Barnette</i> (1943) and Justice Oliver Wendell Holmes’ dissenting opinion in the case of <i>Abrams v. United States</i> (1919)</p> <ul style="list-style-type: none"> <li>• Constitution</li> <li>• Massachusetts Constitution of 1780</li> </ul>	
<p><b>State and Local Government</b></p>	<p><b>State Government</b></p> <p>How do state governments in general operate?</p> <p>How is the Massachusetts Constitution structured?</p> <p>What is the relationship between state and federal government?</p> <p><b>Local Government</b></p> <p>How do local</p>	<ol style="list-style-type: none"> <li>1. Examine fundamental documents in the American political tradition to identify key ideas regarding limited government and individual rights.</li> <li>2. Explain the part of Article IV, Section 4, of the United States Constitution, which says, “The United States shall guarantee to every State in the Union a Republican form of Government . . .”</li> <li>3. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government.</li> <li>4. Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts.</li> </ol>	<p>If possible, have a state or local government official speak to the class about their job and how the state or local government works</p> <p>Class project analyzing the Massachusetts Constitution</p> <p>Research and</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/007860053">http://glencoe.mcgraw-hill.com/sites/007860053</a></p>	<p>USG 1.9, 1.10, 3.2, 3.8, 3.10, 3.12, 5.10</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>governments operate?</p> <p>What is the difference between the workings of cities and towns?</p> <p>What is the working relationship like between state, local and federal governments?</p> <p>How is the government of Ware structured?</p>	<ol style="list-style-type: none"> <li>5. Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open town meeting.</li> <li>6. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>7. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</li> </ol>	<p>present on the various branches and departments of State government</p> <p>Students, working in groups, interview an official from town government (school committee, selectman, etc.) and present to the class about their job</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p><u><a href="#">7/</a></u></p> <p>The Massachusetts Constitution of 1780 online at <a href="http://www.mass.gov/legis/const.htm">http://www.mass.gov/legis/const.htm</a></p> <p>Town of Ware website: <a href="http://www.townofware.com/Pages/index">http://www.townofware.com/Pages/index</a></p>	
<b>Comparative Government</b>	<p><b>Comparative Political Systems</b></p> <p>What other types of government exist in other nations?</p> <p>What issues exist in the world because of</p>	<ol style="list-style-type: none"> <li>1. Use a variety of sources, including newspapers and internet web sites, to identify current state and local legislative issues and examine the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, the news media, and individual voters.</li> <li>2. Describe how the world is divided politically,</li> </ol>	<p>Students research other world nations and report on their government and economic system, including a</p>	<p>Textbook: <i>United States Government: Democracy in Action</i>, McGraw-Hill/Glencoe, 2003.</p> <p>Teacher resource materials, including simulations, mock trials, etc., that accompany the</p>	<p>USG 3.12, 4.1, 4.2, 4.8, 5.10</p>



Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
	<p>political differences between nations?</p> <p><b>Comparative Economic Systems</b></p> <p>How do various world nations compete and cooperate economically?</p> <p>What are the differences between capitalist, communist, socialist, and mixed economic systems?</p>	<p>and give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action.</p> <ol style="list-style-type: none"> <li>3. Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in system of government, and religious or ethnic conflicts.</li> <li>4. Use a variety of sources, including newspapers, magazines, and the internet to identify significant world political, demographic, and environmental developments. Analyze ways that these developments may affect United States foreign policy in specific regions of the world.</li> <li>5. Practice civic skills and dispositions by participating in activities such as simulated public hearings, mock trials, and debates.</li> </ol>	<p>comparison with that of the United States</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>text.</p> <p>Companion website to <i>United States Government: Democracy in Action</i> at <a href="http://glencoe.mcgraw-hill.com/sites/0078600537/">http://glencoe.mcgraw-hill.com/sites/0078600537/</a></p> <p>CIA World Factbook <a href="https://www.cia.gov/library/publications/the-world-factbook/index.html">https://www.cia.gov/library/publications/the-world-factbook/index.html</a></p> <p>Library of Congress Country Studies <a href="http://lcweb2.loc.gov/frd/cs/cshome.html">http://lcweb2.loc.gov/frd/cs/cshome.html</a></p>	

**SUBJECT MATTER: Psychology**

**Grade 11-12**

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<p><b>Introduction to Psychology</b></p>	<p><b>Introduction</b></p> <p>What is psychology and why do we study it?</p> <p>How has the study of psychology evolved over the years?</p> <p><b>Careers in Psychology</b></p> <p>What careers are available in the field of psychology and how does one prepare for them?</p> <p>How does the study of psychology benefit society?</p>	<ol style="list-style-type: none"> <li>1. Describe the reasons psychologists study human behavior and the goals of psychology.</li> <li>2. Explore the historical approaches to psychology, including structuralism, functionalism, inheritable traits, and Gestalt psychology.</li> <li>3. Understand the work of psychologists.</li> <li>4. Detail the differences between psychiatrists and psychologists</li> <li>5. Understand the many specialty fields in psychology, including clinical, developmental, educational, community, industrial/organizational, and experimental psychology.</li> <li>6. Understand how psychologists must first decide how to approach a research issue.</li> <li>7. Explore the problems in gathering data that psychologists must recognize and resolve.</li> <li>8. Describe the methods that psychologists use to interpret the results of their research.</li> <li>9. Explain how studying psychology can prepare people for many career opportunities.</li> <li>10. Consider psychology's many contributions to society.</li> </ol>	<p>Students research a career in the field of psychology and present to the class; discuss the types of careers that are available with a psychology degree</p> <p>To demonstrate an understanding of the types of psychological research that are done, students brainstorm a possible type of research project that could be done</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 1, 2, 21</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p>	<p>Massachusetts has no standards for Psychology</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Biopsychology</b>	<p><b>The Body and Mind</b></p> <p>How do the various parts of the brain work and what does each do?</p> <p>How does the endocrine system affect growth and behavior?</p> <p><b>Consciousness</b></p> <p>Why is sleep so important?</p> <p>What altered states of consciousness occur when people are awake?</p> <p>How do drugs affect the nervous system and alter consciousness?</p> <p><b>Sensation</b></p> <p>How do our sense organs act as receptors of sensation?</p>	<ol style="list-style-type: none"> <li>Explore the nervous system and how it controls emotions, movements, thinking, and behavior.</li> <li>Identify the different parts of the brain that work together to coordinate movement and stimulate behavior.</li> <li>Explore functions of the endocrine system and its role in growth and behavior.</li> <li>Examine how heredity and environment affect the body and behavior.</li> <li>Understand sleep, an essential state of consciousness, and describe theories of sleep, the stages of sleep, sleep disorders, and the role of dreams.</li> <li>Describe altered states of consciousness that can occur while we are awake, such as hypnosis, biofeedback, and meditation.</li> <li>Examine psychoactive drugs and how they interact with the central nervous system to alter consciousness.</li> <li>Understand sensations, which occur any time a stimulus activates a receptor.</li> <li>Describe the sense organs—the eyes, ears, tongue, nose, and skin—as the receptors of sensations, and details the nature and functioning of each of these organs.</li> <li>Understand the principles of perceptual organization—Gestalt, figure-ground, and perceptual inference—and describe how people learn to perceive.</li> </ol>	<p>Students each research a different part of the brain and prepare a poster showing where it is and what it does</p> <p>Quiz on the parts of the brain</p> <p>Show the interaction of the senses by having students eat jelly beans blindfolded and guess the colors</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 6-8</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p>	<p>Massachusetts has no standards for Psychology</p>

Unit/Theme	Content and Essential Questions	Skills	Methods of Assessment	Teacher Resources & Notes	Framework Strand/s & Standard/s
<b>Learning</b>	<p><b>Types of learning</b></p> <p>What are classical and operant conditioning?</p> <p>What is social learning?</p> <p><b>Memory</b></p> <p>What is memory and how do we remember what we've learned?</p> <p><b>Motivation</b></p> <p>What is motivation and how do psychologists explain it?</p> <p>What is Maslow's Hierarchy of Needs?</p> <p><b>Emotion</b></p> <p>What are the major aspects of emotion?</p>	<ol style="list-style-type: none"> <li>1. Examine the process of learning and the applications of learning techniques.</li> <li>2. Understand the three processes involved in memory: encoding, storage, and retrieval.</li> <li>3. Describe how stored memory can be retrieved by recognition, recall, and relearning.</li> <li>4. Define thinking as changing and reorganizing the information stored in memory in order to create new or transformed information.</li> <li>5. Examine the relationship between language and thought.</li> <li>6. Summarize the theories that psychologists use to explain motivation.</li> <li>7. Define biological and social needs and discusses how much of life is spent trying to satisfy those needs.</li> <li>8. Define emotions and explain that all emotions have three aspects —physical, cognitive, and behavioral parts.</li> </ol>	<p>Students complete a learning style self assessment online and discuss the various learning styles; group students by learning style and have them complete a project demonstrating their strengths</p> <p>Design an experiment in the style of classical and operant conditioning</p> <p>Create examples of positive and negative reinforcement and punishment; contrast how they're different</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 9-12</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p> <p>Learning style self-assessment: <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a></p>	<p>Massachusetts has no standards for Psychology</p>

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<b>Personality and Individuality</b>	<p><b>Psychological Testing</b></p> <p>What are the different types of psychological tests?</p> <p>What are psychological tests used for?</p> <p>What are the characteristics of useful tests?</p> <p><b>Personality Theory</b></p> <p>What is the purpose of looking at individuals through various personality theories?</p> <p>What role did Sigmund Freud play in developing the field of personality theory?</p> <p>What are the main components of psychoanalytical, behaviorist, humanist, cognitive and trait theories?</p>	<ol style="list-style-type: none"> <li>1. Explain the characteristics that useful psychological tests have: reliability, validity, and standardization.</li> <li>2. Describe theories of intelligence and the major intelligence tests.</li> <li>3. Explain the types of tests that are designed to measure achievement, abilities, and interests.</li> <li>4. Describe types of personality tests and demonstrates how they are used to assess characteristics, identify problems, and predict behavior.</li> <li>5. Describe how psychologists use personality theories to organize characteristics.</li> <li>6. Explain the psychoanalytic theories of Sigmund Freud and his followers.</li> <li>7. Describe the behaviorist theory of personality and discusses how behaviorists attempt to determine what causes a person to act in a specific way.</li> <li>8. Explain the humanistic and cognitive theories of personality.</li> <li>9. Explain how trait theorists believe that character traits account for consistency of behavior in different situations.</li> </ol>	<p>Students are presented with a fictional patient and they analyze the patient from the point of view of various personality theorists</p> <p>Create a personality profile of a TV or movie character based on the theories studied in this unit</p> <p>Students complete an online intelligence test; discuss the accuracy of online and other self-assessments tests of this type</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 13-14</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p> <p>Personality theory resources available at: <a href="http://webpace.ship.edu/cgboer/perscontents.html">http://webpace.ship.edu/cgboer/perscontents.html</a></p> <p>Example of an Intelligence self assessment: <a href="http://www.queendom.com/tests/access_page/index.htm?idRegTest=1127">http://www.queendom.com/tests/access_page/index.htm?idRegTest=1127</a></p>	<p>Massachusetts has no standards for Psychology</p>

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<b>Human Development</b>	<p><b>Childhood</b></p> <p>What types of physical development do children experience?</p> <p>What types of social and intellectual development do children experience?</p> <p><b>Adolescence</b></p> <p>What physical changes take place during adolescence?</p> <p>How does the role of family and peers, and other social experience, affect the development of an adolescent?</p> <p><b>Adulthood</b></p> <p>What changes characterize adulthood?</p> <p>What challenges can an individual face during adulthood?</p>	<ol style="list-style-type: none"> <li>1. Explain the physical and perceptual development of newborns and children.</li> <li>2. Understand cognitive and emotional development in children.</li> <li>3. Describe social development, or socialization, of children.</li> <li>4. Describe the physical and sexual changes and challenges of puberty.</li> <li>5. Explain adolescence as a time of changes in patterns of reasoning and moral thinking and the development of one's personal identity.</li> <li>6. Compare the influence of family and peers on adolescent development, and explain the problems that some individuals face during adolescence.</li> <li>7. Explain how gender identity and gender roles influence behavior.</li> <li>8. Understand how adulthood is filled with changes, and how a person's lifestyle may set the stage for problems that will show up then or later in life.</li> <li>9. Describe the changes in health and life situations that can be associated with old age.</li> <li>10. Understand the cultural and social aspects of dying and death.</li> </ol>	<p>Child study project – students interview/observe a young child looking for indications of their developmental level; students analyze their subjects results in terms of norms for the age</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 3-5</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p> <p>Child Development resources available at <a href="http://www.cdipage.com/">http://www.cdipage.com/</a> by clicking on “Development”</p>	<p>Massachusetts has no standards for Psychology</p>

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	What health and life situations are experienced by adults as they age?				
<b>Disorders and Treatment</b>	<p><b>Stress</b></p> <p>What factors cause a stress reaction in individuals?</p> <p>Why do different people react differently in stressful situations?</p> <p><b>Psychological Disorders</b></p> <p>How can anxiety and stress bring on psychological disorders in some individuals?</p> <p>How can drugs cause psychological disorders?</p> <p>What are the major categories of psychological disorders?</p> <p><b>Psychotherapy</b></p>	<ol style="list-style-type: none"> <li>1. Explain how stress is an anxious or threatening feeling resulting from our appraisal of a situation and our perception of demands placed on us.</li> <li>2. Understand how people react differently to life's stressors.</li> <li>3. Explore the different mechanisms people use to cope with stress.</li> <li>4. Describe the ways that psychologists define and classify abnormal behavior.</li> <li>5. Identify behavioral patterns that psychologists label as anxiety disorders.</li> <li>6. Explain how anxiety and stress can bring about somatoform and dissociative disorders in some people.</li> <li>7. Understand schizophrenia and mood disorders.</li> <li>8. Describe personality disorders and drug addiction, and how they prohibit normal relationships and normal functioning.</li> <li>9. Explain the functions and goals of psychotherapy.</li> <li>10. Understand psychoanalysis and humanistic therapy.</li> <li>11. Describe how cognitive and behavior therapies help people develop new ways of thinking and behaving.</li> <li>12. Explain biological approaches to therapy</li> </ol>	<p>Students research and present (PowerPoint, poster, etc.) on an assigned psychological disorder</p> <p>Evaluate imaginary “patients” and determine which disorder they may have based on their profile and symptoms</p> <p>In groups, students research and present on different methods of treatment and the types of disorders they are used for</p> <p>Chapter quizzes</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 15-17</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p>	Massachusetts has no standards for Psychology

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	<p>What are the major categories of therapy and how do they work?</p> <p>What are the goals of therapy for the patient?</p>	<p>and describe each method.</p>	<p>Unit exam</p>		
<p><b>Social Psychology</b></p>	<p><b>Attraction</b></p> <p>What causes interpersonal attraction?</p> <p>What factors determine who one forms personal relationships with?</p> <p><b>Human Interaction</b></p> <p>What major types of relationships exist and what factors characterize each?</p> <p>How does group behavior influence individual behavior?</p> <p><b>Attitude</b></p> <p>How does one's attitude develop and change?</p> <p>How do individuals</p>	<ol style="list-style-type: none"> <li>1. Understand interpersonal attraction and explain how people choose their friends.</li> <li>2. Explain social perceptions as the judgments we make to explain the behavior of others.</li> <li>3. Explain personal relationships, including parent-child relationships and love and marriage.</li> <li>4. Identify group behavior and list the factors that distinguish groups from aggregates.</li> <li>5. Understand how group behavior can influence people's conformity and obedience.</li> <li>6. Explain conflict and cooperation among groups.</li> <li>7. Understand how our attitudes develop and change.</li> <li>8. Explain how people attempt to use persuasion to influence attitudes.</li> </ol>	<p>Students watch 3 television shows – one for young children, one for teens and one for adults – they analyze the amount of violence the appropriateness of such violence</p> <p>Chapter quizzes</p> <p>Unit exam</p>	<p>Textbook: <i>Understanding Psychology</i>, Glencoe/McGraw-Hill, 2003, chapters 18-20</p> <p>Companion website to <i>Understanding Psychology</i> available at: <a href="http://psychology.glencoe.com">http://psychology.glencoe.com</a></p> <p>Online minitext of intro psych available at: <a href="http://allpsych.com/psychology101/contents.html">http://allpsych.com/psychology101/contents.html</a></p> <p>Online psych glossary available at: <a href="http://allpsych.com/dictionary/a.html">http://allpsych.com/dictionary/a.html</a></p>	<p>Massachusetts has no standards for Psychology</p>



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	attempt to use persuasion to influence the attitudes of others?				