

**7<sup>th</sup> Grade Geography**  
**Grade Standards, Essential Questions and Content**  
**2007-2008**

*\*Seventh grade social studies standards are not taught in a specific order, but are integrated into the various geographic units of study.*

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Essential Questions:

1. Select and use the appropriate resource, data service and/or geographic tool to answer geographic questions and interpret information.

**7.G.1.1 Students are able to select appropriate resources, data services and geographic tools to interpret information.**

Content:

1. Atlases, globes, satellite images, aerial photographs, GPS, GIS and topographic maps

Benchmark Questions and Answers:

- 7-B
  - 8-D
  - 9-C
  - 10-A
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Essential Questions:

1. Use latitude and longitude or other appropriate grid systems to locate a specific place on a map.
2. Determine which direction one place is from another. (on a map)
3. Use the scale of miles/kilometers to calculate the distance between two features on a map.

**7.G.1.2 Students are able to apply location, direction, size and/or shape to maps.**

Content:

1. Maps of Watertown, South Dakota, United States, Canada, Mexico, Latin America

2. Maps of Watertown, South Dakota, United States, Canada, Mexico, Latin America
3. Maps of Watertown, South Dakota, United States, Canada, Mexico, Latin America

Benchmark Questions and Answers:

- 1-C
  - 2-D
  - 3-B
  - 4-B
  - 5-D
  - 6-C
- 

Essential Questions:

1. Identify physical features of a specific place and/or region.
2. Apply the basics of climate to describe various locations and regions.
2. Identify cultural features and traits of a specific place and/or region.

**7.G.1.3 Students are able to identify characteristics of various locations, places, and regions.**

Content:

1. Climate, Watertown, South Dakota, United States, Canada, Mexico, Latin America
2. Climate and thematic maps
3. Culture, Watertown, South Dakota, United States, Canada, Mexico, Latin America

Benchmark Questions and Answers:

- 11-A
  - 12-D
  - 13-B
  - 14-A
  - 15-B
  - 26-D
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Essential Questions:

1. Study the distribution of population on a map and explain the spatial patterns observed.
2. Tell what type of growth rate a specific place is experiencing and explain the growth pattern.
3. What are the characteristics of different human populations?

**7.G.1.4 Students are able to identify population distribution, growth rates, and characteristics of human populations.**

Content:

1. Population distribution maps
2. Population pyramids
3. Population Reference Bureau and census data

Benchmark Questions and Answers:

- 16-A
  - 17-C
  - 18-D
  - 19-C
  - 43-D
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Essential Questions:

1. Explain how natural processes and disasters alter the physical environment of an area and influence settlement patterns.

**7.G.2.1 Students are able to identify natural environmental changes that impact regions and settlement patterns.**

Content:

1. Weather and Climate, Weathering and Erosion, Plate Tectonics

Benchmark Questions and Answers:

- 23-D
  - 25-B
  - 46-A
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Essential Questions:

1. Explain how human actions alter the physical/natural environment.
2. Describe how humans adapt to and rely on the physical/natural environment.

**7.G.2.2 Students are able to identify how humans impact and are affected by the natural environment.**

Content:

1. Human/environment interaction in Watertown, South Dakota, Mexico, Canada and Latin America
2. Human/environment interaction in Watertown, South Dakota, Mexico, Canada and Latin America

Benchmark Questions and Answers:

27-C

28-D

29-A

30-A

31-B

39-B

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Essential Questions:

1. Explain how the natural environment can impact the settlement of a region.

**7.G.2.3 Students are able to describe the impact of the natural environment on settlement patterns.**

Content:

1. Population, Watertown, South Dakota, Mexico, Canada and Latin America

Benchmark Questions and Answers:

21-B

49-C

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Essential Questions:

1. Identify the causes of human migration.
2. Explain how present migration trends influence political decisions.
3. Describe how human migration from one region to another region affects both regions.

**7.G.2.4 Students are able to identify how human migration impacts politics, the environment, and regions.**

Content:

1. Population, Watertown, South Dakota, United States, Canada, Mexico, and Latin America
2. Watertown, South Dakota and Mexico
3. South Dakota and Mexico

Benchmark Questions and Answers:

- 24-C
- 32-C
- 42-A

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Essential Questions:

1. Compare and contrast governments and their influence on places and regions.

**7.C.1.1 Students are able to describe how government impacts the characteristics of place.**

Content:

1. Democracy, Communism, Monarchy and Dictatorship

Benchmark Questions and Answers:

- 34-D
- 50-A

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Essential Questions:

1. Identify historical events that have impacted individual governments.

**7.C.1.2 Students are able to identify historical events that impacted individual governments.**

Content:

1. Quebec and Canada, Cuba

Benchmark Questions and Answers:

35-A

36-D

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Essential Questions:

1. Describe how an individual members of a society may influence the actions of their community and the decisions of political leaders.

**7.C.2.1 Students are able to describe how citizens impact social and political issues.**

Content:

1. Environmental problems in Watertown and South Dakota

Benchmark Question and Answers:

37-C

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Essential Questions:

1. Describe how the amount of available resources will make it easy or difficult for humans to survive.

**7.E.1.1 Students are able to explain how the availability of resources provides for or challenges human activities.**

Content:

1. Developing and developed countries
2. Watertown and South Dakota

Benchmark Questions and Answers:

22-A

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Essential Questions:

1. Describe how industry and trade affects the quality of life of a group of people based on income.

**7.E.1.2 Students are able to describe how economic activity affects standard of living.**

Content:

1. Culture and natural resources
2. Developed and developing countries
3. Supply and demand

Benchmark Questions and Answers:

41-C

45-C

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Essential Questions:

1. Describe how global business and industry is hurt or helped by trade practices.

**7.E.1.3 Students are able to describe the role of trade barriers and agreements in the global economy.**

Content:

1. NAFTA, quotas and tariffs
2. Global economic interdependence

Benchmark Questions and Answers:

40-A

48-D

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Essential Questions:

1. Describe how various technologies influence the wealth of a place or region.

**7.E.1.4 Students are able to describe how technology affects the economic development of places and regions.**

Content:

1. Developed and developing countries
2. Impact of industrialization and urbanization

Benchmark Questions and Answers:

- 20-A
  - 38-D
  - 44-A
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Essential Questions:

1. Describe how the government of a country determines business and industry practices.

**7.E.1.5 Students are able to describe the relationship between government and economic systems in different countries.**

Content:

1. Capitalism, communism and socialism

Benchmark Questions and Answers:

- 33-B
- 47-B

**7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Select	Choose Pick out Discriminate To be careful Chosen	Choose Pick out
Interpret	Give explanation To set forth the meaning of Explain	To explain To understand and communicate both verbally and in writing To gain a meaning To give reasons for

**Nouns:**

Appropriate resources = textbook / atlas / almanac

Data = statistical data / historical data / cultural data

Data services = Census Bureau / internet sites / Population Reference Bureau

Geographic tools = GPS / GIS / maps / globes

Information = a geographical question

**Student Friendly:**

I can choose (select) from the appropriate textbook, atlas, almanac, internet sites (statistical data, historical data, cultural data), GPS, GIS, maps, and globes to understand and communicate both verbally and in writing (interpret) the answer to a geographical question.

**7.G.1.2. Students are able to apply location, direction, size, and /or shape to maps.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Apply	To make practical or active use To use for a particular purpose To employ To assign to a specific purpose To put to use	Use Put to use

**Nouns:**

Location = where something is on a map

Direction = compass rose / direction orientation within space

Size = map scale

Shape = general

Maps = physical and political maps

**Student Friendly:**

I can locate (apply) specific places on a map.

I can use (apply) the compass rose to figure the directions on a map.

I can use (apply) the scale of miles / kilometers to calculate distance on a map.

I can use (apply) shape to name physical and political features on a map.

**7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List

**Nouns:**

Characteristics = cultural and physical features

Locations = specific place on earth

Places = places

Regions = physical and cultural areas of sameness (with unifying characteristics)

**Student Friendly:**

I can recognize and describe (identify) the cultural and physical features of a specific place and of areas of sameness.

**7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List

**Nouns:**

Population distribution = how people are spread out over an area

Growth rates = how a population grows according to birth rate and death rate

Characteristics = human features

Human populations = groups of people

**Student Friendly:**

I can recognize and describe (identify) how people are spread out over an area.

I can recognize and describe (identify) how a population grows according to birth rate and death rate.

I can recognize and describe (identify) the human features of groups of people.

**7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List
Impact	A significant and strong influence And effect	influence

**Nouns:**

Natural environmental changes = natural disasters and climatic changes

Regions = physical features of the areas

Settlement patterns = how and why people choose to live in one place over another

**Student Friendly:**

I can recognize and describe (identify) how natural disasters and climatic changes alter physical features of an area.

I can recognize and describe (identify) how natural disasters and climatic changes influence how and why people choose to live in one place over another.

**7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List
Impact	A significant and strong influence And effect	Influence Change Alter
Are affected by		Adapt to Rely on

**Nouns:**

Humans = people

Natural environment = natural environment

**Student Friendly:**

I can recognize and describe (identify) how people change and alter the environment.

I can recognize and describe (identify) how people adapt to and rely on the natural environment.

**7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing

**Nouns:**

Impact = influence

Natural environment = physical features of a place

Settlement patterns = how and why people choose to live in one place over another

**Student Friendly:**

I can describe verbally, visually or in writing how the physical features of a place influence how and why people choose to live in one place over another.

**7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List
Impacts		Influences Affects

**Nouns:**

Human migration = human migration

Politics = decisions made by political leaders

Environment = use of resources

Regions = regions

**Student Friendly:**

I can recognize and describe (identify) how human migration influences decisions made by political leaders.

I can recognize and describe (identify) how human migration affects the natural environment.

I can recognize and describe (identify) how human migration from one region to another affects both regions.

**7.C.1.1. Students are able to describe how government impacts the characteristics of place.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing
Impact		influence

**Nouns:**

Government =

Characteristics = physical and cultural features

**Student Friendly:**

I can describe verbally, visually or in writing how government influences physical and cultural features of a place.

**7.C.1.2. Students are able to identify historical events that impacted individual governments.**

Identify	Recognize or establish as being a particular person or thing To regard as being the same To determine as belonging to a group	Name Describe Recognize List
Impacts		Affects Influences

**Nouns:**

Historical events = events in history / things that have happened

Individual governments = governments of different countries / cities / counties / tribes / etc

**Student Friendly:**

I can recognize and describe (identify) how events in history have influenced individual governments.

**7.C.2.1. Students are able to describe how citizens impact social and political issues.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing
Impacts		Affects Influences

**Nouns:**

Citizens = a member of a society

Social Issues = actions of a community

Political Issues = decisions of political leaders

**Student Friendly:**

I can describe verbally, visually or in writing how an individual member of a society may influence the actions of their community and the decisions of political leaders.

**7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Explain	Make clear To make plain To assign a meaning to To smooth out To expound To interpret	Describe verbally, visually or in writing
Provides for		Makes it easy
Challenges		Makes it difficult

**Nouns:**

Availability = are available to people

Resources = resources (natural or human)

Human activities = ability or inability to provide for your people / human survival

**Student Friendly:**

I can describe verbally, visually, or in writing how the amount of available resources will make it easy or difficult for humans to survive.

**7.E.1.2. Students are able to describe how economic activity affects standard of living.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing
Affects		Affects Influences

**Nouns:**

Economic activity = industry and trade

Standard of living = quality of life of a group of people based on income

**Student Friendly:**

I can describe verbally, visually, or in writing how industry and trade affects the quality of life of a group of people based on income.

**7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing

**Nouns:**

Role = function

Trade barriers = practice that makes trade difficult / something that hurts trade

Trade agreements = practices that make trade easier / something that helps trade

Global economy = worldwide business and industry

**Student Friendly:**

I can describe verbally, visually or in writing how worldwide business and industry is hurt or helped by trade practices.

7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing
Affects		Affects Influences

**Nouns:**

Technology = various technologies

Economic development = how wealthy a place is

Places = place

Regions = region

**Student Friendly:**

I can describe verbally, visually or in writing how various technologies influence how wealthy a place or region is.

**7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.**

<b>Verb</b>	<b>Dictionary Definition</b>	<b>Student Friendly</b>
Describe	To represent in words	Describe verbally, visually or in writing

**Nouns:**

Relationship = how one determines the other

Government = government rules and regulations (laws and policies)

Economic systems = business and industry practices

**Student Friendly:**

I can describe verbally, visually or in writing how the rules and regulations of different countries' governments determine business and industry practices.

**Eighth Grade U. S. History**  
**Grade Standards, Essential Questions and Content**

**August / September**

Essential Questions:

1. What were the major causes of the American Revolution?
2. During the American Revolution, who were the key individuals and what role did they play?
3. What are the three key battles of the American Revolution and what was the outcome of each?
4. What were the key political documents that were created during the American Revolution?

**8.US.1.1 Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.**

Content:

1. French and Indian War, Proclamation of 1763, Stamp Act, Sugar Act, Boston Massacre, Boston Tea Party, Townshend Acts, colonial representation
2. John Adams, Samuel Adams, George Washington, Thomas Jefferson, Patrick Henry, Thomas Paine, Paul Revere, King George III, General Cornwallis, John Hancock, Lafayette
3. Lexington and Concord, Valley Forge, Saratoga, Yorktown
4. Declaration of Independence, Articles of Confederation, Common Sense

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Essential Questions:

1. How did France's aid insure victory during the American Revolution?

**8.E.1.1 Students are able to identify economic support for America during conflicts.**

Content:

1. Money, supplies, navy, military, military leaders

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Essential Questions:

1. What were the philosophical differences between the Loyalists and Patriots?
2. How did Federalists and Anti-Federalists view the Constitution and the roll of government?

**8.US.2.1 Students are able to explain the impact of the American Revolution on American philosophies.**

Content:

1. Loyalists wanted to remain a part of the British Empire while Patriots wanted freedom and self-government
2. Federalists – supported the Constitutions and a strong central government

Anti-Federalists – felt the Constitution gave too much power to the central government, supported more power for state governments

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## October

Essential Questions:

1. What were the powers of the Federal Government under the Articles of Confederation?
2. What were the weaknesses of the Articles of Confederation?
3. What are three accomplishments of the government under the Articles of Confederation?

### **8.C.1.3 Students are able to describe the successes and problems of the government under the Articles of Confederation.**

Content:

1. Make laws, declare war, coin/borrow money
  2. Could not: tax, enforce laws, regulate trade, no president
  3. Land Ordinance of 1785, Northwest Ordinance, guiding the Nation through the American Revolution (Treaty of Paris)
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Essential Questions:

1. What are the three branches of government and what are the powers and duties of each?
2. What were the two key compromises agreed upon during the Constitutional Convention?
3. Why were the powers of the government separated and what checks and balances were included?

### **8.C.1.1 Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.**

Content:

1. Executive Branch – carries out the laws, propose laws, vetoes laws, Commander-in-Chief  
Legislative Branch – makes laws, declare war, approve treaties, impeach president and other high officials, override presidential veto  
Judicial Branch – interrupts laws, declare laws and executive actions unconstitutional
  2. Great Compromise, Three-fifths Compromise
  3. To prevent any branch from becoming too powerful, the power to veto, impeach, declare laws unconstitutional, approve appointments and treaties
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Essential Questions:

1. What were the primary reasons for adding the Bill of Rights?
2. What are some of the individual freedoms protected under the Bill of Rights?
3. What impact did the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments have on the rights of Americans?

**8.C.2.1 Describe the fundamental liberties and rights stated in the first 15 Amendments.**

Content:

1. Federal government responsibility is to protect the rights of individual citizens.
2. Press, speech, assembly, religion, bear arms, rights of the accused.
3. Abolished slavery, gave citizenship and the right to vote.

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**November / December**

Essential Questions:

1. What were the key land acquisitions the United States made and how were they acquired?
2. How did the United States justify westward expansion?
3. What impact did westward expansion have on the native peoples?
4. Who were the early leaders of the women's reform movement and what was their agenda?
5. What was the goal of the abolitionists movement and who were the early leaders?

**8.US.1.2 Students are able to describe the unfolding of westward expansion and reform movements in the United States.**

Content:

1. Louisiana Purchase – was bought, Texas - annexed, Oregon – treaty with the British, Mexican Cession – acquired after war with Mexico for a price, Gadsden Purchase - bought

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Essential Questions:

1. What legislation was enacted by Congress aided the settlement of the West?
2. What impact did westward expansion have on indigenous peoples?

**8.C.1.2 Students are able to describe the relationship of government to citizens and groups during the westward expansion.**

Content:

1. Land Ordinance of 1785, Northwest Ordinance
  2. Indian Removal Law, Trail of Tears
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Essential Questions:

1. What push / pull factors attracted settlers to the West?

**8.E.1.2 Students are able to describe how westward expansion was motivated by economic gain.**

Content:

1. Cheap land, mining, trade, Homestead Act, Manifest Destiny
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Essential Question:

1. What ways did western migration lead to conflict between different groups of people who wanted the land?

**8.US.2.2 Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies and religions.**

Content:

1. Broken promises, Indian Wars, Manifest Destiny
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### *January / February*

Essential Questions:

1. What were the major causes of the Civil War?
2. Who were the key individuals and what roll did they play in the Civil War?
3. What were the major military battles and campaigns of the Civil War?
4. What important political documents and speeches were created during the Civil War?

**8.US.1.3 Students are able to describe the sources of conflict, key individuals, battles and political documents of the Civil War.**

Content:

1. Slavery, states rights, economic and social differences, sectionalism.
  2. Lincoln, Davis, Lee, Grant, Jackson, Sherman, Sheridan
  3. Bull Run, Antietam, Vicksburg, Gettysburg, March to the Sea, Appomattox Court House.
  4. Emancipation Proclamation, Gettysburg Address, First and Second Inaugural Address.
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Essential Questions:

1. Why did the Southern states secede and form a confederation?

**8.C.1.4 Students are able to describe the impact of the Civil War on the United States Government.**

Content:

1. States rights, social and economic livelihood, Lincoln election

Essential Questions:

1. How did the rolls of women and African Americans change as a result of the Civil War?
2. Why is the Civil War referred to as the first modern war?

**8.US.2.3 Students are able to summarize the impacts of the Civil War on American culture and philosophies.**

Content:

1. Raised awareness of potential rights and freedoms, more involvement in economic
2. Ironclads, railroads, weapons, communication

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**March**

Essential Questions:

1. What were the conditions in the United States following the Civil War?
2. What were the different political forces that helped shaped Reconstruction?
3. What was the process of bringing the South back into the Union?
4. What social changes were brought about in the South during Reconstruction?

**8.US.1.4 Students are able to summarize the political and social changes in the United States during Reconstruction.**

Content:

1. Economic and physical destruction in the south, disabled veterans, transportation destroyed, cities, plantations and farms destroyed.
2. Radical Republicans, white supremacist, freedman's vote
3. 10% Plan, Wade Davis Bill, Johnson's Plan, Radical Republican
4. Black schools, Black Codes, Jim Cow Laws, segregation

Essential Questions:

1. What new opportunities were available to African Americans after the Civil War?

**8.US.2.4 Students are able to describe the impact of various cultures and philosophies on the U. S. during Reconstruction.**

Content:

1. Right to vote, hold office, own land, education, migration
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Essential Questions:

1. What new inventions moved America from an agrarian to an industrial economy?

**8.E.1.3 Students are able to describe the impact of technology and industrialization on mid-1800s America.**

Content:

1. Interchangeable parts, telegraph, railroads, mass production, vertical integration.
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Essential Questions:

1. What roll did sharecropping play in rebuilding the South's economy?

**8.E.1.4 Students are able to outline the economic effects of Reconstruction in the United States.**

Content:

1. Provided labor and put the land back into production.
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### *April*

Essential Questions:

1. What impact did the reservation system have on Plains Indians.
2. What were the pull factors of the Great Plains Region.

**8.US.2.5 Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.**

Contents:

1. Destruction of Native American culture, Dawes Act, natives dependence on the federal government.
  2. Railroads, Homestead Act, mining.
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Essential Questions:

1. Who were the key figures in the growth of industry and big business.
2. What impact did immigration have on the growth of cities.
3. What was the goal of labor unions.

**9-12.US.1.1 Students are able to explain the cause-effect relationships and legacy that distinguished significant historical periods from Reconstruction to the present.**

Content:

1. JP Morgan, Andrew Carnegie, John D. Rockefeller, Henry Ford, Cornelius Vanderbilt
2. Immigration, job opportunities, Ellis and Angel Island
3. AFL, Knights of Labor, Samuel Gompers, better working conditions

## **Eighth Grade Social Studies Standards “Un-packed”**

### **U.S. HISTORY**

**8.US.1.1 Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents.**

- I can identify the events that led to the American Revolution.
- I can identify individuals who played an important role in the events that led to the American Revolution.
- I can explain how the reaction of the colonists to these events led to the American Revolution.
- I can explain the importance of major battles in the American Revolution.
- I can identify the individuals who played an important role in the major battles of the American Revolution.
- I can explain how political documents and writings influenced the American Revolution.

**8.US.1.2 Students are able to describe the unfolding of westward expansion and reform movements in the United States.**

- I can explain how and why western lands were acquired and settled.
- I can identify the major causes, events, and people associated with: Louisiana Purchase, War of 1812, Texas Revolution, War with Mexico, California Gold Rush, Oregon Territory, and Indian Relocation, and Railroads
- I can identify the major social reform issues and reformers associated with: Abolition of Slavery, Child Labor Laws, Public education, Women’s rights, Temperance, Rights of the mentally ill

**8.U.S.1.3 Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War.**

- I can identify the events and issues that led to the Civil War.
- I can explain how speeches and writings influenced the Civil War.
- I can identify individuals who played an important role in the events that led to the Civil War.
- I can explain the importance of major battles in the Civil War.
- I can identify the individuals who played an important role in the major battles of the Civil War.

**8.US.1.4 Students are able to summarize the political and social changes in the United States during Reconstruction.**

- I can explain the ideals and goals of reconstruction and why they did not work.
- I can explain the difference between Abraham Lincoln's plan for Reconstruction and that of the Radical Republicans.
- I can explain how the assassination of Abraham Lincoln changed the plans for Reconstruction.

**8.US.2.1 Students are able to explain the impact of the American Revolution on American philosophies.**

- I can categorize the reasons why people supported states rights rather than a strong central government before and during the American Revolution.
- I can explain how the need for a strong federal system evolved after the American Revolution.

**8.US.2.2 Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.**

- I can explain the meaning of the term Manifest Destiny and show how it resulted in the growth of the United States.
- I can identify ways in which westward migration led to conflicts between different groups of people who wanted the land.
- I can describe how inventors and their inventions changed society.  
(see 8.US.1.2)

**8.US.2.3 Students are able to summarize the impacts of the Civil War on American culture and philosophies.**

- I can compare the roles of both women and African Americans before and after the civil war.
- I can explain how the war affected soldiers, civilians, and families.
- I can explain how the Civil War changed the way future wars would be fought.

**8.US.2.4 Students are able to describe the impact of various cultures and philosophies on the US during Reconstruction.**

- I can explain how minority populations influenced the development of government policies.

## CIVICS

### **8.C.1.1 Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.**

- I can identify the 3 branches of government and list the powers of each branch.
- I can explain how the legislative branch is the result of the Great Compromise and the Three-Fifths Compromise.
- I can justify the need for the separation of powers and the checks and balance system.
- I can describe how a discussion of philosophical ideas at the Constitutional Convention led to the writing of the US Constitution.

### **8.C.1.2 Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.**

- I can describe the needs of citizens and groups as they moved west.
- I can describe government actions and policies in response to the needs of people moving west.

### **8.C.1.3 Students are able to describe the successes and problems of the government under the Articles of Confederation.**

- I can list the successes and failures of the government under the Articles of Confederation and show how the failures led to the adoption of the US Constitution.

### **8.C.1.4 Students are able to describe the impact of the Civil War on the United States government.**

- I can explain the similarities and differences between the governments of the United States and the Confederacy.
- I can explain how the Civil War changed the US Constitution.
- I can identify and explain the conflicts between the president and congress during reconstruction.

### **8.C.2.1 Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.**

- I can name and illustrate (in a variety of ways) the rights and freedoms as stated in the first 15 amendments of the US Constitution.

## ECONOMICS

### **8.E.1.1 Students are able to identify economic support for America during conflicts.**

### **8.E.1.2 Students are able to describe how westward expansion was motivated by economic gain.**

### **8E.1.3 Students are able to describe the impact of technology and industrialization on mid-1800's America.**

**8.E.1.4 Students are able to outline the economic effects of Reconstruction in the United States.**

# Unit 1 – Five Themes of Geography

## Map and Globe Skills

## Physical Geography

### August/September

#### **ESSENTIAL QUESTIONS:**

1. What are the Five Themes of Geography?
2. What are the five essentials of a “Good Map”?
3. What are the major factors determining climate regions?
4. What are the components of a Climograph?
5. How do you interpret a Climograph?
6. What are the four major plate movements?

#### **STANDARDS**

9-12.G.1.1 – Students are able to use resource, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geography representations when given information about places and events.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

#### **CONTENT**

1. Five Themes of Geography
  - a. Location
    - i. Absolute
    - ii. Relative
  - b. Place
    - i. Human characteristics
    - ii. Physical characteristics
  - c. Human Environment Interaction
    - i. Depend
    - ii. Adapt
    - iii. Modify
  - d. Movement
    - i. People, goods, and ideas
  - e. Region
2. Map and Globe Skills
  - a. Continents and Oceans
  - b. Latitude and Longitude skills
  - c. Elements of a “Good Map”
    - i. Title
    - ii. Compass
    - iii. Scale

- iv. Key/Legend
- v. Date
- d. Map Projections
- 3. Physical Geography
  - a. Plate Boundary Interaction
    - i. Converging
    - ii. Diverging
    - iii. Subduction
    - iv. Faulting
  - b. Landform vocabulary
  - c. World Climates
  - d. Climograph

### **ACTIVITIES**

- 1. Video:
  - a. Five Themes of Geography
  - b. Why Geography?
  - c. Modern Marvels: Map Making #1307
  - d. Search for Longitude
- 2. Geography of My Home
  - a. Paper
    - i. Describe house using all Five Themes of Geography
  - b. Arial Map of Neighborhood
- 3. Walking Map of Watertown High School
- 4. South Dakota Road Map Activity
- 5. South Dakota Tourism and Recreation
- 6. Many Climates – matching climates to descriptions
- 7. Map United States Population Density
- 8. Group Stations (physical landforms)
- 9. Physical landform vocabulary Power Point
- 10. Group Climographs/Gang of 14

### **ASSESSMENT**

- 1. Unit Quizzes
- 2. Unit Test

# Unit 2 (Chapters 7 & 8) – United States October

## **ESSENTIAL QUESTIONS:**

1. What are the four major areas of the United States?
2. What characteristics make the Northeast, South, Midwest, and West unique?

## **STANDARDS**

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

## **CONTENT**

1. Northeast
  - a. Water economy
  - b. Industrialization
  - c. Megalopolis
2. South
  - a. Climate
  - b. Plantations/Farming
  - c. Growing Economy
  - d. Growing Tourism
3. Midwest
  - a. Last territory settled
  - b. Farming
  - c. Distribution cities
4. West
  - a. Scarcity of water
  - b. Orographic Precipitation
  - c. Gold Rush
  - d. Alaska and Hawaii

## **ACTIVITIES**

1. Map:
  - a. The United States
  - b. The Northeast
  - c. The South
  - d. The Midwest
  - e. The West

2. States and Capitals Spreadsheet

### **ASSESSMENT**

1. Map & Capital quizzes (Northeast & South and Midwest & West)
2. Unit Test

# Unit 3 (Chapters 3, 4, 5) – Canada

## November

### ESSENTIAL QUESTIONS:

1. What are the six physical regions of Canada? And what are their characteristics?
2. Explain how Canada and the United States are similar and yet different?
3. Who are the Inuit? What is the culture like?
4. Why is Canada a bilingual country?
5. What is a Parliamentary Democracy?

### STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geographic representation when given information about places and events.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

### CONTENT

1. Canada's Physical Landscape
  - a. Canadian Shield
  - b. Maritime Provinces
  - c. St. Lawrence Seaway
  - d. Prairie Provinces
  - e. Western Cordillera (Canadian Rockies)
  - f. Arctic North
2. History
  - a. Land of the Inuit
    - i. Nomads
    - ii. Subsistence fishers and hunters
    - iii. Nunavut
  - b. French Colonization
    - i. Quebec
    - ii. Parti Quebecois
  - c. English Rule
3. Canada Today
  - a. Exploration
  - b. Links to the United States

- c. Confederation
- d. Commonwealth
- e. Parliamentary Democracy

### **ACTIVITIES**

- 1. Map Canada
- 2. Travel Brochure:
  - a. Provincial information/facts
  - b. Flag
  - c. Population Pyramid
  - d. Pie Chart
  - e. Climograph

### **ASSESSMENT**

- 1. Map & Capital quiz
- 2. Unit Test

# Unit 4 (Chapters 14, 15, 16) – Europe

## November/December

### ESSENTIAL QUESTIONS:

1. What is the purpose of the European Union?
2. How will population changes affect the Europe's economy and culture?
3. What are the effects of the Chunnel (the English Channel – Tunnel)?
4. How does climate impact/affect Europe?
5. Why is pollution a major issue in Europe?

### STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geographic representation when given information about places and events.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

### CONTENT

1. European Union
  - a. Common currency
  - b. Common citizenship
  - c. Common foreign defense
  - d. Cooperation vs. Conflict
2. Population
  - a. Demographic changes
  - b. Three types of population pyramids
    - i. Rapid Growth, Slow Growth, and Negative Growth
3. Pollution
  - a. Industrial Revolution
  - b. Chernobyl
  - c. Acid Rain
  - d. “Black Triangle”
4. Immigration
  - a. Response to a declining population/work force
  - b. Integration of immigrants
5. European Climates:
  - a. Marine West Coast Climate
  - b. North Atlantic Drift
  - c. Mediterranean Climate
6. Vegetation:

- a. Deciduous vs. Coniferous vegetation
- 7. History:
  - a. Empires
  - b. Rise of Nations
  - c. Industrial Revolution
- 8. Physical Locations:
  - a. Alps
  - b. Pyrenees
  - c. Islands and Peninsulas
  - d. Influence of large bodies of water
  - e. North European Plain
- 9. The Chunnel: English Channel & Tunnel

### **ACTIVITIES**

- 1. Map Europe
- 2. Web Quest:
  - a. The Chunnel – [www.raileurope.com](http://www.raileurope.com)
  - b. European Union – [www.eurunion.org/infores.euguide/euguide.htm](http://www.eurunion.org/infores.euguide/euguide.htm)
- 3. Video:
  - a. European Union: Road to Unity
  - b. Travel to Europe
- 4. Travel Brochure:
  - a. Country information/facts
  - b. Flag
  - c. Population Pyramid
  - d. Pie Chart
  - e. Climograph
- 5. Large Map Project:
  - a. convert small map into large poster size map
  - b. country information/facts
  - c. Climograph
  - d. Population Pyramid

### **ASSESSMENT**

- 1. Map & Capital quizzes (West and East Europe)
- 2. Unit Test

# Unit 4 (Chapters 17 & 18) – Russia

## December/January

### ESSENTIAL QUESTIONS:

1. How does the climate influence Russia's history and economy?
2. How did communism shape Russia from 1920-1990?
3. What are the major physical forces that shaped Russia?
4. What challenges do the new Republics face in a post-Soviet era?
5. Which countries comprised the former USSR?
6. What was the role of the USSR in Eastern Europe's political decisions?

### STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

### CONTENT

1. Physical forces that influenced/shaped Russia
  - a. Tectonic Movement
  - b. Erosion
  - c. Glaciation
  - d. Volcanic Activity
2. Break-Up and the Succeeding of the Former Soviet Union
  - a. Superpower to Failed State
  - b. Kazakhstan
  - c. Azerbaijan
  - d. Belarus
  - e. Lithuania
  - f. Russia
3. Communism and the Command System
  - a. History of Communism
  - b. Beliefs of Communism
  - c. Communism in operation (East Europe)
4. Population of Russia
  - a. Imploding population
5. Eurasian Climates:
  - a. Humid Continental
  - b. Subarctic/Tundra

- c. Semiarid
- 6. Vegetation:
  - a. Russian Taiga
  - b. Steppe
- 7. History:
  - a. Empire & Czars (1500s)
  - b. Communist Revolution
- 8. Physical Locations:
  - a. The Urals
  - b. Caucasus Mts.
  - c. Siberia
  - d. Lake Baikal
  - e. Aral Sea
  - f. European Plain

### **ACTIVITIES**

- 1. Map Eurasia
- 2. Web Quest
  - a. Russia and the Eurasian Republics – [trackstar.4teachers.org](http://trackstar.4teachers.org) #2087
- 3. Video:
  - a. Behind Kremlin Walls
  - b. Kyrgyzstan (Peace Corp)
- 4. Cartogram
  - a. Map based on population
  - b. Elements of a Good Map (scale, title, compass, key)
- 5. The Russian Winter – Story Mapping

### **ASSESSMENT**

- 1. Map & Capital quizzes (Eurasian)
- 2. Unit Test

# Unit 5 (Chapters 19, 21, 22, & 23) – Africa

## February/March

### ESSENTIAL QUESTIONS:

1. Explain how climate has impacted settlement in different regions of Africa.
2. What are key problems African have faced since independence?
3. What is apartheid? How did apartheid end in South Africa?
4. How has the Nile River impacted life in North Africa?
5. What role have women/micro-business played in the recent growth of the African economy?
6. Explain the impact of European colonialism.

### STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

### CONTENT

1. Nile River
  - a. River Basin
  - b. Gifts of the Nile River
    - i. Hydroelectricity, farming, the Delta, and transportation
  - c. Water Cycle
  - d. Aswan High Dam
    - i. Benefits and Consequences
2. The Sahara Desert and the Sahel
  - a. Largest hot desert
  - b. The Oases
  - c. Adaptations to desert life and oases life
  - d. Drought and Desertification
3. Micro-entrepreneurs: Women’s Role in the Development of Africa
  - a. Problems of developing countries
  - b. Women face more challenges (sexist society)
  - c. Grinding Peanuts in Mali
  - d. Open Air markets in Uganda
  - e. Serving food in Botswana
4. Nigeria: A Country of many Cultures
  - a. Ethnic diversity

- b. Ethnic and religious tensions
- 5. South Africa: Post-apartheid
  - a. History of Apartheid
  - b. History of Multi-Racial society
  - c. End of Apartheid
  - d. Nelson Mandela
  - e. AIDS
- 6. Population of Africa
  - a. Urban populations vs. Rural populations
  - b. Religions conflicts (Islam 40% & Christianity 46%)
  - c. Subsistence farming
- 7. African Climates:
  - a. Desert/Arid
  - b. Semiarid
  - c. Mediterranean
  - d. Tropical Wet and Tropical Wet & Dry Climates
  - e. Highland
- 8. Vegetation:
  - a. Savanna
  - b. Chaparral & Desert Scrub
  - c. Rainforests
- 9. History:
  - a. Languages (over 2,000)
  - b. Early Empires (controlling the Nile and Sahara)
  - c. European Colonization
  - d. Independence from Europe (1950-2000)
  - e. Ethnic Tensions
- 10. Physical Locations:
  - a. Atlas Mts.
  - b. Mt. Kilimanjaro
  - c. Sahara Desert
  - d. Kalahari Desert
  - e. Namib Desert
  - f. Sahel
  - g. Cape of Good Hope
  - h. Nile River
  - i. Congo River
  - j. Niger River
  - k. Lake Victoria
  - l. Lake Malawi
  - m. Red Sea
  - n. Mozambique Channel

## **ACTIVITIES**

- 1. Map Africa
- 2. Web Quest

- a. Big Men of Africa – Mr. Dowling
- 3. Video:
  - a. Female Runners in Kenya
  - b. Animals of the Namib
  - c. Nelson Mandela (#942)
  - d. Down the Dark River
  - e. Ghost & the Darkness
- 4. African Power Point Project & Presentation

### **ASSESSMENT**

- 1. Map & Capital quizzes (Africa)
- 2. Unit Test

# Unit 6 (Chapters 19, 24, 25, & 26) – Middle East January/February

## ESSENTIAL QUESTIONS:

1. How does climate impact settlement in the Middle East?
2. How has religion impacted the settlement and history of the Middle East?
  - a. Israel and Palestine
  - b. Shiite and Sunni
  - c. Jerusalem
3. How has oil impacted the economy and political instability of the Middle East?
  - a. OPEC
4. How are natural resources distributed throughout this region?
5. What is a Primate City? What is the importance of a Primate City?
6. What are the consequences of over irrigation of the Aral Sea Region?

## STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geographic representation when given information about places and events.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

## CONTENT

1. Oil – “Black Gold”
  - a. Renewable vs. Nonrenewable Resources
  - b. Oil’s formed
  - c. Benefits of Oil
  - d. Uneven distribution of resources (oil)
  - e. OPEC (Oil and Petroleum of Exporting Countries)
  - f. Persian Gulf War (1991)
2. Istanbul
  - a. Growth of City
  - b. Primate City
  - c. Center for Culture and Commerce
3. The Aral Sea
  - a. Environmental Degradation
  - b. Salinization

- c. The shrinking of the Aral Sea & farming
  - d. Consequences
- 4. Population of the Middle East
  - a. Urban populations vs. Rural populations
- 5. Middle Eastern Climates:
  - a. Desert/Arid
  - b. Semiarid
  - c. Mediterranean
- 6. Vegetation:
  - a. Desert Scrub
  - b. Chaparral
  - c. Deciduous & Coniferous forests
- 7. History:
  - a. Birthplace of three major religions (Islam, Christianity, and Judaism)
  - b. Creation of Israel
  - c. Discovery of Oil
- 8. Physical Locations:
  - a. Hindu Kush Mts.
  - b. Zagros Mts.
  - c. Rub al Khali (Empty Quarter)
  - d. Dead Sea
  - e. Aral Sea
  - f. Caspian Sea
  - g. Persian Gulf
  - h. Tigris & Euphrates Rivers

## **ACTIVITIES**

- 1. Map Middle East
- 2. Map of the Spread of Islam
- 3. Comparison map of Israel and South Dakota
- 4. Web Quest
  - a. Israel vs. PLO vs. Hezbollah – Wikipedia
  - b. Pilgrimage to Mecca – [www.islamicity.com/mosque/hajj/](http://www.islamicity.com/mosque/hajj/)
  - c. OPEC – Energy Information Administration
- 5. Video:
  - a. Honor Killings
  - b. Arabian Nights
  - c. Hildalgo
- 6. Islamic Art Project
- 7. Afghanistan Report
  - a. Current Event
  - b. Questions about History
  - c. Personal Essay
- 8. Middle East Village Role Play

## **ASSESSMENT**

1. Map & Capital quizzes (Middle East)
2. Unit Test

# Unit 7 (Chapters 27, 28, & 29) – South Asia

## April

### ESSENTIAL QUESTIONS:

1. Explain monsoons and their impact on the subcontinent of South Asia.
2. Explain the reasons for the fast growing economy in India.
3. How was Mount Everest and the Himalayan mountains formed?
4. What are the steps involved in climbing Mount Everest?
5. What is Orographic precipitation?
6. What is the difference between the windward and leeward sides of a mountain?
7. What are the essential beliefs of the Hindu faith?
8. Who is Gandhi and why is he significant in Indian history?

### STANDARDS

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geographic representations when given information about places and events.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.2 – Students are able to explain how humans interact with their environment.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

### CONTENT

1. The Effects of the Monsoons
  - a. Definition of monsoon
  - b. Factors that create monsoons
  - c. Orographic precipitation
  - d. Wet months vs. dry months
2. India: Tech Worker's and Time Zones
  - a. World's largest democracy
  - b. Fast-Growing economy
    - i. Comparative advantage
    - ii. Low wages
    - iii. Speak English
    - iv. Trained Workers
  - c. Brain Drain – losing workers
3. Mount Everest
  - a. Climbing to the top
  - b. Protecting Mount Everest
  - c. The Sherpas
4. Population of South Asia

- a. Urban populations vs. Rural populations
- b. 2<sup>nd</sup> largest populated country
- c. Hindus
- 5. South Asian Climates:
  - a. Monsoons
  - b. Tropical Wet & Dry and Tropical Wet
  - c. Arid
  - d. Highland
- 6. Vegetation:
  - a. Desert Scrub
  - b. Rainforests
- 7. History:
  - a. Indus River Valley Civilization
  - b. British Colonization (late 1700s)
  - c. Independence from Great Britain - 1947
- 8. Physical Locations:
  - a. Himalayan Mts.
  - b. Deccan Plateau
  - c. Western & Eastern Ghats
  - d. Ganges River
  - e. Brahmaputra River
  - f. Ganges Delta
  - g. Bay of Bengal
  - h. Indian Ocean
  - i. Arabian Sea

### **ACTIVITIES**

- 1. Map South Asia
- 2. Video:
  - a. Gandhi
  - b. Rats In India
- 3. Indian Inspiration Activity
- 4. Hindu Religion Research
- 5. South Asian Crossword Puzzle
- 6. Top 10 List of Bangladesh and Bhutan & Nepal

### **ASSESSMENT**

- 1. Map & Capital quizzes (South Asia)
- 2. Unit Test

# Unit 7 (Chapters 30, 31, & 32) – East Asia May

## **ESSENTIAL QUESTIONS:**

1. What problems both historically and for the future does China face with such a large population?
2. What are recent economic changes in China?
3. What is the Three Gorges Dam?
4. What is China doing to meet its growing energy needs?
5. How have the Japanese adapted to limited living space?
6. What are the consequences to such a large population density?
7. What is the “Ring of Fire”?
8. How has globalization helped economies around the world?

## **STANDARDS**

9-12.G.1.1 – Students are able to use resources, data services, and geographic tools that generate and interpret information.

9-12.G.1.2 – Students are able to interpret geographic representations when given information about places and events.

9-12.G.2.1 – Students are able to identify and explain the impact of the natural environment on human settlement patterns.

9-12.G.2.3 – Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.

9-12.G.2.4 – Students are able to identify the main characteristics of cultural geography.

## **CONTENT**

1. China: The World’s Most Populated Country
  - a. Country with 1 billion people
  - b. One child per family policy
    - i. Benefits vs. Costs
  - c. Need for more energy
    - i. Three Gorges Dam – benefits vs. costs
  - d. Economic Growth in China
2. Japan: Population Density
  - a. Archipelago
  - b. “Ring of Fire”
  - c. Arable Land
  - d. Limited land for living
    - i. Public Transit System
    - ii. Expensive Housing
    - iii. Land Use
    - iv. Health Care
3. Economic Globalization/Economic Interdependence
  - a. Economic Growth in Asia

- b. Free Trade/Reduction of Tariffs
  - c. The complexity of finished global product (sneakers)
    - i. Advantages vs. Disadvantages of Globalization
- 4. Population of East Asia
  - a. Urban populations vs. Rural populations
  - b. Largest populated country
  - c. Buddhism
- 5. East Asian Climates:
  - a. Humid Continental
  - b. Humid Subtropical
  - c. Arid
  - d. Highland
- 6. Vegetation:
  - a. Desert Scrub
  - b. Deciduous Forest
  - c. Bamboo
- 7. History:
  - a. Ancient Chinese Empires
    - i. Qin Dynasty, Great Wall of China, and the Terra Cotta warriors
  - b. European trade influence
  - c. Chinese Communist Revolution - 1949
- 8. Physical Locations:
  - a. Plateau of Tibet
  - b. Mekong River
  - c. Yangtze River
  - d. Yellow River
  - e. Gobi Desert
  - f. Yellow Sea
  - g. Sea of Japan
  - h. Pacific Ocean
  - i. East and South China Seas

## **ACTIVITIES**

1. Map East Asia
2. Web Quest:
  - a. Three Gorges Dam #1288
  - b. China (Three Gorges Dam, Chinese Zodiac, Buddhism, & Dalai Lama)
3. Video:
  - a. Imperial China
  - b. Dalai Lama
4. Plan a Trip to Asia
5. Origami – Crane
6. Buddha’s Enlightenment Story

7. Japanese Role Play

**ASSESSMENT**

1. Map & Capital quizzes (East Asia)
2. Unit Test

## World History

Month: August / September

Unit I: The First Civilizations and Empires

Note: Units I & II – will be 4 week Review / Overview

Essential Questions:

- What are some of the ways we know about the past?
- What processes contributed to the emergence of agricultural societies around the world?
- What are the major characteristics of civilization and how did this lead to the river civilization in Mesopotamia and Egypt?
- How did Athens evolve into a democracy?
- Describe the major cultural achievements of Greek civilization?
- What teaching method did Socrates develop as an Athenian philosopher?
- How did the Roman Republic develop and what led to Julius Caesar's assassination?
- Name the golden age of Roman civilization and some of the reasons for the fall of Rome?

South Dakota State Social Science Standards

9-12 W.1.1 Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

9-12 W.2.1 Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

Content:

- Describe developments in Italy and Northern Europe during the Renaissance period.
- Explain the causes and impact of the Reformation
- Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment
- Describe the impact of the French Revolution on Europe
- Describe the development of the Industrial Revolution and its impact on economics social structure, urbanization and politics of the global society
- Explain the causes and consequences of World War I and World War II
- Mercantilism and Imperialism
- Absolutism and Constitutionalism and their impact on European nations
- Nationalism and Imperialism as forces of global transformation
- Nationalism, militarism, civil war, and terrorism in today's world
- Democracies and dictatorships from the late twentieth century to the present.

Skills:

- Research and communication
- Critical thinking and problem solving
- Self direction and self discipline
- Reading skills
- Map skills
- Connections: cause / effect

Resources / Online Activities:

1. Text: McGraw Hill, Glencoe, World History, 2005 by Jackson J. Spielvogel, PhD  
Chapter 1 pages 19-31  
Chapter 2 pages 37-53  
Chapter 4 pages 115-139  
Chapter 5 pages 149-162, pages 175-178
  
2. Websites: <http://www.quia.com>  
<http://www.mrdowling.com>  
[http://www.classzone.com/books/wh\\_survey/index.cfm](http://www.classzone.com/books/wh_survey/index.cfm)  
<http://www.wh.glenco.com>  
<http://www.historychannel.com>  
<http://www.nationalgeographic.com>  
<http://cnn.studentnews.com>
  
3. Assessments:
  - Informal preview and review assessments for the different sections within each chapter  
quiz assessments on different sections within each chapter
  
  - Quiz assessments on different sections within each chapter
  
  - Reading strategies / Mary Barton
  
  - Chapter Tests
  
  - World History / Abacus Test
  
  - Understand how the first civilizations emerged
  
  - Understand the similarities and differences between the Mesopotamia river civilization and the Nile river civilization
  
  - Understand the development of democratic institution in Athens.
  
  - Understand how the Romans contributed to Western civilization

## World History

Month: September / October

Unit II: New Patterns of Civilization

Note: Units I & II – will be a 4 week Review / Overview

Essential Questions:

- What is the meaning of “monotheism” and what world religions follow this belief?
- What does Islam mean and describe the (5) pillars of Islam
- The sacred and holy book of Islam is called?
- What are the political and economic systems that characterize medieval societies in Europe?
- Describe the importance of religion in medieval thought and culture.

South Dakota State Social Science Standards

9-12 W.1.1 Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

9-12 W.2.1 Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.

Content:

- Describe developments in Italy and Northern Europe during the Renaissance period.
- Explain the causes and impact of the Reformation
- Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment
- Describe the impact of the French Revolution on Europe
- Describe the development of the Industrial Revolution and its impact on economics social structure, urbanization and politics of the global society

- Explain the causes and consequences of World War I and World War II
- Mercantilism and Imperialism
- Absolutism and Constitutionalism and their impact on European nations
- Nationalism and Imperialism as forces of global transformation
- Nationalism, militarism, civil war, and terrorism in today's world
- Democracies and dictatorships from the late twentieth century to the present.

#### Skills:

- Research and communication
- Critical thinking and problem solving
- Self direction and self discipline
- Reading skills
- Map skills
- Connections: cause / effect

#### Resources / Online Activities:

1. Text: McGraw Hill, Glencoe World History, 2005 by Jackson J. Spielvogel, PhD  
Chapter 6 page 191-210  
Chapter10 page 315-340
2. Websites: <http://www.quia.com>  
<http://www.mrdowling.com>  
[http://www.classzone.com/books/wh\\_survey/index.cfm](http://www.classzone.com/books/wh_survey/index.cfm)  
<http://www.wh.glenco.com>  
<http://www.historychannel.com>  
<http://www.nationalgeographic.com>  
<http://www.cnn.studentnews.com>

#### Assessments:

- Informal preview and review assessments for the different section within each chapter

- Quiz assessments on different sections within each chapter
- Reading strategies / Mary Barton
- Chapter Test
- World History / Abacus Test
- Understand the causes and consequences of the development of Islamic civilization between the 7<sup>th</sup> and the 10<sup>th</sup> centuries
- Understand the (5) pillars of Islam
- Understand the political social and cultural changes in Europe from 500 to 1000 CE
- Understand the dominant role played by the medieval church
- Understand the political and economic al systems that characterize medieval societies in Europe

# World History

Month: October / November

Unit III: Renaissance, Age of Exploration, Absolutism, Scientific Revolution, Enlightenment, French Revolution

Resources / Online Activities:

1. Text: McGraw Hill, Glencoe, World History, 2005 by Jackson J. Spielvogel, PhD  
Chapter 12 pages 372-401  
Chapter 13 pages 404-413  
Chapter 14 pages 426-451  
Chapter 17 pages 508-525  
Chapter 18 pages 544-569

2. Websites:

<http://www.quia.com>  
<http://www.mrdowling.com>  
<http://www.classzone.com>  
<http://www.wh.glencoe.com>  
<http://www.historychannel.com>  
<http://www.nationalgeographic.com>  
<http://www.cnn.com>

South Dakota State Social Studies Standards:

9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to each other.

### Essential Questions:

- What were the key characteristics of the developments of both the Northern Renaissance and the Renaissance in Italy?
- What were the causes of the Reformation?
- What was the impact, both short term and long term, of the Reformation?
- How did the Age of Exploration change the course of history?
- What are some of the key characteristics of an Absolutist government?
  
- What were the significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment?
- Who were some of the noteworthy contributors to both the Scientific Revolution and the Age of Enlightenment?
- What impact did the French Revolution have on Europe?

### Content:

- Describe the developments in Northern Italy and Northern Europe during the Renaissance period.
- Explain the causes and impact of the Reformation.
- Identify significant ideas and achievements of the Scientific Revolution and the Age of Enlightenment.
- Describe the impact of the French Revolution on Europe.

Skills:

- Research
- Communication & Teamwork
- Critical thinking
- Problem Solving
- Self direction and Self Discipline
- Reading Skills
- Map Skills
- Connections: cause / effect

Assessment:

- Chapter Tests
- informal preview and review assessments for the different sections within each chapter
- quiz assessments on different sections within the chapter
- Application of different reading strategies (Mary Barton)
- Classroom discussions, in both small and large groups
- In-class projects
- Abacus Test (before and after course)

# World History

## Unit 4 – Era of European Imperialism

### RESOURCES:

Glencoe World History 2008  
Chapter 19 pages 612-649  
Chapter 20 pages 650-683

<http://www.apexvs.com/ApexUI/default.aspx>

<http://www.mrdowling.com/index.html>

Important people of the last millennium video series.

<http://www.besthistorysites.net/>

<http://americanhistory.si.edu/>

<http://members.aol.com/donnandlee/>

<http://education.discovery.com/site/index.cfm>

<http://www.history.com/topics.do?type=topics&subject=worldhistory>

### STANDARDS:

**9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.**

- Describe the development of the Industrial Revolution and its impact on economics, social structure, urbanization, and politics of the global society.

**9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.**

- Mercantilism and imperialism
- Nationalism and imperialism as forces of global transformation

### ESSENTIAL QUESTIONS:

What were the effects of the Industrial Revolution?

How did nationalism affect nations?

How did industrialism affect the economies of the world?

What factors contribute to the failure of democracy?

What are the effects of imperialism?

**SKILLS and ACTIVITIES:**

- Timelines
- Online graphic organizers
- Puzzle solving
- Online webquests
- Game building
- Brochures
- Mapping History
- PowerPoints
- Economics and History
- Critical thinking
- Enrichment
- Reading

**ASSESSMENTS:**

- Unit tests
- Section quizzes
- Peer evaluation
- Project evaluation rubrics

**Unit 5 - Twentieth Century Crisis****Resources:**

- Glencoe World History 2008
- Chapter 23 – War and Revolution 1914-1919
- Chapter 24 – Between the Wars
- Chapter 25 – Nationalism around the World
- Chapter 26 – WWII

<http://www.apexvs.com/ApexUI/default.aspx>

<http://www.mrdowling.com/index.html>

100 important people of the last millennium video series.

<http://www.besthistorysites.net/>

<http://americanhistory.si.edu/>

<http://members.aol.com/donnandlee/>

<http://education.discovery.com/site/index.cfm>

<http://www.history.com/topics.do?type=topics&subject=worldhistory>

## **STANDARDS:**

**9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.**

- Explain the causes and consequences of World War I and World War II.

**9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.**

- Nationalism and imperialism as forces of global transformation.
- Nationalism, militarism, civil war, and terrorism in today's world.

## **ESSENTIAL QUESTIONS:**

What are some examples of imperialism?

What are the conditions and causes of WWI?

Why did WWI lead to the Russian Revolution?

Why was the peace treaty of WWI a failure? Give examples.

What actions did nations take that led to WWII?

How did the entrance of the US change the war and what was the outcome?

## **SKILLS and ACTIVITIES:**

Timelines

Online graphic organizers

Puzzle solving

Online webquests

Game building

Brochures

Mapping

PowerPoints

Economics and History

Critical thinking

Enrichment

Reading

## **ASSESSMENTS:**

Unit tests

Section quizzes

Peer evaluation

Project evaluation rubrics

Unit 1  
Chapter 14  
Up to and through World War I.

August – Sept.

ESSENTIAL QUESTIONS

1. What is the significance of the Homestead Act?
2. How did the various inventions of the late 1800's affect farming?
3. How did the railroads affect the American's way of life?
4. What were the causes of World War I?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. World War I and its aftermath.
  - a. U.S. enters war
  - b. Homefront
  - c. WW I battles
  - d. Impact of war

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 2  
Chapter 15 & 16  
Roaring '20's

Sept.

ESSENTIAL QUESTIONS

1. What were the causes of the Stock Market Crash?
2. What caused the KKK to decline in power during the '20's?
3. What influences did big business have on the economy during the '20's?
4. Impact the eighteenth amendment had on our society?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. Jazz Age
  - a. Clash of values
  - b. Cultural innovations
  - c. African American culture of the '20's
2. Normalcy and Good Times
  - a. Politics of the 1920's
  - b. Economic growth of the '20's
  - c. Policies of prosperity

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 3  
Chapters 17 & 18  
Great Depression & New Deal

Oct.

ESSENTIAL QUESTIONS

1. How did America change as the result of the Great Depression?
2. What are the characteristics of an Economic Depression?
3. What happened on Black Tuesday and what were the causes?
4. Explain FDR's New Deal and the importance of the program.

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The Great Depression Begins
  - a. Causes of Depression
  - b. Life during the depression
  - c. Hoover responds
2. Roosevelt and the New Deal
  - a. FDR takes office
  - b. The First New Deal
  - c. Second New Deal
  - d. New Deal conflicts

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 4  
Chapters 19 & 20  
World War II

Oct.

ESSENTIAL QUESTIONS

1. How did the Appeasement Policy effect WWII.?
2. Significance of D-Day?
3. How did the attack on Pearl Harbor have an effect on the U.S. entering WW II?
4. What led to the decision to drop the atomic bomb, and what was the impact of dropping this bomb?

STANDARDS

9-12.U.S.1.1.Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The world inflames 1931-1941
  - a. America and the world
  - b. WW II begins
  - c. The Holocaust
  - d. Pearl Harbor-U.S. enters the war
2. America and WW II.
  - a. Mobilizing the war
  - b. The Early Battles
  - c. Life on the Homefront
  - d. Pushing the Axis Back
  - e. The war ends

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 5  
Chapters 21 & 22  
Post War II American & The Cold War

Oct.

ESSENTIAL QUESTIONS:

1. What was Sputnik, and why did it alarm Americans?
2. What are the causes and effects of the Korean War?
3. Impact of Rock n Roll on the American culture.
4. What was the Berlin Blockade and how did Pres. Truman respond to the blockade?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The Cold War Begins
  - a. Origins of the Cold War
  - b. The early Cold War years
  - c. The Cold War and American society
  - d. Eisenhower's Policies
2. Post War America 1945-1960
  - a. Truman and Eisenhower
  - b. The Affluent society
  - c. Popular Culture of the 50's
  - d. The other side of American life

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 6  
Ch. 24  
Civil Rights

Nov.

ESSENTIAL QUESTIONS:

1. What was the impact of the Supreme Court decision Plessy v Ferguson?
2. What personal characteristics, led to Martin Luther King Jr. being a leader of the civil rights movement?
3. Understand the significance of:
  - a. Little Rock, Arkansas
  - b. Montgomery Bus Boycott
  - c. Rosa Parks
  - d. Civil Rights of 1964
4. How did the Brown v Board of Education change public education towards segregation?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The Civil Rights Movement
  - a. Movement begins
  - b. Challenging Segregation
  - c. New Issues

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 7  
Chapters 23, 25, & 26  
Vietnam & 1960's

Nov.-Dec.

ESSENTIAL QUESTIONS

1. What was the significance of the Gulf of Tonkin resolution?
2. How did the Bay of Pigs invasion affect the Cold War?
3. How did the music of the '60's change American culture, politics, and who were some of their leaders?
4. How did the Tet Offensive change American opinion towards the Vietnam War?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The New Frontier & The Great Society
  - a. New Frontier
  - b. JFK & The Cold War
  - c. The Great Society
2. Vietnam
  - a. United States focus on Vietnam
  - b. Going to war in Vietnam
  - c. Vietnam divides the nation
  - d. The war ends
3. The policies of protest
  - a. The student movement and the counter culture
  - b. The feminist movement
  - c. The new approaches to Civil Rights

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 8  
Chapter 27  
1970's & 1980's

Dec.

ESSENTIAL QUESTIONS

1. Why was the National Organization of Women created?
2. Explain the Reganomics Theory.
3. What led to the resignation of Richard Nixon?
4. What factors led to end of the Cold War?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. The politics and economics 1971-1980
  - a. Nixon administration
  - b. Watergate Scandal
  - c. Ford & Carter
  - d. The "Me" decade

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

Unit 9  
Chapters 28 & 29  
1990's to Present

Dec.-Jan.

ESSENTIAL QUESTIONS

1. What is the current crisis of the Social Security System?
2. What led to migration of the U.S. population to the Sun Belt region?
3. How did the 9/11/01 attack change national security?
4. What led to the U.S. involvement in Iraq?
5. How are Americans handling the energy crisis?

STANDARDS

9-12.U.S.1.1. Students are able to explain the cause-effect relationships and legacies that distinguish significant historical periods from Reconstruction to the present.

9-12.U.S.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12.U.S.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.

9-12.U.S.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.

CONTENT

1. Resurgence of conservatism.
  - a. The New Conservatism
  - b. The Reagan Years
  - c. Life in the '80's
  - d. The End of the Cold War
2. Into a New Century
  - a. The technology Revolution
  - b. The Clinton Years
  - c. Interdependent World
  - d. America enters a New Century
  - e. The war on terrorism

ACTIVITIES

1. Reading
2. Web Quest/Research
3. Multimedia
4. Discussion

**Proposed materials for the course of U.S. Government  
Created August, 2007  
United States Government, Democracy in Action  
by Glencoe**

Week 1

**Standard 1.1 Students are able to explain the characteristics of various forms of government.**

Essential questions:

- What are the 3 major types of governments in the world?
- What is the difference between a republic and a democracy?
- What is the concept of “majority rules and minority rights”?
- What is the difference between a representative democracy and direct democracy?
- What is a free market economy?
- What are the characteristics of communism?

Chapter 1 “People and Government”

1. Section 3 Types of Government p. 18
2. Section 4 Economic Theories p. 26

Week 2

**Standard 1.2 Students are able to determine the influences of major historical documents and ideals on the formation of the United States government.**

Essential questions:

- What was the significance of the Mayflower Compact?
- What key ideas did we borrow from the English Bill of Rights and the Magna Carta?
- Why did the Articles of Confederation fail?
- What is the purpose of the Bill of Rights?
- Who were the Anti-federalists and what was their role in the creation of the Bill of Rights?
- Who was John Locke and in what way did he influence Jefferson’s writing of the Declaration of Independence?
- What powers do the first 3 articles of the Constitution give?

Chapter 2 “Origins of American Government”

1. Section 1 The Colonial Period p. 35
  - a. The Magna Carta p. 802
  - b. The English Bill of Rights p. 803
  - c. The Mayflower Compact p. 804
  - d. Two Treatises of Government p. 806
2. Section 2 Uniting for Independence p. 42
  - a. The Declaration of Independence p. 770-773

- b. The Federalist, No. 10 p. 812
- c. The Federalist, No. 51 p. 815
- 3. Section 3 The Articles of Confederation p. 48
  - a. The Articles of Confederation p. 808-811
- 4. Section 4 The Constitutional Convention p. 53

Week 3

**Standard 1.3 Students are able to identify the principles of the American Constitution.**

Essential questions:

- List and define the 6 basic principles of the Constitution.
- What is the purpose of our system of checks and balances?
- What is federalism and how did it come about in our democracy?
- Describe the steps to amend the constitution formally?
- What are informal amendments?
- Describe the roles given to the 3 branches of government as defined in Articles 1, 2, and 3.

Chapter 3 "The Constitution"

- 1. Section 1 Structure and Principles p. 63
  - a. U.S. Constitution p. 774-799
- 2. Section 2 Three Branches of Government p. 68
- 3. Section 3 Amending the Constitution p. 76

Week 4, 5 & 6

**Standard 1.4 Students are able to explain the principles of American democracy.**

Essential questions:

- Define majority rule.
- Explain how the 14<sup>th</sup> amendment due process clause brings about equality for all.
- Explain how minority rights are protected in the US with majority rule.

**Standard 2.2 Students are able to interpret the meaning of basic constitutional right guaranteed to citizens.**

Essential questions:

- List the 5 basic rights we have in the 1<sup>st</sup> amendment.
- Describe the underlying factor that does not give us unlimited rights in the Bill of Rights.
- Why do we protect the rights of the accused?
- List and define the 4 amendments that protect the rights of the accused.

**Standard 2.3 Students are able to describe the process of naturalization.**

Essential questions:

- List the 3 different ways citizenship may be earned in the US.
- List the 4 qualifications for citizenship.
- How may one lose their citizenship?
- List 5 responsibilities of a citizen.

Chapter 13 “Constitutional Freedoms”

1. Section 2 Freedom of Religion p. 358
2. Section 3 Freedom of Speech p. 366
3. Section 4 Freedom of the Press p. 371
4. Section 5 Freedom of Assembly p. 376

Activity:

Using the laptop, the students will produce a power point slide presentation portraying the 5 rights in the first amendment and how the rights may be legally exercised along with examples of illegal use. The presentation will be entitled, “The Bill of Rights – how far is too far?”

Chapter 14 “Citizenship and Equal Justice”

1. Section 2 The Basis of Citizenship p. 391
2. Section 3 The Rights of the Accused p. 398
3. Section 4 Equal Protection of the Law p. 406
4. Section 5 Challenges for Civil Liberties p. 412

Week 6 & 7

**Standard 2.1 Students are able to describe the means of influencing and/or participating in a republic.**

Essential questions:

- Explain the philosophical differences of the 2 major political parties in the US.
- List 6 different issues and explain the stance the 2 major political parties in the US take on them.
- List 4 different groups of people for each of our major parties and explain why they generally lean in that direction.

Define liberal and conservative.

-What is the electoral college and how does it work?

-List and define 5 major amendments to the Constitution that expanded the right to vote for American citizens.

Chapter 16-17 “Political Parties” and “Elections and Voting”

1. Section 16.1 Development of Parties p. 453
2. Section 17.1 Election Campaigns p. 475
3. Section 17.2 Expanding Voting Rights p. 481
  - 3a. “Voter’s Handbook” p. 486-491
4. Section 17.3 Influences on Voters p. 492

Chapter 20 “Taxing & Spending”

1. Section 20.1 Raising Money p. 555

Chapter 8 “The Presidency”

2. Section 8.2 Electing the President p. 220

Week 8

**Standard 1.6 Students are able to describe the elements of how US foreign policy is created.**

Essential questions:

- What is the core belief of the US foreign policy and explain its origin.
- Explain the roles of the president's secretary of state and defense.
- What is the definition of our national security and explain how we protect it.
- Why did the founding fathers grant the president powers with foreign affairs?

Chapter 22 "Foreign Policy and Defense"

1. Section 1 Development of Foreign Policy p. 607
2. Section 2 Shared Foreign Policy Powers p. 614
3. Section 3 State and Defense Departments p. 621

Week 9

**Standard 1.5 Students are able to describe the state, local and tribal governments with emphasis on their structures, functions and powers.**

Essential questions:

- What are the corresponding positions of the local, state and tribal governments that serve as the chief executive.
- Define sovereign.
- List 3 similarities of a tribal government and a state government.
- What are the main sources of revenue for the state, local and tribal governments?
- Describe the difference between a referendum and a popular initiative.
- Which political party in South Dakota has dominated the political landscape and why?
- Describe the 3 main expenditures our state government has and its demands.

Chapter 23 "Structure and Function of State Government"

1. Section 3 State Government Policy p. 648
2. Section 4 Financing State Government p. 656

Chapter 24 "Structure and Function of Local Government"

1. Section 1 "Structure of Local Government"
2. Tribal Government supplement

## SOCIAL STUDIES PHILOSOPHY

Social studies education fosters the development of citizens who actively seek to apply knowledge, perspectives, and skills in life situations. Therefore, the study of social studies is vital in a democratic society. The goal of our curriculum is for students to understand their roots, to see connections to the past in order to understand the present to recognize the commonality and uniqueness of people across time and place, to appreciate the balance of rights and responsibilities in society, and to develop habits of thoughtful analysis and reflective thinking. Nothing is more useful in daily life as economics; decisions that they will make everyday regarding financial decisions.

## ECONOMICS

Economics touches every aspect of your life, every time you make a choice. You might think of economics as the study of choices, some very important financial choices. By studying your choices as well as the choices of others, you will see how economics shapes the world around you and, in turn, how we can shape the world.

STANDARD 1.1

Students are able to compare the characteristics of the world's traditional, and mixed economies.

OBJECTIVES:

- 1.0 What is economics, and the factors of production.
- 1.1 Know what the goals of entrepreneurship are.
- 1.2 Understand how the three basic economic questions are answered in the three economic systems.
- 1.3 Know the basic principles of free enterprise in the United States.
- 1.4 Compare the different market structures, and how they exist.
- 1.5 Examine the different business organizations, and how they are established in the U.S.

STANDARD 2.1

Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce.

OBJECTIVES

- 2.1 Analyze the factors of production.
- 2.2 Assess why scarcity is the basic problem of economics.
- 2.3 What is economic growth, and the requirements of economic growth.

STANDARD 3.1

Students are able to explain the impact of labor and governmental policies on the economy of the United States.

OBJECTIVES

- 3.1 Access how the price system affects the prices of goods and services.
- 3.2 How do shifts in demand and supply affect market equilibrium?
- 3.3 Identify how the U.S. government affect labor.
- 3.4 Describe how the U.S. labor force changed over time, and the regulation passed to protect the worker.

STANDARD 4.1

Students are able to use graphs to illustrate changes in economic trends.

OBJECTIVES

- 4.1 Be able to describe how demand differ from the quantity demanded.
- 4.2 Evaluate the difference between elastic and inelastic demand.
- 4.3 What is the difference between supply and quantity demanded.
- 4.4 Identify how changes in production costs affect producer's supply decisions.

STANDARD 5.1

Students are able to explain basic elements of trade and its impact on the U.S. economy.

OBJECTIVES

- 5.1 Describe how specialization encourages trade.
- 5.2 Explain the importance of nations to impose trade barriers.
- 5.3 Identify the key arguments made in favor of free trade.
- 5.4 Distinguish the types of agreements indicate that nations are following a policy of cooperation.

Instructional Material

Economics Holt, 2007

Instructional Methods

1. Lecture and give notes from outlines on the overhead.
2. Power Points from my notes and from the computer.
3. Videos will be used to explain topics from both an historical and current event issues.
4. Use the computer to track the economy and the stock market.
5. Play the stock market game through Black Hills State.

## Methods of Assessment

1. Quizzes will be given over daily assignments and reading assignments.
2. Do several projects over the material we are currently studying.
3. Test will be given over each chapter when completed.

## Evaluation

1. I will give a chapter test at the conclusion of every chapter, and a final will be given at the end of each unit.
2. We will do various projects; invest in the market and track it.

# SOCIOLOGY

*Watertown Senior High School*

TEXT: *Sociology: The Study of Human Relationships* (Holt, Rienhart, & Winston) 2006

## **TOPICS**

### **1. The Sociological Point of View**

- A. Examining Social Life
- B. The History of Sociology

### **2. Cultural Diversity**

- A. The Meaning of Culture
- B. Cultural Variation

### **3. Conformity and Adaptation**

- A. The American Value System
- B. Social Control
- C. Social Change

### **4. Social Structure**

- A. Social Interactions
- B. Types of Societies
- C. Groups
- D. Formal Organizations

### **5. Sociology and the Individual**

- A. Personality Development
- B. The Social Self
- C. Agents of Sociology

### **6. Adolescents in Sociology**

- A. Adolescents and the American Culture
- B. Teenagers and Dating
- C. Challenges and Adolescents

### **7. The Adult in Society**

- A. Early and Middle Age Adulthood
- B. The World of Work
- C. The Latter Years

### **8. Deviance and Social Control**

- A. What is Deviance?
- B. Crime

## **9. Social Stratification**

- A. Systems of Stratification
- B. The Class System
- C. Poverty

## **10. The Family**

- A. The American Family
- B. Challenges of the Family

## **11. Education and Religion**

- A. Sociology in Sociology
- B. Religion in Sociology

## **METHODOLOGIES**

- \* Socratic
- \* Case Studies
- \* Inquiry Worksheets
- \* Group Projects
- \* Mass Media (Video)

## **EVALUATIONS**

- \* Quizzes
- \* Tests
- \* Project
- \* Practicum's

8/6/08

# Philosophy

Week: One / Two / Three

Unit I: Intro to Philosophy

Resources / Online Activities:

1. Text: About Philosophy, Robert Paul Wolff, 9<sup>th</sup> Edition, Copy write 2006, Pearson Prentice Hall  
Chapter 1 pages 3-46
2. Websites:  
<http://www.earlham.edu/~peters/gpi/teaching.htm>  
<http://www.philosophypages.com/>  
<http://www.friesian.com/apology.htm>  
<http://www.cnn.com>
3. Audio / Visual Aides:
  - 60 minutes
  - Nightline
  - 20/20
  - Other

South Dakota State Social Studies Standards:

N / A

Essential Questions:

- Who was Socrates?
- What is are the main components of Philosophy?
- What do Philosophers do?
- What are Rationality, Universality, and Objectivity?
- What impact did Socrates and Plato have on thinkers of the future?
- What is Socratic Method?

Content:

- Describe who Socrates and Plato were and the impact he had on the future.
- Explain what Philosophy is and what Philosophers do.
- Identify significant ideas, such as Rationality, Universality, and Objectivity, which are the basis for Philosophical thinking.

Skills:

- Research
- Communication & Teamwork
- Critical thinking
- Problem Solving
- Personal Reflection
- Discussion Skills
- Formation and Support of Personal thoughts and opinions

Assessment:

- Chapter Tests
- Informal preview and review assessments for the different sections within each chapter
- Quiz assessments on different sections within the chapter
- Classroom discussions, in both small and large groups
- In-class projects
- Final Test

Week: Four / Five / Six

Unit II: Ethical Philosophy

Resources / Online Activities:

1. Text: About Philosophy, Robert Paul Wolff, 9<sup>th</sup> Edition, Copy write 2006,  
Pearson Prentice Hall  
Chapter 5 pages 191-287

2. Websites:  
<http://www.earlham.edu/~peters/gpi/teaching.htm>  
<http://www.philosophypages.com/>  
<http://www.friesian.com/apology.htm>  
<http://www.cnn.com>

3. Audio / Visual Aides:  
-60 minutes  
-Nightline  
-20/20  
-Other

South Dakota State Social Studies Standards:

N / A

Essential Questions:

-What are three Reasons to think about Ethics?

-Who was Immanuel Kant?

-What is Utilitarianism?

-How do Philosophy and Popular Culture coexist?

Content:

- Identify who Immanuel Kant was and what some of his beliefs were.
- Identify three reasons to think about ethics.
- Explain what Utilitarianism is and how it can be applied to real world situations.

Skills:

- Research
- Communication & Teamwork
- Critical thinking
- Problem Solving
- Personal Reflection
- Discussion Skills
- Formation and Support of Personal thoughts and opinions

Assessment:

- Chapter Tests
- Informal preview and review assessments for the different sections within each chapter
- Quiz assessments on different sections within the chapter
- Classroom discussions, in both small and large groups
- In-class projects
- Final Test

Week: Six / Seven

Unit III: Social / Political Philosophy

Resources / Online Activities:

1. Text: About Philosophy, Robert Paul Wolff, 9<sup>th</sup> Edition, Copyright 2006,  
Pearson Prentice Hall  
Chapter 6 pages 289-354

2. Websites:  
<http://www.earlham.edu/~peters/gpi/teaching.htm>  
<http://www.philosophypages.com/>  
<http://www.friesian.com/apology.htm>  
<http://www.cnn.com>

3. Audio / Visual Aides:  
-60 minutes  
-Nightline  
-20/20  
-Other

South Dakota State Social Studies Standards:

N / A

Essential Questions:

- Who was Jean-Jacques Rousseau?
- What is the Theory of the Social Contract?
- What does the 'state' consist of?

Content:

- Describe who Jean-Jacques Rousseau was, what his Theory of the Social Contract was, and how it could be applied in real world situations.
- Explain what a state is/consists of and how that can affect people's view of what happens in the world.

Skills:

- Research
- Communication & Teamwork
- Critical thinking
- Problem Solving
- Personal Reflection
- Discussion Skills
- Formation and Support of Personal thoughts and opinions

Assessment:

- Chapter Tests
- Informal preview and review assessments for the different sections within each chapter
- Quiz assessments on different sections within the chapter
- Classroom discussions, in both small and large groups
- In-class projects
- Final Test

Week: Seven / Eight / Nine

Unit IV: Religious Philosophy

Resources / Online Activities:

1. Text: About Philosophy, Robert Paul Wolff, 9<sup>th</sup> Edition, Copyright 2006,  
Pearson Prentice Hall  
Chapter 8 pages 404-449

2. Websites:

<http://www.earlham.edu/~peters/gpi/teaching.htm>

<http://www.philosophypages.com/>

<http://www.friesian.com/apology.htm>

<http://www.cnn.com>

3. Audio / Visual Aides:

-60 minutes

-Nightline

-20/20

-Other

South Dakota State Social Studies Standards:

N / A

Essential Questions:

-Who was Soren Kierkegaard?

-What was Kierkegaard's 'encounter with faith'?

-Can we prove that God exists?

-What are your personal views on Religion and faith?

Content:

-Describe who Soren Kierkegaard was and what his views on religion were (including his encounter with faith).

-Explain what proof, if any, that we have that God exists, and use this to help form your personal beliefs on religion and faith.

Skills:

-Research

-Communication & Teamwork

-Critical thinking

-Problem Solving

-Personal Reflection

-Discussion Skills

-Formation and Support of Personal thoughts and opinions

Assessment:

-Chapter Tests

-Informal preview and review assessments for the different sections within each chapter

-Quiz assessments on different sections within the chapter

-Classroom discussions, in both small and large groups

-In-class projects

-Final Test

# Psychology Curriculum

## Watertown High School

### Understanding Psychology

Andy Kleinjan  
August 7, 2007

# **Watertown High School Psychology Curriculum**

## **Curriculum Outline**

**Instructor: Andy Kleinjan**

### **Course Rational Statement:**

Why study Psychology? Psychology provides tools to help us gain insight into our own behavior, as well as our relationships with others. Through this course you will learn more about the social and biological aspects of human behavior and further make comparisons and relations into your own life and the lives around you. The study of Psychology is unique in that it requires understanding of and application to the social sciences, such as history and economics, and the natural sciences, such as biology and chemistry. Psychologists attempt to explain and predict why people behave, feel and think as they do. By learning how to think and research like psychologists, we will learn ways in which we can improve the quality of life for ourselves and others.

### **National High School Psychology Standards**

#### **Content Domains:**

Methods:	Introduction and Research Methods
Sociocultural:	Individual Differences, Personality and Assessment, Psychological Disorders, Treatment of PD, Social and Cultural Dimensions of Behavior
Developmental:	Lifespan Development
Cognitive:	Learning, Memory, Thinking and Language States of Consciousness
Biopsychological:	Biological Bases of Behavior, Sensation and Perception, Motivation and Emotion, Stress, Coping and Health

### **Curriculum and Semester Plan**

#### **Content Sequence – 9 Week Semester**

**Week 1-2** *Altered States of Consciousness (Chapter 7 Understanding Psychology)*

## **Goals and Objectives:**

- Describe the research related to sleep and dreams.
- Determine how hypnosis relates to consciousness.
- Describe the effects drugs have on consciousness.

## **Essential Questions:**

- Why do people sleep?
- What is hypnosis?
- How do drugs affect people?

## **Content: Sleep and Dreams; Hypnosis, Biofeedback, and Meditation; Drugs and Consciousness**

- Consciousness
- Stages of Sleep
- Sleep Disorders
- Dream Interpretation
- Theories and Uses of Hypnosis
- Physiological Processes
- Psychoactive Drugs
- Hallucinations

## **Skills/ Activities: Guided Reading to each subcategory of Content**

- Sleep Journal (8 week evaluation in class writing exercise)
- How Much Sleep? Discussion
- Research Surrealist Paintings
- Dream Interpretation Lab experiment
- History of Hypnosis- Guided Reading

## **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their completion of the 8 week sleep journal.
- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.

- Students will complete questions in organizers after reading or viewing information.

### **Week 3 *Approaches to Psychology (Introducing Psychology Chapter 1)***

#### **Goals and Objectives:**

- Describe the range of topics that are covered in an introductory psychology course.
- Cite the scientific basis of psychology.
- Explain important trends in the history of psychology.
- Explain the work of a psychologist and summarize potential psychology careers

#### **Essential Questions:**

- Why study Psychology?
- What is Psychology?
- What are the Goals of Psychology?
- What is a Psychologist?

#### **Content: Overview of Psychology, Origins of Psychology, Psychology as a Profession**

- Goals of Psychology
- The scientific basis of Psychology
- Scientific method
- Historical Approaches

#### **Skills/ Activities:**

- Guided Reading activity 1-1
- “Psychology and You” class discussion
- Kinesthetic Learning Styles
- “Looking at Issues” discussion
- Observable Behavior- Responsive Writing
- Psychology Journal- Observable and Unobservable behaviors
- Time line
- Psychology Journal- Understanding History
- Daily Life Connections

- Professions Research Project

**Assessment:** *Students will be assessed through each of the skills and activities.*

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 4     *Chapter 8 Sensation and Perception***

### **Goals and Objectives:**

- Describe the field of study known as psychophysics.
- Define and Discuss threshold, Weber's law, and signal detection.
- Identify the skin and body senses and explain how they work.
- Describe how we learn to perceive and what illusions are.

### **Essential Questions:**

- What is Sensation?
- What are the senses?
- What is Perception?

### **Content:     *Sensation, The Senses, Perception***

- Threshold (absolute and difference)
- Weber's Law
- Sensory Adaptation
- Vision
- Hearing
- Balance
- Smell and Taste
- The Skin Senses
- Perceptions of Pain
- Principles of Perception

- Learning to Perceive
- Depth Perception
- Illusions

### **Skills/ Activities: Guided Reading to each subcategory of Content**

- Profiles in history Discussion
- Learning Style Naturalist
- Threshold Experiment
- Psychology Journal
- Demonstration of Rods and Cones
- The senses of Smell and Taste
- Discussion- When a tree falls
- Depth Perception Experiment

**Assessment:** *Students will be assessed through each of the skills and activities.*

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

### **Week 5      *Chapter 10 Memory and Thought***

#### **Goals and Objectives:**

- Explain the three processes of memory.
- Describe the information-processing model of memory.
- Identify several memory retrieval processes.
- Explain the processes involved in forgetting.

#### **Essential Questions:**

- What is memory?
- What would life without memory be like?

**Content: Taking and storing information in memory- Retrieving information from memory**

- Stages of Memory
- Short and Long term memory
- Recognition
- Recall
- Relearning
- Forgetting
- Improving Memory

**Skills/ Activities:**

- Demonstration of long term memory and recognition.
- Testing recall- short skits of emotionally charged situation
- Psychology Journal- memory comparison
- Lab experiment- Effects of prompting
- Class Discussion- triggering memory
- Reflection of “Rain Man”

**Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

**Week 6 Chapter 11 Thinking and Language**

**Goals and Objectives:**

- Identify the units of thought and the kinds of thinking.
- Explain strategies for and obstacles to problem solve.
- Explain the structure of language.
- Describe how children develop language.

## **Essential Questions:**

- How do we process thought?
- What is language?

## **Content: Thinking, Problem Solving, and Language**

- Units of Thought
- Kinds of Thinking
- Problem Solving Strategies
- Obstacles
- Parts of Language
- Language development
- Animal language
- Gender and Cultural Differences

## **Skills/ Activities:**

- Learning Style: Logical/ Mathematical
- Psychology Journal- Problem Solving techniques
- Directed Non Directed Learning
- Charades- Synthesizing Information
- Research- Copernicus's Radical Assumption
- Discussion- Testing Creativity

## **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 7 Chapter 12 Motivation and Emotion**

## **Goals and Objectives:**

- Describe the four theories of motivation.
- Discuss the difference between intrinsic and extrinsic motivation.
- Describe the biological and social needs of humans.
- Give examples of physiological theories of emotion

### **Essential Questions:**

- What motivates humans?
- Why do we socialize?
- How do we express emotions?

### **Content: Theories of Motivation and Emotions, Biological and Social Motives**

- Theories of Motivation
  - Instinct
  - Drive reduction
  - Incentive
  - Cognitive
- Interactions between people
- Achievement motive
- Parts of Emotion
- Physical changes and mental processes of Emotion

### **Skills/ Activities:**

- Discuss Motivation: Going the extra mile
- Exploring the Instinct Theory- Animals vs. Humans
- Psychology Journal- Eating habits
- Motivations in History- Research Project
- Lab experiment- Aspects of Emotion
- Emoticons

### **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 8      *Chapter 14 Theories of Personality***

### **Goals and Objectives:**

- Describe the major purposes of personality theories.
- Explain Sigmund Freud's structural concepts of personality.
- Describe Carl Jung's theory of personality.

### **Essential Questions:**

- What is personality?
- What is the purpose of personality?

### **Content:      *Purposes of Personality Theories, Psychoanalytic Theories***

- Personality
- Purposes of theories
- Sigmund Freud and the unconscious
- The ID, EGO, AND SUPEREGO
- Defense mechanisms
- Carl Jung

### **Skills/ Activities:**

- Defense mechanisms Skits
- Psychology Journal- Defense Mechanisms
- Lab experiment- Sibling Rivalry
- Discussion- What is your Locus of Control?
- Guided Reading Activity 14-4
- Cooperative Learning- Tough Love

### **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 9      *Chapter 15 Stress and Health***

### **Goals and Objectives:**

- Define Stress.
- Identify various sources of Stress.
- Evaluate reactions to Stress.
- Describe active strategies for coping with Stress.

### **Essential Questions:**

- What are the sources of Stress?
- How do we react to Stress?
- How can we cope with Stress?

### **Content:      *Stages of Stress***

- Making decisions under stress.
- Life changes
- Body reactions to Stress
- Personality and Stress
- Defense mechanisms

### **Skills/ Activities:**

- Encino Man
- Psychology Journal- Feeling Stressed
- Lab Experiment- Measuring Risk for Stress
- Fight or Flight Response
- Psychology Journal- Burned Out
- Guided Discussion- Road Rage

**Assessment:** *Students will be assessed through each of the skills and activities.*

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

# Psychology Curriculum

## Watertown High School

### Abnormal Psychology

Andy Kleinjan  
August 7, 2007

# **Watertown High School Abnormal Psychology Curriculum**

## **Curriculum Outline**

**Instructor: Andy Kleinjan**

### **Course Rational Statement:**

Abnormal Psychology is about people- people who suffer, struggle and sometimes triumph over mental-health problems. Through this course you will increase your understanding and compassion for people with mental health disorders by reading and researching first hand accounts; bringing you face to face with real people who deal with mental health disorders. Many biological and psychological factors interact to create psychological disorders. Additionally, new discoveries on brain functions have helped to understand why these behaviors/disorders develop. Recent research has highlighted a need for an integrated approach in treating abnormal behaviors. Finally, we will observe how cultural attitudes, gender, and media play a role in definition and diagnosis of these disorders.

### **National High School Psychology Standards**

#### **Content Domains:**

Methods:	Introduction and Research Methods
Sociocultural:	Individual Differences, Personality and Assessment, Psychological Disorders, Treatment of PD, Social and Cultural Dimensions of Behavior
Developmental:	Lifespan Development
Cognitive:	Learning, Memory, Thinking and Language States of Consciousness
Biopsychological:	Biological Bases of Behavior, Sensation and Perception, Motivation and Emotion, Stress, Coping and Health

### **Curriculum and Semester Plan**

### **Content Sequence – 9 Week Semester**

## **Week 1 Chapter 1 “Looking at Abnormality”**

### **Essential Questions:**

- What is Abnormality?
- Do I exhibit abnormal behaviors?
- How does culture affect our view of what is Abnormal?
- How can modern health care practices help these behaviors?
- How have extraordinary people dealt with their abnormalities?

### **Content: Defining Abnormality**

- Historical perspectives on Abnormality
- The Emergence of Modern Perspectives
- Modern Mental Health Care
- Professions within Abnormal Psychology

### **Skills/ Activities:**

- Guided Reading: Clifford Beers- A Mind that Found Itself
- Discussion- Defining Abnormality
- Case Study- Martin Van Buren
- Psychology Journal- When you wonder if you are abnormal
- Research Project- Professions within Abnormal Psychology
- Guided Reading: Extraordinary People: Follow up

### **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 2 Chapter 6 “Stress Disorders and Health Psychology”**

### **Essential Questions:**

- What is the fight or flight response?
- How does Stress affect our lives?
- How can we decrease the influence of Stress on our daily activities?

### **Content: Physiological Responses to Stress**

- Sleep and Health
- Personality and Health
- Interventions to Improve Health
- Posttraumatic Stress Disorder, Acute Stress Disorder, and Adjustment Disorder

### **Skills/ Activities:**

- Guided Reading- Norman Cousins
- Discussion- Fight or Flight
- Case Study- Stress, Coronary Heart Disease, and Hypertension
- Psychology Journal- Taking Psychology Personal
- Case Study- The day a siege began

### **Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 3 Chapter 7 “Anxiety Disorders”**

### **Essential Questions:**

- What are Anxiety Disorders?
- What are Phobias?

**Content: Anxiety Disorders**

- Panic Disorders
- Phobias
- Obsessive-Compulsive Disorder
- Social Approaches to the Anxiety Disorders

**Skills/ Activities:**

- Guided Reading- Marc Summers: Everything in its Place
- Discussion- Panic Disorders
- Discussion- Role of Genetics
- Psychology Journal- Taking Psychology Personally
- Case Study- Lia
- Case Study- Jose
- Case Study- Malcolm

**Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

**Week 4 - 5 Chapters 9 - 10 “Mood Disorders and Suicide”**

**Essential Questions:**

- What are the symptoms of Depression?
- What causes Suicide?
- What role do the media play in teenage suicide?
- How do we recognize and prevent suicide?

**Content: Mood Disorders and Suicide**

- Unipolar Depression
- Bipolar Mood Disorders
- Biological Theories of Mood Disorders
- Social Perspectives on Mood Disorders
- Mood Disorders Treatments

**Skills/ Activities:**

- Research Project- Mood Disorders Treatment
- Research Project- Types of Suicide
- Psychology Journal- What to do if a friend is suicidal

**Assessment:** *Students will be assessed through each of the skills and activities.*

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

**Week 6 - 7 Chapters 12 - 13 “Personality and Childhood Disorders”****Essential Questions:**

- What are Personality Disorders?
- How do Childhood Disorders affect Adulthood?
- How do we treat and improve the quality of life for victims of severe disorders, such as Mental Retardation and Autism?
- What role does society play in our perceptions of disorders?

**Content: Personality Disorders- Childhood Disorders**

- Diagnosing Personality Disorders
- Odd- Eccentric Personality Disorders
- Anxious Fearful Personality Disorders
- Separation Anxiety Disorder
- Elimination Disorder
- Mental Retardation
- Persuasive Developmental Disorders

**Skills/ Activities:**

- Role Play- Odd and Eccentric
- Psychology Journal- Taking Psychology Personally
- Research Project- Persuasive Development Disorders

**Assessment:** *Students will be assessed through each of the skills and activities.*

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Week 8 - 9 Chapters 15-17 “Eating and Substance Related Disorders”**

### **Essential Questions:**

- What are Eating Disorders?
- How do Substance Related Disorders develop?
- What are the warning signs or symptoms?
- What are the most effective treatments?
- What cultural pressures increase these disorders?

### **Content: Eating and Substance Related Disorders**

- Anorexia Nervosa
- Bulimia Nervosa
- Binge Eating Disorder
- Treatments for Eating Disorders
- Lady Diana
- Society and Substance Use
- Depressants
- Stimulants
- Hallucinations and PCP
- Cannabis
- Club Drugs

### **Skills/ Activities:**

- Guided Reading- Lady Diana
- Research Project- Eating Disorders
- Case Study- Athletes and Eating Disorders

- Research Project- Celebrity Drug Users
- Psychology Journal- Tips for responsible Drinking

**Assessment: *Students will be assessed through each of the skills and activities.***

- Students will be assessed on their participation in discussions and debates.
- Students will be asked to reflect upon their work.
- Students will complete questions in organizers after reading or viewing information.

## **Practical Law**

Practical Law is a study in the legal, judicial, law enforcement, and correctional systems of the United States. Students focus on legal principles and the laws and procedures derived from them. They examine relevant examples of civil and criminal laws, law-enforcement methods, court procedures, and corrective justice. Students will also examine problems within the legal and justice systems.

Practical Law should allow students to personally acquire information through direct observation of local courts and law enforcement practices, interviews with local and state officials and visits to correctional facilities on a non-threatening basis. Other key areas of importance for students are civic participation and the utilization of state and local resources.

### **Competency Goal 1**

**The learner will analyze the sources, purposes, and functions of law, the changes that have occurred in law, and the need for active and ongoing change.**

#### **Objectives**

- 1.01 Describe the purposes and functions of law.
- 1.02 Investigate the source and development of law.
- 1.03 Analyze the need for active and ongoing changes in the law.

### **Competency Goal 2**

**The learner will describe the civil and criminal justice systems, analyze their operations, and assess their effectiveness.**

- 2.01 Distinguish similarities and differences in the civil and criminal justice systems.
- 2.02 Compare the operations and processes of the civil and criminal justice systems.
- 2.03 Examine the issues and problems confronting the civil and criminal justice systems.
- 2.04 Assess the effectiveness of the state and federal judicial systems in resolving issues and problems.

### **Competency Goal 3**

**The learner will differentiate between the roles and responsibilities of federal and state judicial systems and assess their effectiveness.**

#### **Objectives**

- 3.01 Describe the roles and responsibilities of federal and state judicial systems.
- 3.02 Compare and contrast the federal and state court systems.
- 3.03 Assess the movement of cases through the state and federal court systems.

### **Competency Goal 4**

**The learner will compare and contrast the roles and responsibilities of local, state, and federal law enforcement agencies.**

#### **Objectives**

- 4.01 Distinguish between similarities and differences among various federal, state, and local law enforcement agencies.
- 4.02 Differentiate between the responsibilities and jurisdiction of federal, state, and local law enforcement agencies.
- 4.03 Assess the working relationships between law enforcement agencies at different levels.

### **Competency Goal 5**

**The learner will identify correctional theories and evaluate their effectiveness in federal and state correctional systems.**

#### **Objectives**

- 5.01 Identify various correctional theories used in determining civil and criminal penalties.
- 5.02 Evaluate the effectiveness of correctional programs in federal and state correctional systems.
- 5.03 Identify sentencing options available in the federal and state judicial systems.

5.04 Identify and evaluate alternatives to incarceration.

5.05 Evaluate the effectiveness of the correctional systems in deterring crime.

### **Instructional Material**

Street Law: A Course in Practical Law. Glencoe, 2005.

### **Supplemental Material**

Guest speakers:        Kate Benson – “Being a Lawyer”  
                                 Roger Ellyson – “The Bill Janklow Trial”  
                                 Monty Hopper – Civil Litigation  
                                 First Premier Bank – “Credit”

Current periodicals and newspapers

### **Instructional Methods**

1. Lecture and note taking from PowerPoints or overhead outlines.
2. Socratic Method used to stimulate ideas and inferences through discussion.
3. Films are presented on historical topics and current issues to give insight to students.

### **Methods of Assessment**

1. Quizzes are given on a regular basis over class readings (short answer).
2. Guided Reading Questions are used to develop understanding and work ethic.

### **Homework**

1. Reading Assignments will be checked by quizzes at the start of class.
2. Guided Reading will be checked at the start of the class and again at the end of the unit.

### **Evaluation**

There will be periodic tests on each of the topics that will be covered during the nine week course. These exams will consist of objective questions, as well as short answer and essay questions.

## **Foreign & World Affairs**

Foreign and World Affairs affect many aspects of life in the United States as well as around the world. An understanding of these issues depends on an understanding of the basic concepts of international relations and how events occurring in the world are related to each other and why. During this course we will discuss the underlying theoretical bases of international relations and apply these concepts to specific issues.

During the course various global issues will be covered using Current Issues and other online periodicals and newspapers. The material is designed to enhance student's ability to think critically and become more cognitive of, themselves, their community, and the world. They will also gain an understanding of the role their community plays in the global scene and the impact the world plays on their community politically and economically.

Steps to critical thought; memory, comprehension, application, analysis, synthesis and evaluation will be encouraged through the use of various educational methods. The study and comprehension of twentieth century world history is significant to the development of a complete understanding of current global issues. With this knowledge the student can draw conclusions and speculate as to why current economical and political trends develop as they do in today's global situation.

### **Objectives**

1. To gain knowledge on how and why the discipline of history is studied.
2. To develop a set of critical question used for the analysis of historical readings.
3. To gain an understanding of the political and economic movements of the Twentieth Century.
4. To demonstrate an understanding of the cause and effect in dealing with recent history's connection to current global issues.
5. To understand the role of the media, its' bias and motivation when deciding what is news and eventually what may become written history.
6. To develop and understand other cultures around the world and acquire an appreciation for different opinions and ways of life.
7. To express in an essay analytical opinions that are supported by documented facts from creditable sources.

### **Instructional Material**

*Current Issues 2007-08: Critical Policy Choices Facing the U.S. and the World, Close Up Foundation.*

### **Supplemental Material**

Newspaper articles, especially USA Today and other current news sources, especially those available online.

## **Instructional Methods**

1. Lecture and note taking from PowerPoints or overhead outlines.
2. Socratic Method used to stimulate ideas and inferences through discussion.
3. Cooperative Method where students develop PowerPoints to present to the class.
4. Films are presented on historical topics and current issues to give insight to students.

## **Methods of Assessment**

1. Quizzes are given on a regular basis over class readings (short answer).
2. Guided Reading Questions are used to develop understanding and work ethic.
3. Two PowerPoint projects will be completed.

## **Homework**

1. Reading Assignments will be checked by quizzes at the start of class.
2. Guided Reading will be checked at the start of the class and again at the end of the unit.
3. Power Points will be checked according to the rubric given when assigned.

## **Evaluation**

Each Tuesday you shall turn in a list of three questions about the readings for the current week. Ask questions to clear up any confusion you may have about the reading assignments or to expand on something you are especially interested in. The questions will be consolidated and used as the basis for in-class discussion for the remainder of each week. **No late questions will be accepted. The questions must be typed and double spaced. Handwritten questions will not be accepted and you will receive a zero for that question set.**

On each Friday you will submit a paper giving your impressions of the topic(s) completed during the week. The paper must be 200-250 words in length. Discuss your feelings about the topic. Reflect on what you have learned from the topic(s). **Explain your reasoning.** Why do you feel something is good or bad, right or wrong? You must include supporting evidence for your views. I will return the papers the following Wednesday unless there is no class.

The questions and the impressions papers shall be typed and double-spaced using 12 point type. Use Times New Roman, Verdana or Arial font. Spelling and grammar do count, so you must edit your papers. They **must be typed.** Handwritten assignments will receive a grade of zero.

There will also be periodic tests on each of the topics that will be covered during the nine week course. These exams will consist of objective questions, as well as short answer and essay questions.

## **ADVANCED PLACEMENT U.S. GOVERNMENT AND POLITICS**

Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of this course is the equivalent to that of an introductory college course in U.S. government and politics.

**COMPETENCY GOAL 1: The learner will examine the constitutional underpinnings of United States government.**

### **Objectives**

- 1.01 Evaluate the theories and styles of democratic government.
- 1.02 Analyze the philosophy and ideologies that influenced the formulation and adoption of the Constitution.
- 1.03 Investigate the experiences that influenced the beginnings of American government.
- 1.04 Understand the implication(s) of separation of powers as a foundation of American government.
- 1.05 Understand the implication(s) of federalism as a foundation of American government.

**COMPETENCY GOAL 2: The learner will examine and critique political beliefs and behaviors.**

### **Objectives**

- 2.01 Investigate the beliefs that citizens hold about their government and its leaders.
- 2.02 Examine and understand the political socialization process.
- 2.03 Analyze the nature, influences, consequences, and measurement of public opinion.
- 2.04 Identify and evaluate the ways in which citizens vote and otherwise participate in political life.
- 2.05 Understand and evaluate the demographic factors that influence citizens to differ from one another in terms of political beliefs and behaviors.

**COMPETENCY GOAL 3: The learner will analyze political parties, elections, interest groups, and mass media.**

**Objectives**

- 3.01 Trace the development and impact of political parties in the United States.
  - (a) Functions
  - (b) Organization
  - (c) Ideological and demographic differences between the two major parties
  - (d) Implications of the two-party system
  - (e) Impact of third parties
  - (f) Effects on the political process
- 3.02 Understand the operation and evaluate the role of elections in American politics.
  - (a) Current electoral laws including campaign finance
  - (b) Nomination process
  - (c) Constitutional mandates
  - (d) Workings and implications of the electoral college
- 3.03 Investigate the role and effects of interest groups and political action committees.
  - (a) Range of interests represented
  - (b) Activities and appeal of interest groups and lobbyists within certain demographics
  - (c) Ability of interest groups to exert pressure on political institutions to influence policy
  - (d) Unique characteristics and roles of Political Action Committees (PACs) in the political process

3.04 Evaluate the role of the mass media in the political system.

- (a) Functions and structures of the media
- (b) Impact of the media on public opinion
- (c) Use of the media by political campaigns

**COMPETENCY GOAL 4: The learner will examine and understand the institutions of national government: the Congress.**

**Objectives**

4.01 Examine the Constitutional framework for this institution.

4.02 Explain the legislative process.

4.03 Evaluate the informal institutional arrangements of power within Congress.

4.04 Analyze the linkages between Congress and the following:

- (a) Public opinion and voters
- (b) Interest groups
- (c) Political parties
- (d) The media
- (e) State and local governments

4.05 Understand the relationship of Congress to the Presidency, Judiciary, and Bureaucracy and their varying balances of power.

**COMPETENCY GOAL 5: The learner will examine and understand the institutions of national government: the Presidency.**

**Objectives**

5.01 Examine the Constitutional framework for the Presidency.

5.02 Understand the role of the executive branch in formulating and executing public policy.

5.03 Evaluate the informal institutional arrangements of power granted to the Presidency.

(a) Expansion of Power through Custom and Usage

5.04 Analyze the linkages between the Presidency and the following:

(a) Public opinion and voters

(b) Interest groups

(c) Political parties

(d) The media

(e) State and local governments

5.05 Understand the relationship of the Presidency to the other three institutions and their varying balances of power.

**COMPETENCY GOAL 6: The learner will examine and understand the institutions of national government: the Bureaucracy.**

**Objectives**

6.01 Examine the Constitutional framework for the Bureaucracy.

6.02 Understand the nature and function of bureaucracy.

6.03 Evaluate the informal institutional arrangements of power for the Bureaucracy.

6.04 Analyze the linkages between the Bureaucracy and the following:

- (a) Public opinion and voters
- (b) Interest groups
- (c) Political parties
- (d) The media
- (e) State and local governments

6.05 Understand the relationship of the Bureaucracy to the other three institutions and their varying balances of power.

**COMPETENCY GOAL 7: The learner will examine and understand the institutions of national government: the Federal Courts.**

**Objectives**

7.01 Examine the Constitutional framework for the Federal Courts.

7.02 Understand the judicial process and varying types of jurisdiction.

- (a) Hierarchy of the system
- (b) Types of Jurisdiction
- (c) Judicial decision making

7.03 Evaluate the informal institutional arrangements of power for the Federal Courts.

7.04 Analyze the linkages between the Federal Courts and the following:

- (a) Public opinion and voters
- (b) Interest groups
- (c) Political parties
- (d) The media
- (e) State and local governments (subnational)

7.05 Understand the relationship of the Judiciary to the other three institutions and their varying balances of power.

**COMPETENCY GOAL 8: The learner will examine and understand the development and implementation of public policy in the federal system.**

**Objectives**

8.01 Investigate the formation of policy agendas.

8.02 Evaluate the role of Congress and the President in the enactment of public policy.

8.03 Evaluate the role of the Bureaucracy and Judiciary in the implementation and interpretation of public policy.

8.04 Analyze the linkages between policy processes and the following:

(a) Political institutions and federalism

(b) Political parties

(c) Interest groups

(d) Public opinion

(e) Elections

(f) Policy networks

**COMPETENCY GOAL 9: The learner will examine and understand the development of civil rights and civil liberties and their impact on citizens.**

**Objectives**

9.01 Identify substantive rights and liberties.

9.02 Trace and analyze the development of civil liberties and civil rights resulting from legislative enactment.

9.03 Trace the development of civil liberties and civil rights resulting from judicial interpretation.

(a) Freedom of speech, assembly, and expression

(b) Rights of the accused

(c) Rights of minority groups and women

9.04 Apply and evaluate the impact of the Fourteenth Amendment on the constitutional development of rights and liberties.

# ***Pacing Calendar***

## **First Quarter**

### **The American System**

- CH 1 The Study of American Government
- CH 2 The Constitution
- CH 3 Federalism
- CH 4 American Political Culture

### **Civil Liberties and Civil Rights**

- CH 5 Civil Liberties
- CH 6 Civil Rights

### **Opinions, Interests, and Organization**

- CH 7 Public Opinion
- CH 8 Political Participation
- CH 9 Political Parties
- CH 10 Elections and Campaigns
- CH 11 Interest Groups
- CH 12 The Media

## **Second Quarter**

### **Institutions of Government**

- CH 13 Congress
- CH 14 The Presidency
- CH 15 The Bureaucracy
- CH 16 The Judiciary

### **The Politics of Public Policy**

- CH 17 The Policy-Making Process
- CH 18 Economic Policy
- CH 19 Social Welfare
- CH 20 Foreign and Military Policy
- CH 21 Environmental Policy

## **The Nature of American Democracy**

CH 22 Who Governs?

CH 23 To What Ends?

### **Instructional Material**

*American Government*, James Q. Wilson & John J. Dilulio, Jr., Eighth Edition, Houghton Mifflin.

### **Supplemental Material**

Newspaper articles, especially USA Today and other current news sources, especially those available online.

### **Instructional Methods**

1. Lecture and note taking from PowerPoints or overhead outlines.
2. Socratic Method used to stimulate ideas and inferences through discussion.
3. Films are presented on historical topics and current issues to give insight to students.

### **Methods of Assessment**

1. Quizzes are given on a regular basis over class readings (short answer).
2. Guided Reading Questions are used to develop understanding and work ethic.
3. Two PowerPoint projects will be completed.

### **Homework**

1. Reading Assignments will be checked by quizzes at the start of class.
2. Guided Reading will be checked at the start of the class and again at the end of the unit.
3. Power Points will be checked according to the rubric given when assigned.

### **Evaluation**

There will also be periodic tests on each of the topics that will be covered during the nine week course. These exams will consist of objective questions, as well as short answer and essay questions.

# AP United States History

## Syllabus

Advanced Placement United States History is a year long, two credit course. It will fulfill the State and District requirement for United States History. It is designed to be a challenging, college level course and will prepare students for the AP Exam in May of 2008. Successful completion of the exam enables students to earn college credit.

AP United States History will cover American history from "Columbus to Clinton." There are a significant number of historical details to commit to memory along with understanding many broader historical themes or developments such as the creation of a unique American identity, creation of American political institutions, economic changes over time, changes in culture, new roles and perspectives toward women and how immigration and other population changes have economic, social and political ramifications. A more complete list of content and major themes are found at: [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/3501.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/3501.html)

To succeed in class students must possess or develop solid reading and writing skills. A significant amount of reading must be done outside of class. Students will be required to write a minimum of ten essays; some, early in the year, will be taking home but most will be completed in class. At least 3 of the essays will be in the form of a DBQ. All essay questions will come from a collection of Free Response Questions and DBQ's from previous AP Exams. (In preparation for the first DBQ the documents will be passed out and analyzed in class. I divide the class into small groups and give each group 1 or 2 documents to study for several minutes and then they are to present the key points to the rest of the class. Time is also spent brainstorming potential thesis options. On the next DBQ the documents are passed out the day prior to the exam but students will have to read and analyze them on their own. The next DBQ, usually in mid April, is administered as if they were taking the AP Exam, with strict time limits and no prior study of the documents.) After the first several essays time is spent with each student discussing the strengths and weakness of the paper. I also have example of previous answers, with the AP graders comments, to serve as a guide.

Once a quarter each student will be required to participate in an in class small group discussion. One student will be the group moderator with two students assigned to each side of the issue. Moderators will be required to read both sides of the issue and to prepare a set of questions. Each side in the discussion will be expected to persuasively argue, using historical evidence, the thesis of the respective authors. Each student will have to participate in one group discussion each quarter. (Usually the most contentious discussion is from Unit 13, Was It Necessary to Drop the Atomic Bomb to End World War II? The first 15 to 20 minutes of discussion is limited to the selected panel with time for questions or comments from the audience allowed after that period.)

A key component of the AP Exam requires students to interpret, analyze, and evaluate both primary sources and commentary work about key historical events and themes. Each Unit of study will require students to analyze and evaluate several primary sources. Many of the primary documents are found in the American Issues book. (Over 100 different "Issues" will be assigned to each student, with approximately 1/3 being primary documents.) Some documents will be studied as small group assignments, with a presentation to the rest of the class, others as individual homework assignments, or done together in class. (In Unit 1 a list of the specific topics with key points can be found.)

A significant number of maps will be completed during the year. Students are required to identify in writing two historical observations that can be gathered from the map.

Many of the Units will require students to complete a Presidential Analysis. This requires students will have to identify three or more of the significant accomplishments or strengths as well as weaknesses or failures of approximately thirty United States Presidents. (Included in the Presidential Analysis discussion will be major broad themes of significance i.e. Importance of Washington's actions as they established a precedence in many area, especially the voluntary relinquishing of power, peaceful transfer of power to a different party in 1801, Jackson's expansion of power and forceful defense of the Union, Lincoln vast war time powers and the post Civil War efforts by Congress to reassert it control, the role of the bearded Presidents in the use of Federal power to assist business, role of TR and Wilson in using the Federal government to regulate big business, Hoovers unprecedented action

In dealing with the depression, FDR's fundamentally changing the relationship between the federal government and private individual, the subsequent expansion of the New Deal by succeeding Presidents, both Democratic and Republican until Reagan's election in 1980, signaling a conservative swing.

### **Grading:**

A majority of the grade (about 50%) will be determined by multiple choice tests. Written work, usually in the form of essay questions, will be about 25% of a grade with the remaining points coming from group assignments, map work, projects and other daily assignments.

### **Textbooks:**

Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic*. 11<sup>th</sup> ed. Boston: McDougal Littell/Houghton Mifflin. 1998 (We are changing to the 13<sup>th</sup> ed. this summer.)

Dollar, Charles M., and Reichard, Gary W., *American Issues A Documentary Reader*. Glencoe. 2002

### **Additional Readings and Sources**

Degler, Carl N., *Out of Our Past The Forces that Shaped Modern American*. 3<sup>rd</sup> ed. Harper Perennial. 1984

Madaras, Larry, and SoRelle, James M., ed *Taking Sides: Clashing View on Controversial Issues in American History*. Vol 1&2 7<sup>th</sup> ed. McGraw-Hill. 1997

Nash, Gary B. and Schultz, Ronald. ed *Retracing the Past: Readings in the History of the American People*. 4<sup>th</sup> ed Vol 1&2 Addison Wesley Longman 2000

Norton, Mary Beth, et al. *A People and a Nation: A History of the United States*. Boston: Houghton Mifflin. 1988

Oats, Stephen B., ed *Portrait of America* 7<sup>th</sup> ed. Vol 1&2. Boston and New York Houghton Mifflin Company. 1999

Zinn, Howard. *A People's History of the United States*. New York: Harper Perennial, 1999

A classroom set of Nystrom's Atlas of United States History is also provided and has a variety of maps as well as excellent charts and graphs.

A classroom subscription to American Heritage is also available as a source for students.

## **Curriculum Calendar**

(Dates are for the 2007-2008 school year)

The class has been divided into 15 Units. The last unit will be completed one week before the AP Exam giving us some class time for review.

### **Unit 1 Discovery to Colonization (1492 to 1754)**

August 23<sup>h</sup> to September 10<sup>th</sup> (12 days)

#### **State Standards:**

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

#### **Major Questions:**

Why were the Spanish exploring the “New World” before other empires?

How did the Protestant reformation impact settlement of the new world?

How did the Southern colonies encounter with Indians and African slaves establish a pattern of race relations that would shape the future?

Why did the middle colonies develop a more diverse religious, economic and political society?

What factors led to a distinctly American culture in the early colonies?

### ***Unit 2 The Road to Independence (1754-1783)***

September 11-25 (11 Days)

**Test on September 25<sup>th</sup>**

**Readings:** A New Kind of Revolution Carl Degler *Out of our Past* p.79-88. Emphasis placed on Degler’s thesis of a social and cultural change which led to the eventual political and economic break with Britain.

**Timeline:** due on the date of the test. Time to run from 1754 to 1783. Each event with an \* should be listed on your timeline. The amount of detail on the timeline is up to you.

**Memory work:** Declaration of Independence\*(Along with memorizing the first 100+ words of the second paragraph students will be asked to identify several key themes. Students will also be asked to explain how slave holding men could make these statements.)

**Movies**           Optional  
Roots Vol III  
1776 Musical  
Last of the Mohicans  
The Patriot  
The Mission

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

**Major Questions:**

How were the British and Colonists able to defeat France and gain supremacy in the new world?

What were the specific acts that led up to the Declaration of Independence?

Was the American Revolution a political, economic or social revolution?

What factors made General Washington indispensable to the Colonial cause?

Why were the French willing to assist the colonists?

**UNIT 3 Establishing a New Nation (1781-1800)**

**9 Days** September 26 to October 9th

Test on Oct 9 First Essay Take home essay. Select one from 2 choices.  
(#1 Identify reasons why the Articles of Confederation needed to be replaced.

Or #2 Compare and contrast the Federalist and Republicans in the era of the new Constitution.)

### **Pageant**

Read Chapter 9 by 9/29  
Read Chapter 10 by 10/4

### **Issues**

Read Issues 8.2 and 8.3 (In class)  
Read Chapter 6.1, 6.4, 6.7, 6.8  
Read Chapter 7.1 and 7.4

**Presidential Analysis:** George Washington and John Adams Due the date of the test.

**Group Discussion** “Were the Founding Fathers Democratic Reformers?” Vol 1 Issue #7

**Time Line Assignment** Dates 1776 to 1800 Plot each of the events and concepts with the \* notice. Some events will be marked \*\* meaning it could be placed in several dates. Be sure to explain why you selected a specific date. (i.e. United States Constitution)

**Political Party Grid** due at the day of the exam (attached)

**Memory Work:** Preamble of the Constitution. (page A4)

Outside reading: *Eat the Rich* PJ O’Rourke pages 231-246 Discussion will also include the role of Adam Smith and Milton Friedman the significance of their economic principles.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

### **Major Questions:**

To what degree is the American Constitution a both a conservative and liberal document?

Why was the American Revolution different from the future French and Russian revolutions?

What was the impact of Shays rebellion?

What was the significance of Land and Northwest Ordinance?

What contrasts the federalist from the anti federalists?

What was the long term significance of Hamilton's economic policy?

Why is the election of 1800 significant?

Political Party Grid  
*Federalist*

*Republican-Democrat*

Leaders

Types of  
People

Interpretation  
of the Cn

Federal Gov't  
vs  
State Gov't

Land Policy

European Ally

## ***AP US History Unit 4***

October 10<sup>th</sup> to October 25<sup>th</sup>

Test is **10/25** Essay #2 Take home essay

**Pageant**      Read Chapter 11, by 10/15  
                      Read Chapter 12 by 10/20  
                      Read Chapter 13 by 10/22

**Issues** (8)    Chapter 8 #4,5  
                      Chapter 9, #1,2,3,4,6,7

**Time Line** Assignment Dates from 1800 to 1840 (15 Points) Plot each of the events or concepts with an \*. Due the day of the test.

Presidential Analysis: (3) Analyze Presidents: Jefferson, JQ Adams, & Jackson. Due test date.

**Maps (3)**      La. Territory  
                      War of 1812  
                      Mo. Compromise (1820)

**Group Discussion:** Was T. Jefferson a Political Compromiser? Vol 1 Issue 8

**Outside Reading:** Personal side of a Developing People Jack Larkin  
(Oats Reader Vol 1 #11)

### **Standards**

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

### **Major Questions:**

In what ways was the “Revolution of 1800” not a revolution?

How did Jefferson expand the power of the Presidency?

Why were the “War Hawks” willing to fight Britain?

What were the key aspects of Clay’s “American System”?

In what ways had the Cherokee people assimilated into early American culture?

Why did Andrew Jackson oppose the National Bank?

## **Unit 5 The National Economy, Reform and Culture (1790-1860)**

**Dates:** October 26th - November 9<sup>th</sup> (10 Days)

**Test** will be on November 9th. Essay #3 You will have the questions the day before to prepare but this essay will be written in class. You may either write it longhand or use your laptops.

**Reading:** Pageant Ch 14  
Pageant Ch 15

Issues Ch 11 (all 7 Issues) **Some** will be done in class.

**Outside Reading:** “Gouge, Bite, Pull Hair and Scratch: The Social Significance of Fighting in the Southern Backcountry” Elliott J. Gorn *Retracing the Past* Vol 1 #16  
Read and highlight.

**Time line** will be due the day of the test.

**Group Discussion:** Was Antebellum Reform Motivated by Humanitarian Goals? Vol 1 Issue #10

Standards

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

### **Major Questions:**

How did canal and railroad development assist the economic growth of the early United States?

How were these improvements funded?

What were the beliefs of those involved in the 2<sup>nd</sup> Great Awakening?

What was the changing role of women in this time?

Why did so many utopias develop in this period and what was their fate?

What are the beliefs of the transcendentalists?

What obstacles did the early non-English speaking immigrants face?

## **Unit 6 Manifest Destiny and the Controversy over Slavery**

November 13<sup>th</sup> to November 28<sup>th</sup> 10 Days

**Test:** November 28 Essay # 4, written in class.

### **Reading Assignments:**

Pageant Ch 16 (esp. p. 369-370)

Pageant Ch 17

Pageant Ch 18 (omit pages 402 & 404)

### Issues (Total of 5)

Ch 12 #1,2,3,

Ch 10 #1,2

### **Outside Reading:**

The American Tragedy Carl Degler *Out of our Past* p179-198

Read and highlight

**Presidential Analysis:** Harrison, Tyler, Polk, and Taylor

**Time lines:** Due the day of the exam.

**2 Maps**            Compromise of 1850  
                         Kansas Nebraska Act

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

### **Major Questions:**

What was the social order in pre Civil War south?

What was the perception of the early abolitionists?

What arguments, in support of slavery, did Southerners make?

Why did white Southerners at the lowest level in society strongly defend slavery?

What is Manifest Destiny and did it alter the United States?

What were the actual causes of the Mexican War?

How did Henry Clay bungle the 1844 Presidential election?

What were the key points of the Compromise of 1850?

## *Unit 7 The Civil War*

Unit to start November 29<sup>th</sup> 12 Days

**Test:** on December 14<sup>th</sup> No Essay

**Reading:** Pageant Chapter 19  
Pageant Chapter 20  
Pageant Chapter 21  
Pageant Chapter 22

Issues: Chapter 12 #5  
Issues: Chapter 13 #1,4,5,7  
Issues: Chapter 14 #3,4,5  
Issues: Chapter 15 #1,3,4,5

**Timeline:** Due the date of the test...

**Maps** Southern Secession

**Memorization:** Part of Lincoln's 2<sup>nd</sup> inaugural address (p. 479)

**Presidential Analysis:** Due the date of the test. Presidents: Lincoln, Johnson

**Movies:**

Glory (one of the best historical movies ever made)  
Gettysburg  
Andersonville  
Red Badge of Courage  
Roots

**Standards:**

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

**Major Questions:**

What role did Uncle Tom's Cabin play in the future Civil War?

What is the significance of the Dred Scott decision?

Why did the election of Lincoln cause 7 southern states to leave the Union?

What brilliant strategy did Lincoln employ after the creation of the Confederacy?

Why was it essential to keep Britain and France out of the war?

What was the Union strategy to win the war?

Why was the battle of Atlanta so important for the Union?

Why was the battle over Reconstruction a bitter one?

**AP United States History Unit 8 (1865-1900)**

December 17th to January 10th (11 Days) Test on 1/10 Essay #4 Written in class.

**Reading Assignments:**

Pageant: Ch 23 Skip parts of 505,508,527

Pageant Ch 24

Pageant Ch 25

Issues Ch 16 #4,6

Issues Ch 17 #6,7

Issues Ch 18 #1,2

**\*Group Discussion** "Were the 19 Century Entrepreneurs Robber Barons?" Vol 2  
Issue#3

**Time line** will be due on the test day. The timeline will run form 1860 to almost 1900

**Reminder:** **Family histories are due 1-22.** Papers are to include 5 pages of narrative stories and will need to explain how major historical events of the past century impacted their ancestors.

**Memorization Work:** p.577 Inscription at the base of the Statute of Liberty. “Give me your tired, your poor...”

**Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

**Major Questions:**

What was the cause of most political battles in this era?

What is the difference between hard and soft money?

Why do debtors favor soft money and inflation?

How did reconstruction end?

What were the consequences for African Americans?

What were the key beliefs of Populists?

What was the key issue behind the strikes of this era and how did the Federal government respond?

What enabled the United States to become the world’s largest industrial nation?

What is the “Gospel of Wealth”?

**AP United States History Unit 9 (1860-1900)**

January 13<sup>th</sup> to January 28<sup>th</sup> (10 Days) **Test on January 28<sup>th</sup>.**  
**First DBQ Essay**

**Reading Assignments:**

Norton Ch 17 p 499-522

Pageant: Ch 26 p600-601, 612-625 only

Pageant: Ch 27

Issues Ch 16 #2,3      Most issues will be

Issues Ch 18 #5      done in class

Issues Ch 19 #1,2

Issues Ch 20 #1,3,4

**Special Assignment:** Small group movie using I movie or Window media player. In groups of 4 or 5 you will great a 15 minute news show set in the 1880's. Select 3 major events from this era and report on the significance of these events.

**Group Discussion** Was the Populist party prejudiced? Vol 2 Issue # 5

**Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

**Major Questions:**

What is the Frontier Hypothesis?

How did Federal policy toward Native Americans change in this period?

What is the traditional western view of natural resources?

What problems did early Plains settlers face?

What factors lead to the imperialist movement?

Why was T. Roosevelt a strong supporter of the Panama Canal?

What were the fears of the anti-imperialists?

## **AP United States History Unit 10 (1890-1914)**

January 29<sup>th</sup> to February 8<sup>th</sup> (9 Days)

Essay: In class timed Free Response Question

### **Reading assignments:**

Pageant: Ch 28

Pageant: Ch 29

Issues: Ch 20 #5, #6

Ch 19 #3, #4, #5, #6

**Time line:** Include everything that has an \*.

**Presidential Analysis:** McKinley, T. Roosevelt and Taft

**Outside Reading** John Muir: The Mysteries of Mountains

**Group Discussion:** Did the Progressives Fail? Vol 2 Issue #7

### **Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

**Major Questions:**

What were the beliefs of Progressives?

What type of legislation did T. Roosevelt push as President?

Who are the key players in the start of the environmental movement?

Why did Taft face so many problems as President?

What causes the split between Taft and TR?

What were the legislative success of Woodrow Wilson?

How did the United States become involved in WW I?

**AP US History Unit 11 WWI and Roaring 20's (1912-1929)**

February 11<sup>th</sup> to February 25<sup>th</sup> (10 days)

**Test** will be on February 25th.

**Essay:** DBQ League of Nations

**Reading Assignments:**

Pageant: Ch 30 (omit pages 713-714)

Pageant: Ch 31

Issues Ch 20 #7

Issues Ch 21 #1,2,4,5,&7

**Time line:** Due the day of the test.

**Presidential Analysis:** Wilson

**Group Discussion:** Scheduled for 2-14 "Was Woodrow Wilson a Naïve Idealist?"

Volume 2 Issue #8

**Movies:** Spirit of St Louis                      Sergeant York                      Great Gatsby  
Fiery Cross of the KKK                      Untouchables

## All is Quiet on the Western Front

### **Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

### **Major Questions:**

How did Wilson rally the nation to war in 1917?

What were the 14 Points?

What were the terms of settlement at the Treaty of Versailles?

What mistakes did Wilson make in presenting the Treaty to the Senate?

Why did the Treaty fail?

Why did WWI end the Progressive Era?

## **APUSH Unit 12 Great Depression and New Deal (1920-1940)**

10 Days February 26th to March 8<sup>th</sup>

**Test** is on March 8th

**Essay:** DBQ New Deal

### **Reading Assignments:**

Pageant: Ch 32 p771-784  
p784-793

Pageant: Ch 33 p795-807 by  
p807-816 by  
P 816-823 by

Issues Ch 21 #6  
Issues Ch 22 #1, 2, 3, 4, 5, 6

**Time line:** will be due the day of the test.  
Dates should run from 1919 to 1940

**Presidential Analysis:** Harding, Coolidge, Hoover, and FDR

**Movies:** Grapes of Wrath, Last Man Standing, Glen Miller Story, Kingfish

**Memory Work** Part of FDR's first inauguration address. (Issue 22.1)

**Group Discussion:** Was the New Deal an Effective Answer to the Great Depression?  
Vol 2 Issue # 10

**Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

**Major Questions:**

What policies did the Republican Presidents of the era pursue?

What problems did farmers face in the 1920's?  
What were the causes of the Great Depression?  
What was Hoover's response to the economic difficulties?  
What the 3R's of the New Deal?  
Why was FDR so successful as leader?  
What opposition did FDR face as president?  
What was the Court packing scheme?

## **AP US History Unit 13 FDR and World War II (1933-1945)**

March 17th to April 2nd (11 Days)

**Test** is April 2nd

**Essay:** DBQ Atomic Bomb

**Reading Assignments:**

Pageant: Ch 34

Pageant: Ch 35

Issues: Ch 23 #3,5,6,7

Issues: Ch 24 #1,2,4,5

**Timeline** will run from the years 1933 to 1945 and will be due the day of the test.  
Items to be included on the timeline are marked with an \*.

**Group discussion.** "Was it necessary to drop the Atomic Bomb to end WWII? Vol 2, Issue #12.

**Movies:** Pearl Harbor, Mother Night, Jacob the Liar, Enemy at the Gate, Saving Private Ryan, Band of Brothers, Midway, Twelve O'clock High, Sands of Iwo Jima, Thin Red Line, Patton, Memphis Belle, Longest Day, Pianist

**Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

**Major Questions:**

Why did many American's become isolationists in this era?

Why did FDR believe it was necessary for the US to assist Britain in their war with Germany?

What happened at Munich and why is it still cited as an example today?

How did Japan's actions on 12/7/1941 change America?

What was the Allied strategy to win the war?

How did the nation's workforce change because of WWII?

How were minorities treated in the Armed Forces?

How did the war with Japan end?

**AP US History Unit 14 The Cold War and 1950's (1945-1960)**

April 3rd to April 16th  
10 Days

**Test** will be on Thursday, 4-18

**Essay:** Free Response Essay question

**Reading Assignments:**

Pageant: Ch 36

Pageant: Ch 37 (Stop after 906)

Issues Ch 25 (do only #1,3,5,6)  
Issues Ch 26 (do only #2,3)

Timeline will run from the years 1945 to 1960 and will be due the day of the test. Items to included are marked with an \*.

**Presidential Analysis:** HST and IKE.

**Group Discussion** will be on 4-11. Topic is “Were the 1950’s America’s Happy Days?” Vol 2, Issue #13.

**Movies:** Quiz Show, Tucker

**Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

**Major Questions:**

What is the cold war and how did it start?

What difficulties did Truman face as the war ended?

What migration patterns occurred in this era?

What was the significance of the Marshall Plan?

How did Joseph McCarthy become a political force?

What caused the Korean War?

Why did the United States believe it had to become involved in the Korean Conflict?

What gains were made for Civil Rights in the 1950's?

Why did Elvis Presley become so famous?

How did the Republican Eisenhower deal with vast array of Federal programs started by previous Democratic administrations.

## **AP US History Unit 15**

### **Stormy 60's & Stalemated 70's & Greedy 80's 1960-1990**

April 17<sup>th</sup> to May 1st (10 days)

**\*Test** will be on May 1st (no Essay)

#### **Reading assignments:**

Pageant: Ch 38

Pageant Ch 39

Pageant Ch 40 (Stop at 1012)

Issues Ch 26 #7

Issues Ch 27 (omit #5)

Issues Ch 28 #1,2,4,6

Discussion : Will History forgive Richard Nixon? Vol 2, Issue #16

**Outside Reading:** "Heyday of the Counter Culture" Allan J. Mastusow (Oats Reader Vol 2 #27)

**Movies:** 13 Days, Long Walk Home, 60's Movie, Malcolm X

#### **Standards:**

9-12 US.1.1 Students are able to explain the cause effect relationships and legacy from reconstruction to the present.

9-12 US.1.2 Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

9-12 U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. Government and Native cultures.

9-12 U.S.2.2 Students are able to describe the causes and effects of cultural, economic, religious, political and social reform movements on the development of the U.S.

9-12 U.S.2.3 Students are able to identify the influences of local groups on the settlement patterns of South Dakota and the Great Plains regions.

**Major Questions:**

Why did the United States become involved in another war in Asia?

What caused the Cuban Missile Crisis?

What were the key accomplishments of President Johnson?

What was the Gulf Tonkin Resolution?

What the guiding philosophy of MLK?

Why did Nixon seek detente with the USSR and China?

What led to Nixon's resignation?

How did the Warren Court expand the rights of individuals?

Why did Jimmy Carter have such limited success as President?

What core principles lay behind Reagan political philosophy?

Why did the Cold War end?

What is significant about Clinton's statement: "The era of big government is over"?

Also covered through out the year are the following major themes:

### **American Diversity**

The diversity of the American people and the relationships among different groups. The roles of race, class, ethnicity, and gender in the history of the United States.

### **American Identity**

Views of the American national character and ideas about American exceptionalism. Recognizing regional differences within the context of what it means to be an American.

### **Culture**

Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history. Popular culture and the dimensions of cultural conflict within American society.

### **Demographic Changes**

Changes in birth, marriage, and death rates; life expectancy and family patterns; population size and density. The economic, social, and political effects of immigration, internal migration, and migration networks.

### **Economic Transformations**

Changes in trade, commerce, and technology across time. The effects of capitalist development, labor and unions, and consumerism.

### **Environment**

Ideas about the consumption and conservation of natural resources. The impact of population growth, industrialization, pollution, and urban and suburban expansion.

### **Globalization**

Engagement with the rest of the world from the fifteenth century to the present: colonialism, mercantilism, global hegemony, development of markets, imperialism, and cultural exchange.

### **Politics and Citizenship**

Colonial and revolutionary legacies, American political traditions, growth of democracy, and the development of the modern state. Defining citizenship; struggles for civil rights.

### **Reform**

Diverse movements focusing on a broad range of issues, including anti-slavery, education, labor, temperance, women's rights, civil rights, gay rights, war, public health, and government.

### **Religion**

The variety of religious beliefs and practices in America from prehistory to the twenty-first century; influence of religion on politics, economics, and society.

### **Slavery and Its Legacies in North America**

Systems of slave labor and other forms of unfree labor (e.g., indentured servitude, contract labor) in American Indian societies, the Atlantic World, and the American South and West. The economics of slavery and its racial dimensions. Patterns of resistance and the long-term economic, political, and social effects of slavery.

### **War and Diplomacy**

Armed conflict from the precolonial period to the twenty-first century; impact of war on American foreign policy and on politics, economy, and society.