### Social Studies Pacing Guides, Benchmarks, and Comments by Quarter
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</table>
Colorado Academic Standards: **CIVICS**

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies.
2. Purposes of and limitations on the foundations, structures, and functions of government.
3. Analyze how public policy – domestic and foreign – is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

All Colorado Academic Standards include specific **21ST CENTURY SKILLS AND READINESS COMPETENCIES**

1. **INQUIRY QUESTIONS** – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. **RELEVANCE AND APPLICATION** – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

*These competencies should be integrated throughout the curriculum in all grade levels.*
## Civics

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose and foundation of Government, The United States Constitution, and the Functions and Processes of Federal Government</strong></td>
<td>How do various governments fulfill their purposes?</td>
<td>• Limited and Unlimited Government (General Purpose and Give Examples)</td>
</tr>
<tr>
<td>8-9 Weeks</td>
<td>How does the U.S. Constitution allow for checks and balances to prevent the abuse of power?</td>
<td>• Federalism (General Purpose and Give Examples)</td>
</tr>
<tr>
<td></td>
<td>How does each branch of the federal government carry out its duties?</td>
<td>• Executive, Judicial, Legislative Branches of Government</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Separation of Powers/Checks and Balances</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Electoral Process (Give Examples, Dice Game)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Natural Born vs. Naturalization (Give Examples)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Lawmaking process (How a Bill Becomes Law)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Judicial Review (Judicial Branch)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Amendments pertaining to the Branches (11,12,16,17,20,22,23,25,27)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Purpose of Filibuster</td>
</tr>
</tbody>
</table>

### Standards

**Reported:** Standard 3: Evaluate purposes of and limitations on the foundations, structures and functions of government.

**Embedded:** Standard 2: Analyze goals and tools used by the United States in developing and implementing foreign policy.

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**End of First (Third) Quarter/Start Second (Fourth) Quarter**
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **The Constitutional Amendments and the Individual** | How does the United States Constitution balance the rights of the individual with the common good? | • Bill of Rights  
• Amendments to the Constitution pertaining to individual rights  
• Due Process of Law  
• Majority, Dissenting and Concurring Opinions  
• Equal protection  
• Supreme Court Cases – Rights protected and not protected through Supreme Court cases dealing with the 1st, 4th, 5th, 6th, 8th, or 14th Amendments |

**Standards**

*Reported:* Standard 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, national issues or policies.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Citizenship and Civic Responsibility** | What are the roles of citizenship? | • Process of Citizenship  
• Responsibilities of Citizens  
• Political parties  
• Electoral College Process  
• Media influence on citizens  
• Voting Behavior  
• Interest groups  
• Civil disobedience |

**Standards**

*Reported:* Standard 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, national issues or policies.
The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

### Standards Based Grading: Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard/Learning Objective</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td>History and Approaches</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of the history of psychology.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of research methods in psychology.</td>
<td></td>
</tr>
<tr>
<td>Biological Basis of Behavior</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of the biological basis of behavior.</td>
<td></td>
</tr>
<tr>
<td>Sensation and Perception</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of how sensation and perception relates to behavior.</td>
<td></td>
</tr>
<tr>
<td>States of Consciousness</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of how states of consciousness apply to psychology.</td>
<td></td>
</tr>
<tr>
<td>Learning</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding regarding the major components of learning.</td>
<td></td>
</tr>
<tr>
<td>Cognition</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding regarding the major components of memory.</td>
<td></td>
</tr>
<tr>
<td>Motivation and Emotion</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of how motivation and emotion affect behavior.</td>
<td></td>
</tr>
<tr>
<td>Developmental Psychology</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of developmental psychology.</td>
<td></td>
</tr>
<tr>
<td>Personality</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of how personality affects behavior.</td>
<td></td>
</tr>
<tr>
<td>Testing and Individual Differences</td>
<td>Students demonstrate or do not demonstrate the following</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o understanding of various psychological methods of testing.</td>
<td></td>
</tr>
</tbody>
</table>
| Psychological Disorders and Treatments | Students demonstrate or do not demonstrate the following  
|                                      | o understanding of various psychological disorders and treatments. | 4 |
| Social Psychology                    | Students demonstrate or do not demonstrate the following  
|                                      | o understanding of social psychology.                      | 4 |
Aurora Public Schools  
Social Studies Pacing Guide  
AP Microeconomics

The purpose of an AP course in microeconomics is to give students a thorough understanding of the principles of economics that apply to the functions of individual decision makers, both consumers and producers, within the economic system. It places primary emphasis on the nature and functions of product markets and includes the study of factor markets and of the role of government in promoting greater efficiency and equity in the economy. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

### Standards Based Grading: Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
</table>
| **Standard 1:** Basic Economic Concepts | Students demonstrate or do not demonstrate the following:  
A. Scarcity, choice, and opportunity cost  
B. Production possibilities curve  
C. Comparative advantage, absolute advantage, specialization, and trade  
D. Economic systems  
E. Property rights and the role of incentives  
F. Marginal analysis | 1 |
| **Standard 2:** The Nature and Functions of Product Markets | Students demonstrate or do not demonstrate the following:  
A. Supply and demand  
B. Theory of consumer choice  
C. Production and costs  
D. Firm behavior and market structure | 2 |
| **Standard 3:** Factor Markets | Students demonstrate or do not demonstrate the following:  
A. Derived factor demand  
B. Marginal revenue product  
C. Labor market and firms’ hiring of labor  
D. Market distribution of income | 2 |
| **Standard 4:** Market Failure and the Role of Government | Students demonstrate or do not demonstrate the following:  
A. Externalities  
B. Public goods  
C. Public policy to promote competition  
D. Income distribution | 2 |
Colorado Academic Standards: HISTORY

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

All Colorado Academic Standards include specific **21st Century Skills and Readiness Competencies**

1. **INQUIRY QUESTIONS** – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. **RELEVANCE AND APPLICATION** – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

*These competencies should be integrated throughout the curriculum in all grade levels.*
# African American Studies

## Unit 1: Africans in the Americas

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the arrival of Europeans and subsequent international trade in African slaves affect Africa, the Americas, and Europe?</td>
<td>- European Exploration and Colonization of North America</td>
</tr>
<tr>
<td>How did Africans help settle and contribute to what would eventually become the United States of America, while simultaneously holding on to portions of their African cultures?</td>
<td>- European Settlement of The West Indies</td>
</tr>
<tr>
<td></td>
<td>- Africans in colonial America, North and South</td>
</tr>
<tr>
<td></td>
<td>- Slave Trade/Middle Passage</td>
</tr>
<tr>
<td></td>
<td>- Transplantation of African culture</td>
</tr>
</tbody>
</table>

### Standards

- **Standard 2:** Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
- **Standard 3:** The significance of ideas as powerful forces throughout history

## Unit 2: African Americans and the American struggle for independence from Britain.

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>How did the American Revolution affect the lives of African Americans in the North and South, as well as Caribbean islands?</td>
<td>- The American Revolution</td>
</tr>
<tr>
<td>What did the Declaration of Independence and US Constitution say about the rights of African Americans, women, and other ethnic or religious minority groups?</td>
<td>- The Declaration of Independence and compatibility with slavery</td>
</tr>
<tr>
<td></td>
<td>- African Americans fighting in both British and Continental armies</td>
</tr>
<tr>
<td></td>
<td>- The US Constitution</td>
</tr>
<tr>
<td></td>
<td>- Expanding the new nation</td>
</tr>
<tr>
<td>How did African Americans fight for and help secure American Independence from Britain?</td>
<td></td>
</tr>
</tbody>
</table>

### Standards

- **Standard 1:** Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
### Unit 3

**Essential Question**
- What might life have been like for a slave?
- How might slavery have differed for female and male slaves?
- What was slave resistance and why was it important?

**Critical Content**
- Cotton
- Prosser, Vesey, Turner revolts
- Haitian Revolution
- slave’s nonviolent Resistance to slavery
- gender and class within the slave system

**Standards**
- Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
- Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
- Standard 3: Determine the significance of ideas as powerful forces throughout history.

### Unit 4

**Essential Question**
- How did the life of a slave differ from the life of a northern ‘free’ African American?
- How ‘free’ were African Americans in the North during the years 1789-1861?
- Why were there non-slave African Americans in the antebellum South, and what might their lives have been like?

**Critical Content**
- The Cotton Kingdom
- The Prosser conspiracy
- The Vesey Conspiracy
- Nat Turners rebellion
- Northern Black communities
- Disenfranchisement of Free northern blacks before 1861
- Integration, assimilation, and Black Nationalism
- African American churches

**Standards**
- Standard 3: Determine the significance of ideas as powerful forces throughout history.
## Unit 5

**Challenges to Slavery and American resistance to change**

2 weeks

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| How did African Americans and other groups of people work to end slavery in the United States, and what were their motives for doing so? | Abolitionists  
Escaping from slavery  
African-American Churches  
Emigration  
Slave Narratives  
Dred Scott  
John Brown  
Fugitive Slave Act 1850 |

### Standards

Standard 3: Determine the significance of ideas as powerful forces throughout history.

## Unit 6

**The Civil War, Emancipation, and Black Reconstruction**

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| How did important events occurring in the years immediately before the Civil War affect African Americans? | Antietam, Gettysburg, Sherman’s campaigns  
Emancipation Proclamation  
New York City Draft Riots 1863  
The Freedmen’s Bureau  
Struggle for political and Civil Rights  
Radical Republicans  
KKK  
Jim Crow  
13th, 14th, and 15th Amendments  
Compromise of 1877 |
| Why was the Civil war fought, from the points of view of both North and South? | |
| What was the impact of the Civil war on African Americans? | |
| What were the benefits and disappointments of Reconstruction for African Americans? | |
| Why does Reconstruction fail African Americans? | |

### Standards

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

Standard 3: Determine the significance of ideas as powerful forces throughout history.
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Essential Questions</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| The end of the Long Nineteenth Century | What was life like for African Americans, North, South, and West, during the period 1880-1900? | - Plessy v. Ferguson  
- KKK  
- Nativism  
- Indian Wars 1866-1890  
- Lynching  
- Immigration  
- Imperialism abroad, racism at home: The Spanish American War and acquisition of Puerto Rico, the Philippines, and Hawaii  
- The European ‘scramble’ for Africa |
| 2 weeks | How does African American history fit into and overlap with other events of US and world history between 1880 and 1900? | |

**Standards**

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

Standard 3: Determine the significance of ideas as powerful forces throughout history.

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Essential Questions</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Protest and hope in a new century | What gains in civil rights did African Americans make in the first half of the 1900’s? | - W. E. B. Du Bois  
- NAACP  
- Marcus Garvey  
- Lynching  
- WWI and African Americans: Democracy abroad and Jim Crow at home  
- Race Riots  
- The Civil rights struggle  
- The Great Migration  
- Black Nationalism  
- The Harlem Renaissance  
- The Great Depression and the New Deal |
| 6 weeks | How did African Americans affect, and how were they effected by, the momentous changes sweeping America in the period 1900-1941? | |

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
### Unit 9: WWII and Black Revolution
6 weeks

#### Essential Question
- What was the role of African Americans in World War II?
- What tactics did civil rights workers use to struggle towards equality for African Americans?
- How successful/unsuccessful was the Black Civil Rights Movement of the 1950s and 1960s, and why does the movement end before 1970?

#### Critical Content
- WWII segregation
- Brown v. Board
- Civil Rights Leaders
- Vietnam
- Gender and the Civil Rights Movement
- Black Nationalism
- Black Panthers
- Black Leaders

#### Standards
- Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
- Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
## Unit 10

**Crosscurrents in Today’s world**

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| How have African Americans helped remake the politics, economics, society, and culture of the United States in the last part of the Twentieth Century and beginning of the Twenty-First Century? | • Current Issues  
• Race, class, gender, religion, language, sexual orientation, nationality  
• ‘Black Nihilism’  
• Rodney King  
• Racial reasoning  
• Carter-Reagan-Bush-Clinton-Bush  
• American Empire?  
• Apartheid South Africa and the US  
• Africa and the US |
| What is a post-racial society, and are we living in it yet? |
| How diverse is the African American community as we enter the Twenty-First Century? |
| How can the African American experience in the US be used as a model for other ethnic, religious, national, gender, and sexual-orientation minorities in their current struggles for civil rights around the world? |

### Standards

- Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
- Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination and also develops students’ familiarity with economic performance measures, the financial sector, stabilization policies, economic growth and international economics. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

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<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
</table>
| **Standard 1: Basic Economic Concepts** | Students demonstrate or do not demonstrate the following:  
A. Scarcity, choice, and opportunity cost  
B. Production possibilities curve  
C. Comparative advantage, absolute advantage, specialization, and exchange  
D. Demand, supply and market Equilibrium  
E. Business cycle, unemployment, inflation and growth | 3, 4 |
| **Standard 2: Measurement of Economic Performance** | Students demonstrate or do not demonstrate the following:  
A. National income accounts  
B. Inflation measurement and adjustments  
C. Unemployment | 3, 4 |
| **Standard 3: National Income and Price determination** | Students demonstrate or do not demonstrate the following:  
A. Aggregate demand  
B. Aggregate supply  
C. Macroeconomic equilibrium | 3, 4 |
| **Standard 4: Financial Sector** | Students demonstrate or do not demonstrate the following:  
A. Money, banking, and financial markets  
B. Central bank and control of the money supply | 3, 4 |
| **Standard 5: Inflation, Unemployment, and stabilization policies** | Students demonstrate or do not demonstrate the following:  
A. Fiscal and monetary policies  
B. Inflation and unemployment | 3, 4 |
| **Standard 6: Economic Growth and Productivity** | Students demonstrate or do not demonstrate the following:  
A. Investment in human capital  
B. Investment in physical capital  
C. Research and development, and technological progress  
D. Growth policy | 3, 4 |
<table>
<thead>
<tr>
<th><strong>Standard 7: Open Economy: International Trade and Finance</strong></th>
<th>Students demonstrate or do not demonstrate the following:</th>
<th>3, 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. Balance of payments accounts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Foreign exchange markets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Net exports and capital flow</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Links to financial and goods markets</td>
<td></td>
</tr>
</tbody>
</table>
Colorado Academic Standards: HISTORY

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
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All Colorado Academic Standards include specific 21ST CENTURY SKILLS AND READINESS COMPETENCIES

1. INQUIRY QUESTIONS – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. RELEVANCE AND APPLICATION – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. NATURE OF THE DISCIPLINE – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

These competencies should be integrated throughout the curriculum in all grade levels.
# 20th Century Conflict

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **World War I** | What are the causes and effects of World War I? | • Movements (e.g., Nationalism, Militarism, Imperialism, Alliance System, Industrialization)  
• Critical Developments (e.g., Schlieffen Plan, Trench warfare, Western Front, Eastern Front, Total War, Propaganda)  
• Armistice (e.g., Treaty of Versailles) |
| 4 weeks | | |

### Standards

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **World War II** | What were the causes of WWII? | • Political Systems/Concepts (e.g., Nazism, Fascism, Isolationism, Communism)  
• Major Battles (e.g., Battle of Britain, Invasion of the Soviet Union, D-Day, Pearl Harbor)  
• Holocaust  
• WWII Perspectives (e.g., European Theater, Pacific Theater, African Theater)  
• Results of WWII (e.g. Occupation of Germany, Yalta Conference)  
• Technology (e.g., nuclear warfare) |
| 4 weeks | How did the outcome of World War II change the balance of world power? | |

### Standards

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

---

**End of First (Third) Quarter/Start Second (Fourth) Quarter**
<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cold War</strong></td>
<td>How and why did the Cold War develop?</td>
<td>• Cold War (e.g., Domino theory, boycott, Iron Curtain, containment, space race, cultural revolution, Glasnost, détente)</td>
</tr>
<tr>
<td>3 weeks</td>
<td>How did the Cold War impact the world?</td>
<td>• Significant Players (e.g., Mao Zedong, Eisenhower, Churchill, Stalin, United Nations, NATO)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant Countries (e.g., Cuba, Middle East, Soviet Union, Vietnam, Korea)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant Documents (e.g., Marshall Plan)</td>
</tr>
</tbody>
</table>

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 3: Determine the significance of ideas as powerful forces throughout history.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civil Wars and Regional Wars</strong></td>
<td>How do civil and regional wars affect foreign policies?</td>
<td>• Significant Events (e.g., Vietnam Civil War, Korean Civil War, Russian Civil War, Spanish Civil War, Chinese Civil War, Apartheid, Japanese Invasion of China)</td>
</tr>
<tr>
<td>3 weeks</td>
<td>How have countries resolved conflicts?</td>
<td>• Migratory Issues (e.g., Refugees, Immigration)</td>
</tr>
<tr>
<td></td>
<td>How are countries currently resolving conflict?</td>
<td>• International Tribunals</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foundations for the problems and conflicts in the Middle East today (OPEC, Israel/Palestine, Islam – Shiite/Sunni, etc.)</td>
</tr>
</tbody>
</table>

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 3: Determine the significance of ideas as powerful forces throughout history.
<table>
<thead>
<tr>
<th>Unit 5</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Genocide</strong></td>
<td>Why do governments institute policies of genocide?</td>
<td>● Ethnic Cleansing (e.g., Holocaust, Armenia, Cambodia, Rwanda, Balkans, Sudan, Darfur, Ethiopia)</td>
</tr>
</tbody>
</table>
| 2 weeks | How does genocide affect international relations? | ● History of Genocide  
● Role of United Nations (e.g., Tribunals)  
● Migration—Immigration |

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.  
Standard 3: Determine the significance of ideas as powerful forces throughout history.

<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Terrorism** | How has terrorism changed international world relations? | ● History of Terrorism  
● 9/11 (e.g., Patriot Act)  
● Terrorism around the world (e.g., PLO, Al-Qaeda, IRA, Taliban, “Supreme Truth,” Hamas, Hezbollah)  
● Terrorist attack strategies  
● World security and travel |
| 2 weeks | What are the leading factors of terrorism? |                                                                                  |

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.  
Standard 3: Determine the significance of ideas as powerful forces throughout history.
Colorado Academic Standards: **HISTORY**

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history

All Colorado Academic Standards include specific **21ST CENTURY SKILLS AND READINESS COMPETENCIES**

1. **INQUIRY QUESTIONS** – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. **RELEVANCE AND APPLICATION** – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

These competencies should be integrated throughout the curriculum in all grade levels.
### Ancient World History
#### Quarter 1/3

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Mesopotamia and Egypt | How do the essential characteristics of civilizations influence the development of emerging societies? | - Geography and River Valleys  
- Agricultural Revolution  
- City States to Empires |
|                       | How did the Ancient Egyptians affect modern technology and religious beliefs?        | - Nile River Valley  
- Unification of Kingdom Dynasties  
- Egyptian Culture  
- Pyramids  
- Mummies  
- Religion-Theology  
- Society-Science-Technology  
- Egyptian Empire |

#### Standards

**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
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<tr>
<th>Unit 2</th>
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<th>Critical Content</th>
</tr>
</thead>
</table>
| India and China | How did the Indian civilization develop? How did the different ruling dynasties influence the development of ancient China? | - Indus River Valley Civilization and Collapse  
- Aryan Migration and Influence on Indian Civilization  
- Development and influence of Hinduism and Buddhism on Indian culture and society  
- Development and impact of the Mauryan and Gupta Empires  
- Achievements in math, science, and technology  
- Shang, Zhou, Qin, and Han Dynasties  
- Dynastic Cycle  
- Confucianism, Daoism and Legalism  
- Great Wall  
- Silk Road  
- Achievements and Advancements |

**Standards**

*Reported* - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Ancient Greece** | How did the government of Ancient Greece influence democratic ideals of today? | • Geography & Greek City-States  
• Mycenaeans, Minoans, Trojan War  
• Polis, Athenian Democracy  
• Sparta  
• Olympics, Persian Wars,  
• Art, Architecture, Drama, History, Philosophy  
• Peloponnesian War  
• Alexander’s Empire  
• Hellenistic Culture |

**Standards**

*Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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<th>Unit 4</th>
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</tr>
</thead>
</table>
| **Ancient Rome** | What factors lead to the rise and fall of the Roman Empire?  
How did the Roman Republic influence the development of modern democracy? | • Origins of Rome  
• Senate and Assembly  
• Expansion of Rome  
• Defeat of Carthage  
• Major Emperors  
• Rise of Christianity  
• Roman Advancements in culture and architecture  
• Fall of the Roman Empire |

**Standards**

*Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
## Economics Continuum

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Fundamental Economic Concepts (4 weeks) | Why do limited resources and unlimited wants affect a nation’s economy? | Scarcity  
Production/4 factors of production  
Allocation of goods and Services  
Economics Systems  
Opportunity cost and trade offs  
Business organization; LLC, Non-profits, corporations  
Role of government  
Free enterprise |

| Standards | | |
|-----------|------------------|
| 1. Students understand that because of the condition of scarcity, decisions must be made about the use of resources*. | 2. Students understand how different economic systems impact decisions about the use of resources and the production* and distribution of goods* and services.* | 3. Students understand the results of trade, exchange, and interdependence* among individuals, households, businesses, governments, and societies. |

| December 2009 Standard 2. | Demonstrate understanding of how different economic systems influence decisions regarding the production and distribution of goods and services, the different markets structures and organizations as well as the role of government within a market economy. | December 2009 Standard 3  
Understand productive resources (natural human, capital) are scarce; therefore choice must be made on how individuals, business, governments and societies choose to allocate these resources. |

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Microeconomics: Prices and markets (5 Weeks) | Why do Play Station 3’s cost $699 and Xbox’s 360’s only cost $399? | Markets, Prices  
Supply and Demand  
Competition and Market Structures  
Markets and Failures  
Income Distribution  
Marginal thinking |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Cost, Revenue and profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand that because of the condition of scarcity, decisions must be made about the use of resources*.</td>
<td>2. Students understand how different economic systems impact decisions about the use of resources and the production* and distribution of goods* and services.*</td>
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<tr>
<td>3. Students understand the results of trade, exchange, and interdependence* among individuals, households, businesses, governments, and societies.</td>
<td></td>
</tr>
</tbody>
</table>

| December 2009 Standard 2. Demonstrate understanding of how different economic systems influence decisions regarding the production and distribution of goods and services, the different markets structures and organizations as well as the role of government within a market economy. | December 2009 Standard 3 Understand productive resources (natural human, capital) are scarce; therefore choice must be made on how individuals, business, governments and societies choose to allocate these resources. |

<table>
<thead>
<tr>
<th>Unit 3 2nd Quarter /4th Quarter</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Macroeconomics (5 Weeks)        | How do economists assess the success of a nation’s growth and performance by measuring its economy? | Gross Domestic Product-GDP  
Income- personal, federal/national  
Aggregated Supply and Demand  
Inflation and Deflation  
Monetary policy and fiscal policy  
Federal Reserve system- soft and hard money-TAXES  
Unemployment and Poverty  
Business Cycles  
Modern Banking |

<table>
<thead>
<tr>
<th>Standards</th>
<th>Cost, Revenue and profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Students understand that because of the condition of scarcity, decisions must be made about the use of resources*.</td>
<td>2. Students understand how different economic systems impact decisions about the use of resources and the production* and distribution of goods* and services.*</td>
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<tr>
<td>3. Students understand the results of trade, exchange, and interdependence* among individuals, households, businesses, governments, and societies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>December 2009</th>
<th></th>
</tr>
</thead>
</table>
Standard 1. Demonstrate that trade is essential for modern economies and that individuals, business, nations and governments trade goods voluntarily when the involved parties feel they will benefit from the exchange.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Measurement, Performance and Stabilization (4 weeks) | How does the United States benefit from trade and business with foreign nations? | National income and price determination  
Financial sector  
Money-banking-financial markets  
Aggregates  
Inflation  
Economics growth  
Employment  
International trade |

**Standards**

| | 1. Students understand that because of the condition of scarcity, decisions must be made about the use of resources*.  
| | 2. Students understand how different economic systems impact decisions about the use of resources and the production* and distribution of goods* and services.*  
| | 3. Students understand the results of trade, exchange, and interdependence* among individuals, households, businesses, governments, and societies.  

**December 2009**

Colorado Academic Standards: **HISTORY**

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
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*These competencies should be integrated throughout the curriculum in all grade levels.*
# Medieval History and Conflicts

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| *Middle Ages Europe and Middle East* | How did different societies expand on civilization with diverse ideas, institutions and ways of life? How are new ideas defused and assimilated? | Byzantine Empire  
- Justinian Code  
- Eastern (Greek) Orthodoxy  
- Christianity to Slaves  
- Schism v. Roman Catholicism  
- Art and Architecture  
- Influence of early Russia  
- Turkish Conquest  
- Crusades  
- Rise of Islam-Muhammad  
- Beliefs, practices and links  
- Sunnis, Shiites, Sufi, Shia  
- House of Wisdom-Science  
- Arabesque, calligraphy  
- Spread of Islam-Umayyad, Abbasids, Fatimid, Ottomans  
- Feudal Europe  
- Manorialism & Feudalisms  
- Charlemagne  
- Vikings, Magyars, Muslims  
- Chivalry  
- Medieval Church (Age of Faith) and architecture  
- Crusades  
- Agricultural & Commercial Revolutions  
- Bubonic Plague  
- Hundred Years War |

## Standards

*Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
# Unit 2

## Middle Ages in Asia

**Essential Question**

- How did different societies expand on civilization with diverse ideas, institutions and ways of life?
- How are new ideas defused and assimilated?

**Critical Content**

- Japan
  - Geography of Japan & Cultural Borrowing
  - Shinto & Zen Buddhism
  - Feudalism, Bushido, Samurai, Shogun
  - Daimyo
  - Nobunaga
  - Tokugawa Shogunate
- China
  - Tang & Song China
  - Mongol Empire
  - Ming Dynasty
  - Manchu and Qing Dynasty
  - Zheng He

## Standards

**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
Colorado Academic Standards: **CIVICS**

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies.
2. Purposes of and limitations on the foundations, structures, and functions of government.
3. Analyze how public policy – domestic and foreign – is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

All Colorado Academic Standards include specific **21ST CENTURY SKILLS AND READINESS COMPETENCIES**

1. **INQUIRY QUESTIONS** – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
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**Please note that Standards and Comments for SBG by quarter start on page 5.**
<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| *Foundations of Government* | What were the influences upon the development of the United States Government? | ● Articles of Confederation  
● Declaration of Independence  
● British Common Law  
● Locke  
● Montesquieu  
● Hobbes  
● Rousseau  
● Influential documents  
● Economic systems (communism, socialism, capitalism, fascism)  
● Constitutional government v. government without a constitution  
● Comparison of US governmental systems to their international systems |

**Standards**

Standard 2: Purposes of and limitations on the foundations, structures, and functions of government.
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Constitutional Law</strong></td>
<td>How does the United States Constitution impact individuals?</td>
<td>• Overview of Constitution</td>
</tr>
<tr>
<td>8 weeks</td>
<td></td>
<td>• Foundations of US Constitution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• US Sovereignty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• International Sovereignty</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• International Organizations (e.g., United Nations, NGOs)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Bill of Rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Other Essential Amendments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Landmark Supreme Court Cases (e.g., Brown v. Board of Education)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant Clauses: Commerce Clause, Equal Protection, Due Process</td>
</tr>
</tbody>
</table>

**Standards**

Standard 2: Purposes of and limitations on the foundations, structures, and functions of government.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The United States Justice System</strong></td>
<td>How did the United States Judicial System develop?</td>
<td>• Defining Legal Terminology</td>
</tr>
<tr>
<td>6 weeks</td>
<td></td>
<td>• Criminal Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Civil Law</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Due Process System</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Significant Cases Defining our Justice System (e.g., Miranda v Arizona)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Burden of Proof</td>
</tr>
<tr>
<td></td>
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<td>• Judge v Jury</td>
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<tr>
<td></td>
<td></td>
<td>• Search and Seizure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Juvenile Rights</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Rights (ex. TLO v NJ)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Civic Responsibility (ex. Jury Duty)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Becoming a Citizen (ex. Naturalization)</td>
</tr>
</tbody>
</table>

**Standards**
**Standard 2: Purposes of and limitations on the foundations, structures, and functions of government.**

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>U.S Legal system</strong>&lt;br&gt;6 weeks</td>
<td>How does the United States Judicial System Function?</td>
<td>• Separation of Power (e.g., Patriot Act)&lt;br&gt;• Legal Ethics&lt;br&gt;• Legal rights of individuals&lt;br&gt;• Access to the legal system&lt;br&gt;• Judicial process (e.g., Criminal and Civil)&lt;br&gt;• Process of court systems and trials&lt;br&gt;• Roles within the trial system&lt;br&gt;• Historical court cases (e.g., Powell v. Alabama)&lt;br&gt;• Current court cases (e.g., Euthanasia)</td>
</tr>
</tbody>
</table>

**Standards**

Standard 2: Purposes of and limitations on the foundations, structures, and functions of government.

<table>
<thead>
<tr>
<th>Unit 5</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizen Involvement—Action</strong>&lt;br&gt;8 weeks</td>
<td>How can students politically impact their school, community or state?</td>
<td>• Define Public Policy (ex. Utilizing Policy Makers)&lt;br&gt;• Historical Evolution of Public Policy (ex. Segregation)&lt;br&gt;• Defining and Evaluating Problems within school, community, state (ex. Attendance problems within school, research skills)&lt;br&gt;• Defining and identifying political roles within school, community, state&lt;br&gt;• Developing of public policy&lt;br&gt;• Implementation of public policy</td>
</tr>
</tbody>
</table>

**Standards**

Standard 1: Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies.
## Standards Based Grading
### Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
</table>
| **Civics Standard 2 - Analyze origins, structure, function of government** | Students demonstrate or do not demonstrate the following:  
- Describe the origins, purposes and limitations of government.  
- Identify the structure, function, and roles of members of government and their relationship to democratic values.  
- Analyze the role of the founding documents and their evolution through governmental action and court cases.  
- Use media literacy skills in locating valid sources of information.  
- Compare the structure and interaction of governments and economic systems. | 1 |
| **Civics Standard 2 - Analyze origins, structure, function of government** | Students demonstrate or do not demonstrate the following:  
- Give examples of the influence of competing democratic values in the constitution.  
- Analyze the effectiveness of our justice system in protecting life liberty and property.  
- Debate the effectiveness of people, government foundations and institutions in the legal process.  
- Debate the effectiveness of people, government foundations and institutions in the legal process. | 2 |
| **Civics Standard 2 - Analyze origins, structure, function of government** | Students demonstrate or do not demonstrate the following:  
- Give examples of the influence of competing democratic values in the constitution.  
- Analyze the effectiveness of our justice system in protecting life liberty and property.  
- Debate the effectiveness of people, government foundations and institutions in the legal process.  
- Compare the structure and interaction of governments and economic systems.  
- Analyze how executive, judicial and legislative decisions impact our relationships with other nations. | 3 |
| **Civics Standard 1: Comprehend rights, roles and responsibilities of citizens** | Students demonstrate or do not demonstrate the following:  
- Analyze how executive, judicial and legislative decisions impact our relationships with other nations.  
- Engage ethically in civic activities.  
- Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape government policy.  
- Identify which level of government is appropriate for various governmental policies and demonstrate an ability to appropriately engage with that level of government. | 4 |
The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

### Standards Based Grading: Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 1: Globalization</strong>&lt;br&gt;<strong>Standard 2: Politics and Citizenship</strong>&lt;br&gt;<strong>Standard 3: Religion</strong></td>
<td>Students demonstrate or do not demonstrate the following &lt;br&gt; o Pre-Columbian Societies &lt;br&gt; o Transatlantic Encounters and Colonial Beginnings, 1492-1690 &lt;br&gt; o Colonial North America, 1690-1754 &lt;br&gt; o The American Revolutionary Era &lt;br&gt; o The Early Republic &lt;br&gt; o Transformation of the Economy and Society in Antebellum America</td>
<td>1,4</td>
</tr>
<tr>
<td><strong>Standard 4: American Diversity</strong>&lt;br&gt;<strong>Standard 5: American Identity</strong>&lt;br&gt;<strong>Standard 6: Demographic Changes</strong></td>
<td>Students demonstrate or do not demonstrate the following &lt;br&gt; o The Transformation of Politics in Antebellum America &lt;br&gt; o Religion, Reform, and Renaissance in Antebellum American &lt;br&gt; o Territorial Expansion and Manifest Destiny &lt;br&gt; o The Crisis of the Union &lt;br&gt; o Civil War &lt;br&gt; o Reconstruction</td>
<td>2</td>
</tr>
<tr>
<td><strong>Standard 7: Economic Transformations</strong>&lt;br&gt;<strong>Standard 8: Environment</strong>&lt;br&gt;<strong>Standard 9: Reform</strong></td>
<td>Students demonstrate or do not demonstrate the following &lt;br&gt; o The Origins of the New South &lt;br&gt; o Development of the West in the Late Nineteenth Century &lt;br&gt; o Industrial America in the Late Nineteenth Century &lt;br&gt; o Urban Society in the Late Nineteenth Century &lt;br&gt; o Populism and Progressivism &lt;br&gt; o The Emergence of America as a World Power</td>
<td>3,4</td>
</tr>
<tr>
<td>Standard 10: Culture</td>
<td>Students demonstrate or do no demonstrate the following</td>
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<tr>
<td></td>
<td>o The New Era: 1920s</td>
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<tr>
<td></td>
<td>o The Great Depression and the New Deal</td>
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<td></td>
<td>o The Second World War</td>
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<td>o The Home Front During the War</td>
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<td>o The United States and the Early Cold War</td>
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<tr>
<td></td>
<td>o The 1950s</td>
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<td>o The Turbulent 1960s</td>
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<tr>
<td></td>
<td>o Politics and Economics at the End of the Twentieth Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Society and Culture at the End of the Twentieth Century</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o The United States in the Post-Cold War World</td>
<td></td>
</tr>
</tbody>
</table>
The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts in different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in global frameworks and their causes and consequences, as well as comparisons among major societies. It emphasizes relevant factual knowledge, leading interpretive issues, and skills in analyzing types of historical evidence. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

### Standards Based Grading: Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
</table>
| **Quarter 1 Standards:** Foundations: circa 8000 B.C.E.–600 C.E. | Students demonstrate or do not demonstrate the following  
  o Locate world history in the environment and time  
  o Understand the development of agriculture and technology  
  o Understand the basic features of early civilizations in different environments: culture, state, and social structure.  
  o Understand classical civilizations  
  o Understand the basic features and locations of major world belief systems prior to 600 C.E. | 1 |
| **Quarter 1 Standards:** 600 C.E. – 1450 C.E. | Students demonstrate or do not demonstrate the following  
  o Understand the rise of Islam and the Islamic political structures | 1 |
| **Quarter 2 Standards:** 600 C.E. – 1450 C.E. | Students demonstrate or do not demonstrate the following  
  o Understand the nature and causes of changes in the world history framework leading up to 600 C.E.–1450 as a period  
  o Understand interregional networks and contacts through the Development and shifts in interregional trade, technology, and cultural exchange  
  o Understand the Contacts between major religions, e.g., Islam and Buddhism, Christianity and Islam  
  o Understand the impact of the Mongol empires  
  o Identify political systems and cultural patterns in East Asia, The Americas, Europe, and Africa  
  o Understand the demographic and environmental changes and the impact of migrations on Afro-Eurasia and the Americas | 2 |
| Quarter 2 Standards: 1450 C.E. – 1750 C.E. | Students demonstrate or do not demonstrate the following:  
| | o Understanding of continuities and breaks, causes of changes from the previous period and within this period.  
| | o Understanding of changes in trade, technology, and global interactions.  
| | o Knowledge of major empires and other political units and social systems.  
| | o Understanding of slave systems and slave trade.  
| | o Understanding of demographic and environmental changes.  
| | o Understanding of cultural and intellectual developments. | 2 |

| Quarter 3 Standards: 1750 C.E. – 1914 C.E. | Students demonstrate or do not demonstrate the following:  
| | o Understanding of the changes in global commerce, communications, and technology such as the Industrial Revolution.  
| | o Understanding of the changes in social and gender structure.  
| | o Understanding of the political revolutions and independence movements.  
| | o Understanding of Rise of Western dominance (economic, military, political, social, cultural and artistic, patterns of expansion; imperialism, colonialism, and neocolonialism).  
| | o Understanding of patterns of cultural and artistic interactions among societies in different parts of the world. | 3 |

| Quarter 4 Standards: 1914 C.E. – Present | Students demonstrate or do not demonstrate the following:  
| | o Understanding of war and peace in a global context.  
| | o Understanding of new patterns of nationalism (fascism; decolonization; racism, genocide; the breakup of the Soviet Union)  
| | o Understanding of new forces of revolution and other sources of political innovations.  
| | o Understanding of social reform and social revolution (changing gender roles; family structures; rise of feminism; peasant protest; international Marxism; religious fundamentalism)  
| | o Understanding of globalization of science, technology, and culture. | 4 |
A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. As each course instructor has participated in the AP Course Audit a detailed pacing guide is not included within this document. Below you will find Standards with Student Expectations for each quarter. These Standards and Student Expectations have been developed in accordance with the Topic Outline provided by the College Board.

### Standards Based Grading: Standards and Comments by Quarter

<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
</table>
| **Standard 1:** Constitutional Underpinnings of United States Government | Students demonstrate or do not demonstrate the following  
  - Considerations that influenced the formulation and adoption of the Constitution  
  - Separation of Powers  
  - Checks and Balances  
  - Federalism                                                                 | 1       |
| **Standard 2:** Political Beliefs and Behaviors                          | Students demonstrate or do not demonstrate the following  
  - Beliefs that citizens hold about their government and its leaders  
  - Processes by which citizens learn about politics  
  - The nature, sources, and consequences of public opinion  
  - The ways in which citizens vote and otherwise participate in political life  
  - Factors that influence citizens to differ from one another in terms of political beliefs and behaviors | 1       |
| **Standard 4:** Institutions of National Government: The Congress, the Presidency, the Bureaucracy and the Federal Courts | Students demonstrate or do not demonstrate the following  
  - The major formal and informal institutional arrangements of power  
  - Relationships among these four institutions and varying balances of power  
  - Linkages between institutions and the following:  
    - Public opinion and voters  
    - Interest groups  
    - Political parties  
    - The media  
    - State and local governments                                                                 | 2       |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Comments</th>
<th>Quarter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard 3: Political Parties, Interest Groups, and Mass Media</strong></td>
<td>Students demonstrate or do not demonstrate the following o Political Parties and elections and its Functions Organization Development Effects on the political process Electoral laws and systems o Interest groups, including political action committees (PACs) The range of interests represented The activities of interest groups Public opinion Elections Policy networks The effects of interest groups on the political process The unique characteristics and roles of PACs in the political process o The mass media The function and structures of the news media The impacts of the news media on politics The news media industry and its consequences</td>
<td>3</td>
</tr>
<tr>
<td><strong>Standard 6: Civil Rights and Civil Liberties</strong></td>
<td>Students demonstrate or do not demonstrate the following o The development of civil liberties and civil rights by judicial interpretation o Knowledge of substantive rights and liberties o The impact of the Fourteenth Amendment on constitutional development of rights and liberties</td>
<td>3</td>
</tr>
<tr>
<td><strong>Standard 5: Public Policy</strong></td>
<td>Students demonstrate or do not demonstrate the following o Policymaking in a federal system o The formation of policy agendas o The role of institutions in the enactment of policy o The role of bureaucracy and the courts in policy implementation and interpretation o Linkages between policy processes and the following: Political institutions and federalism Political parties Interest groups</td>
<td>4</td>
</tr>
</tbody>
</table>
Standards are from APA (American Psychology Association)

Standards need to indicate what students know and are able to do. The APA standards are topics

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Questions</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| History of Psychology/Research Methods | 1) What is psychology and how is it used in different areas of our society?  
2) What is the history of psychology? Choose 3 psychologists and 3 perspectives to explain. | • Roots of psychology  
• Psychological Perspectives  
• Major subfields and career opportunities  
• Methods of psychological research  
• Ethical concerns in research studies with humans and animals |
| 3 weeks  
Chp. 1 and Chp. 14 in Morris Textbook | | |

**Standards**

<table>
<thead>
<tr>
<th>1A.1 Contemporary perspectives used by psychologists to understand behavior and mental processes in context.</th>
<th>1A.5 Ethical issues in research with human and other animals that are important to psychologists</th>
<th>1A.3 Research strategies used by psychologists to explore behavior and mental processes.</th>
</tr>
</thead>
</table>
| • Describe and compare the biological, behavioral, cognitive, socio-cultural, humanistic, and psychodynamic perspectives.  
• Major subfields and career opportunities that comprise psychology.  
• Research strategies used by psychologists to explore behavior and mental processes.  
• Ethical issues in research with human and other animals that are important to psychologists  
• Development of psychology as an empirical science | • Identify ethical issues in psychological research. | • Research strategies used by psychologists to explore behavior and mental processes.  
• Describe the elements of an experiment.  
• Explain the importance of sampling and random assignment in psychological research.  
• Describe and compare quantitative and qualitative research strategies. |
### Unit 2

#### Biopsychological Domain

- **3 weeks**
- **Chapter 2**
- **Project: Brain Maps**

#### Essential Question

Compare and Contrast the Child, the Teenage, and the Adult brain with each other in regards to how it influences behavior and personality.

#### Critical Content

- Structure and function of the nerve
- Organization, structure and function of the parts of the brain
- The endocrine system
- To what degree do genetics and environment affect the developing brain and behavior
- Technological and clinical methods of studying the brain

### Standards

<table>
<thead>
<tr>
<th>IIA.3 Hierarchical organization of the structure and function of the brain</th>
<th>IIA.2 Organization of the nervous system</th>
<th>IIA.5 Structure and function of the endocrine system</th>
</tr>
</thead>
</table>
| - Identify the structure and function of the major regions of the brain.  
- Recognize that specific functions are centered in specific lobes of the cerebral cortex.  
- Describe lateralization of brain functions. | - Classify the major divisions and subdivisions of the nervous system.  
- Differentiate the functions of the various subdivisions of the nervous system. | - Describe how the endocrine glands are linked to the nervous system. |
### Unit 3

**Learning**
- Chp. 5 pg. 184-223
- 2 weeks
- Project: Mirrors and Dot Maze

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the characteristics of how a person learns and what is learning.</td>
<td>Characteristics of learning</td>
</tr>
<tr>
<td>Explain and demonstrate using concrete examples of operant conditioning and classical conditioning.</td>
<td>Principles of classical conditioning</td>
</tr>
</tbody>
</table>

#### Standards

**Standard 4:** Understanding the elements of the cognitive domain such as learning, intelligence and memory.

- IVB.2 Describe the characteristics of learning
  - Discuss learning from a psychological viewpoint.
  - Recognize learning as a vehicle to promote adaptation through experience

### Unit 4

**Memory**
- 2 weeks
- Chp. 6
- Project: Gem Story, memory games

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the structure and process of memory and how it affects humans on a daily basis.</td>
<td>Encoding, or getting information into memory</td>
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<tr>
<td></td>
<td>Sensory, working or short-term, and long-term memory systems</td>
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<tr>
<td></td>
<td>Retrieval, or getting information out of memory</td>
</tr>
<tr>
<td></td>
<td>Biological bases of memory</td>
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<tr>
<td></td>
<td>Methods for improving memory</td>
</tr>
<tr>
<td></td>
<td>Memory constructions</td>
</tr>
</tbody>
</table>

#### Standards

**IVB.1** Encoding, or getting information into memory
- Characterize the difference between surface and deep (elaborate) processing.

**IVB.2** Sensory, working or short-term, and long-term memory systems
- Describe the operation of sensory memory
- Describe the operation of short-term memory

**IVB.3** Retrieval, or getting information out of memory
- Analyze the importance of retrieval cues in memory.
- Explain the role that interference plays in memory.
### IVB.4 Biological bases of memory

- Identify the brain structures most important to memory.

### 4.1 Methods for improving memory

- Identify factors that interfere with memory.
- Strategies for improving memory based on our understanding of memory.

### 4.2 Memory Constructions

- Describe the processes that lead to inaccuracies in memory.

### Unit 5

#### Sensation and Perception/States of Consciousness

1 week

Chp. 3 and Chp. 4

Projects: Blind Walk, perception pictures, Senses and Perceptions Guide or Child Book

**Essential Question**

How does perception influence behavior and attitudes?

Explain the relationship between sensation and perception?

Think about it Questions, pg. 145

**Critical Content**

- Nature of Sensation
- Vision
- Hearing
- Other senses, smell, taste, kinesthetic, vestibular, sensation of motion, skin senses & pain
- Perception
- States of Consciousness
  - *Conscious Experience
  - *Sleep, Dreams, Drug-altered Consciousness
  - *Meditation and Hypnosis

#### Standards

IIB.1 Basic concepts explaining the capabilities and limitations of sensory processes

- Explain the concepts of threshold, adaptation, and constancy.
- Describe the operation of sensory systems.
<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Thinking and Language</strong>&lt;br&gt;Chp. 7&lt;br&gt;1.5 weeks</td>
<td>How is language acquired?</td>
<td>• Basic elements comprising thought&lt;br&gt;• Strategies and obstacles involved in problem solving and decision-making&lt;br&gt;• Structural features of language&lt;br&gt;• Theories and developmental stages</td>
</tr>
</tbody>
</table>

**Standards**

| IVC.1 | Define thinking as a mental process involved in the manipulation and understanding of information. | IVC.3 | Structural features of language<br>• Define language as symbols and sounds that convey meaning and facilitate communication | IVC.4 | Theories and developmental stages of language acquisition<br>• Discuss the effects of development on language acquisition<br>• Speculate on whether animals acquire and use language |

| IVC.5 | Links between thinking and language<br>• Examine the influence of language on thought and behavior | | | |

<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intelligence</strong>&lt;br&gt;Chp. 8&lt;br&gt;2.5 weeks</td>
<td>How and why is intelligence assessed and how can one enhance one’s intelligence?</td>
<td>• Nature and theories of intelligence&lt;br&gt;• Genetic and environmental influences in intelligence&lt;br&gt;• Nature of intelligence testing</td>
</tr>
</tbody>
</table>

**Standards**

| IVE.3 | Students will understand the nature of intelligence<br>• Link intelligence to the use of cognitive skills and strategies.<br>• Describe theories of intelligence. | IVE.4 | Students will understand the nature of intelligence testing<br>• Explain why intelligence tests predict achievement.<br>• Explain issues of using conventional intelligence tests. |
## Unit 8

**Essential Question**

- How does a person progress through the developmental process?

**Critical Content**

- Development as a lifelong process
- Theories of development
- Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods & transitions between the stages)
- Methods used in studying the developmental process

### Standards

<table>
<thead>
<tr>
<th>IIIA.1  Development as a lifelong process</th>
<th>IIIA.2  Research techniques used to gather data on the developmental process</th>
<th>IIIA.3  Theories of development</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.</td>
<td>• Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.</td>
<td>• Explain various developmental models.</td>
</tr>
<tr>
<td>• Examine the nature of change over the lifespan.</td>
<td></td>
<td>• Recognize how biological and cultural notions of gender shape the experiences of men and women.</td>
</tr>
<tr>
<td>• Identify the complex cognitive structures found in the early development of infants and young children.</td>
<td></td>
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<tr>
<td>• Apply lifespan principles to personal experience.</td>
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</tr>
</tbody>
</table>

**Lifespan Development**

Chp. 10
5 weeks
### Unit 9: Personality and Assessment

**Chp. 11**  
3 weeks

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does personality develop and in what ways can it be assessed?</td>
<td>Distinguish between personality and personality constructs</td>
</tr>
<tr>
<td></td>
<td>Personality approaches and theories</td>
</tr>
<tr>
<td></td>
<td>Assessment tools used in personality</td>
</tr>
</tbody>
</table>

#### Standards

**IIIB.1**  Distinguish between personality and personality constructs  
- Define personality as the individual’s unique way of thinking, feeling, and acting.  
- Explain the role of personality constructs as a framework for organizing behavioral phenomena.

**IIIB.2**  Personality approaches and theories  
- Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.  
- Identify important contributions to the understanding of personality.

**IIIB.3**  Assessment tools used in personality  
- Distinguish between objective and projective techniques of personality assessment.  
- Describe tests used in personality assessment.

### Unit 10: Psychological Disorders

**Chp. 13**  
3 weeks

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is considered abnormal behavior?</td>
<td>Characteristics and origins of abnormal behavior</td>
</tr>
<tr>
<td>How is it manifested?</td>
<td>Methods used in exploring abnormal behavior</td>
</tr>
<tr>
<td>How has the increased prevalence of mental disorders impacted society?</td>
<td>Classifying of abnormal behavior</td>
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<tr>
<td></td>
<td>Impact of mental disorders and labeling</td>
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<td></td>
<td>Mental illness and the law</td>
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<td></td>
<td>Therapies</td>
</tr>
</tbody>
</table>

#### Standards

**VA.1**  Explaining the characteristics and origins of abnormal behavior  
- Distinguish the common characteristics of abnormal behavior.  
- Cite examples of abnormal behavior.  
- Relate judgments of abnormality to contexts in which those judgments occur.  
- Describe major explanations for the origins of abnormality.

**VA.2**  Understanding the methods used in exploring abnormal behavior identifying historical contexts of contemporary issues  
- using historical information to interpret and evaluate decisions or policies regarding contemporary issues  
- Discuss major categories of abnormal behavior.

**VA.3**  Major categories of abnormal behavior.

**VA.4**  Understanding of the impact of mental disorders  
- Consider factors that influence vulnerability to abnormal behavior.  
- Discuss the stigma associated with abnormal behavior.

**VB.1**  Explaining the prominent methods used to treat individuals with disorders
## Unit 11

**Sociology Unit**
Chp. 15
2 weeks

### Essential Question
- How do issues in American society affect the development of our social institutions?
- How does society and social expectations influence our behavior?

### Critical Content
- Social issues in American society
- Social judgment and attitudes
- Social and cultural categories
- Social influences and relationships

### Standards

**VC.1 Understanding social judgment and attitudes**
- Demonstrate an understanding of person perception.
- Identify sources of attitude formation.

**VC.2 Understanding social and cultural categories**
- Identify basic social and cultural categories.
- Discuss how social and cultural categories affect behavior.

**VC.3 Understanding social influence and relationships**
- Describe effects of the presence of others on individual behavior.
- Describe how social structure can affect inter-group relations.
- Explore the nature and effects of bias and discrimination.
- Describe circumstances under which conformity and obedience are likely to occur.
- Discuss the nature of altruism in society.
- Discuss the significance of aggression.
- Discuss factors influencing attraction.

## Unit 12

**Stress and Health Psychology/Life after High School**
Chp. 12
2 weeks
En of 2nd Semester

### Essential Question
Chp. 12 Think about it Questions
Pg. 479- Green Box- What characteristics do well-adjusted people exhibit?

### Critical Content
- Sources of Stress
- Coping with Stress
- Stress and Health
- Staying Healthy
- Extreme Stress
- The Well-Adjusted Person

### Standards

**IIA: Biological Bases of Behavior: Stress, Coping and Health**
- IID-1.1 Identify and explain major sources of stress

**IID-2.1** List and explain possible physiological reactions to stress.
**IID-3.1** List and explain possible psychological reactions to stress.

**IID-4.1** Identify and explain cognitive strategies to deal with stress and promote health
**IID-4.2** Identify and explain behavior strategies to deal with stress and promote health.
Colorado Academic Standards: **HISTORY**

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history

All Colorado Academic Standards include specific **21ST CENTURY SKILLS AND READINESS COMPETENCIES**

1. **INQUIRY QUESTIONS** – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. **RELEVANCE AND APPLICATION** – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

*These competencies should be integrated throughout the curriculum in all grade levels.*
## Western Civilization 1300 A.D. – 1900 A.D.

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Renaissance, Reformation, and Exploration</strong></td>
<td>How did the European Renaissance produce significant changes in art, science, philosophy, and society?</td>
<td>Renaissance</td>
</tr>
<tr>
<td></td>
<td>How were new religious ideas defused and assimilated?</td>
<td>• Origins</td>
</tr>
<tr>
<td></td>
<td>How did the Reformation impact the religious, social, and political life of Europe?</td>
<td>• Southern and Northern Renaissance</td>
</tr>
<tr>
<td></td>
<td>How did European expansion affect world societies?</td>
<td>• Elizabethan Age</td>
</tr>
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<td>• Legacy of Renaissance</td>
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<td>• Effect on Religion</td>
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<td>• Protestant Reformers</td>
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<td>• Catholic Reformations</td>
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<td></td>
<td>• Martin Luther</td>
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<td>• Cause-Effect</td>
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<td>• Motivation/Purpose</td>
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<td>• Religion</td>
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<td>• Technology</td>
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<td>• Trade Routes</td>
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<td>• Empires</td>
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<td>• Leading Countries</td>
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<td>• Columbian Exchange</td>
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</tbody>
</table>

### Standards

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 3: Determine the significance of ideas as powerful forces throughout history.

---

End of First (Third) Quarter/Start Second (Fourth) Quarter
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
  - Important contributors in thought and science  
  - Impact of thought on political and social ideology  
Political Revolutions  
  - English, American, French Revolutions  
Industrial revolution  
  - Social, cultural, environmental effects  
  - Marx vs. Smith  
Imperialism  
  - Causes  
  - Social Darwinism  
  - Impact on societies  
  - Resistance  
  - Motivation  
  - Colonization  
Nationalism  
  - Ideals of Nationalism  
  - Impact of  
  - Positive and negative results  
  - Rise of Nationalism  
  - Impact on religion  
  - Philosophies  
  - Characteristics of Nationalism |
| | How are revolutionary ideas defused and assimilated? | |
| | Why did the Industrial Revolution begin in Britain? | |
| | How did industrialism impact economics, politics, and societies? | |
| | How did imperialism affect world societies? | |
| | How did nationalism affect world societies? | |

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
Colorado Academic Standards: HISTORY

1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence
2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time
3. The significance of ideas as powerful forces throughout history

All Colorado Academic Standards include specific 21st CENTURY SKILLS AND READINESS COMPETENCIES

1. INQUIRY QUESTIONS – Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
2. RELEVANCE AND APPLICATION – Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
3. NATURE OF THE DISCIPLINE – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

These competencies should be integrated throughout the curriculum in all grade levels.
# World Religions

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Judaism** | Describe the historical development of Judaism, identifying the major religious figures and cultural elements. | • Abraham  
• Torah  
• Sabbath  
• Synagogue  
• Moses  
• Diaspora  
• Passover/Pesach  
• Sects  
• Rabbis  
• Role of women |

~ 2 weeks |

**Standards**  
Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.  
Standard 3: Determine the significance of ideas as powerful forces throughout history.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Christianity** | Describe the evolution of Christianity at various stages in World History. | • Major figures in Christianity (Jesus, Paul, Constantine, Peter)  
• The development of Christianity (under the Roman Empire, the Nican Creed, and during the Middle Ages)  
• Early Christian hierarchy (roles of bishops, priests, Popes)  
• Sacraments and Canon Law  
• Conflicts between the Church and the Holy Roman Emperors  
• Reformation (Indulgence, Martin Luther, Protestantism, Catholic Reformation) |

~ 3 weeks |

**Standards**  
Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
Standard 3: Determine the significance of ideas as powerful forces throughout history.

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Islam</td>
<td>Identify the major figures, teachings and practices in Islam.</td>
<td>• Muhammad&lt;br&gt;• Five Pillars&lt;br&gt;• Mosque&lt;br&gt;• Quran&lt;br&gt;• Mullah&lt;br&gt;• Mecca&lt;br&gt;• Sects (e.g., Sunni, Shia, Sufi)&lt;br&gt;• Role of Women&lt;br&gt;• Cultural and Scientific Contributions (Astronomy, Art, Architecture, Math and Science)</td>
</tr>
</tbody>
</table>

~ 3 weeks

End of First (Third) Quarter/Start Second (Fourth) Quarter
## Hinduism

### Essential Question
Identify the origins and major principles of Hinduism.

### Critical Content
- Aryans
- Vedas
- Upanishads
- Bhagavad-Gita
- Reincarnation
- Moksha
- Karma
- Dharma
- Caste System
- Sects, Jainism, Buddhism
- Role of women
- Brahman

### Standards
- Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
- Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

## Buddhism

### Essential Question
Describe the origins, major beliefs and practices of Buddhism.

### Critical Content
- S. Gautama
- Four Noble Truths
- 8-Fold Path
- Nirvana
- Dharma
- Karma
- Sects
- Role of women

### Standards
- Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
- Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
<table>
<thead>
<tr>
<th>Unit 6</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daoism/Confucianism</td>
<td>Identify the development and major ideas of Daoism and Confucianism.</td>
<td>• Yin and Yang</td>
</tr>
<tr>
<td>~ 3 weeks</td>
<td></td>
<td>• Harmony</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Xi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Laozi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Confucius</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Filial piety</td>
</tr>
</tbody>
</table>

**Standards**

Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

*These competencies should be integrated throughout the curriculum in all grade levels.*
United States History
National High School Graduation Requirement

<table>
<thead>
<tr>
<th>Unit</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Antebellum</strong></td>
<td>What caused the American Civil War?</td>
<td>• Causes of the Civil War</td>
</tr>
<tr>
<td>3 weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

*Reported* - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civil War and Reconstruction</strong></td>
<td>What was the effect of the Civil War on America?</td>
<td>• Union v. Confederacy; Resources, Strategies, Battles and Leadership (i.e. Gettysburg, Vicksburg, Sherman’s March) • Emancipation Proclamation • Reconstruction Plans • Jim Crow Laws</td>
</tr>
<tr>
<td>5 weeks</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Standards**

*Reported* - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

End of First Quarter/Start Second Quarter

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **The Industrial Age and Progressive Era** | What factors led to the problems and reforms of the Progressive Era? | **Industry and the Progressive Era**
• Industrialization, Urbanization and Immigration
• Economic Reforms (laissez faire v. regulation, labor unions, socialism) |
<p>| 4 weeks |                                                            |                                                       |</p>
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| 1920s and Great Depression | How did the changing role of government have a positive and/or negative impact on the United States? | • Society in the 1920s  
• Economic Causes of the Depression (stock market crash, unregulated banks/bank crisis, credit, monetary policy)  
• New Deal (alphabet soup, RRR)  
• Life During the Depression (Hoovervilles, Okies, Dorothea Lange) |

**Standards**

*Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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**End of Second Quarter/ Start Third Quarter**
## Unit 5

| World War II | How did WWII affect foreign affairs and American society? | Fascism and Totalitarianism  
|             |                                                                | Major Turning Points (Pearl Harbor, D-Day, atomic bomb)  
| 4 weeks     |                                                                | Industrial Mobilization  
|             |                                                                | Home Front  
|             |                                                                | United Nations |

### Standards

**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

## Unit 6

| Cold War | What were the successes and failures of US foreign policy during the Cold War? | Communism vs. Capitalism  
|         |                                                                | U.S Policies; Truman Doctrine, Marshall Plan, Containment, Domino Theory, etc.  
| 4 weeks  |                                                                | Korean War  
|         |                                                                | Cuban Missile Crisis  
|         |                                                                | Vietnam War |

### Standards

**Reported** - Standard 3: Determine the significance of ideas as powerful forces throughout history.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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**End of Third Quarter/Start of Fourth Quarter**
<table>
<thead>
<tr>
<th>Unit 7</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Civil Rights | How effective were the strategies used during the Civil Rights Movement in achieving their goals? | ● Segregation vs. Integration  
● Strategies (Non-Violent Civil Disobedience, Black Power, etc.)  
● Federal Cases and Legislation  
● Other Civil Rights Movements |

**Standards**  
*Reported* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

<table>
<thead>
<tr>
<th>Unit 8</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| Contemporary America | How did the economic and political events of the 70s and 80s change America? | ● Watergate  
● Economic Crisis  
● Reaganomics and the New Conservatism  
● Defense Spending and the End of the Cold War  
● Foreign Affairs (Afghanistan, Iran Hostage, Iran Contra) |

**Standards**  
*Reported* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

End of Fourth Quarter
Middle and High PLF Resources

http://www.sunamericafunds.com/sun.nsf/forteachers-content?OpenForm The K.I.D.S. program provides teaching tools for addressing many of the basic components of financial planning, money management and saving. The Guide contains student objectives, lesson outlines, in-class activities, worksheets, assignments and assessment tools. The materials are free to educators and targeted to the 6th, 7th and 8th grades.

http://senseanddollars.thinkport.org PBS Sense & Dollars was designed to give kids in middle and high school the opportunity to practice effective ways of earning, spending, saving, and investing money in a safe interactive environment. They can explore budgets and credit cards and interest rates as well as lots of other concepts surrounding economics and personal finance. They can also engage in some real-life money problems facing young people now and in the future – planning for a dream prom, handling a family checkbook for a month, and seeing how credit cards can affect the actual price one pay for items.

http://www.pbs.org/your-life-your-money Your Life, Your Money
Your Life, Your Money features compelling, real-life stories of young people facing and overcoming intense economic challenges. This one-hour special, which aired in September 2009, will empower youth with sound, simple financial advice. The website offers resources, activities and lesson plans -- for grades 11 & 12 as well as adult learners -- focused on financial literacy. Topics include banking, credit, investments, budgeting, insurance, self-employment, and more.

http://curriculum.financialeducation.citigroup.com/citi/financialeducation/curriculum/teens.htm Everyone likes to have money. But we don't always have money when we need it --- and, we don't always have the right amount that we need. By working through these activities, you will meet other teens much like yourself. You will help them make the right decisions to buy things they want. You will learn how other teens manage their money and make it grow.

http://teensguidetomoney.com/ A website designed by a high school student where young people can learn about money. The site has four major categories: Earning, Saving, Investing, and Spending. Under each major category you can click on a topic of interests, or go to a related sub-topic. For more in-depth information, click on links to the expert sites provided.

http://www.foolproofteacher.com/ THE FOOLPROOF INITIATIVE is a group of interactive, online lessons that teach young people about money, financial responsibility, and the realities of the free enterprise system. The program provides nine forty-five minute lessons to teachers for classroom use.

http://www.federalreserveeducation.org/pfed/ web sites for various PFL topics

http://www.uen.org/Lessonplan/LPview.cgi?core=1213 Lesson plans

http://www.thirteen.org/edonline/lessons/ original lesson plans are developed by Thirteen Ed Online Master Teachers. Starting with tried-and-true lessons that work in the classroom, Web-savvy teachers have built Web-based activities that use the rich resources of Thirteen/WNET New York and the Internet.

http://www.yesyoucanonline.info/Curriculum Yes, You Can is designed with the end-users in mind – educators, students, and parents. American Century Investments created this unique learning experience to give educators the confidence to teach personal finance education and make a positive impact on students so they can establish a path toward financial independence. Free registration and materials
http://www.ecb.org/finance/index.html Wisconsin public television programs for all grade levels


HTTP://WWW.GRIFFITHFOUNDATION.ORG/K-12/CURRICULUM-ONLINE/ A COMPLETE ONLINE COURSE ON RISK MANAGEMENT AND INSURANCE
Loaded with great information, supplemental materials and even video clips, “Curriculum Online” allows you to educate your students about insurance and risk management in a manner that is fun, engaging and relevant to their everyday lives. “Curriculum Online” provides teachers with a classroom-ready product that allows them more information to share with their students and less time to have to spend preparing the lesson plans and gathering the material. High school

http://www.ftc.gov/moneymatters  Scams, credit cards, Managing your money, dealing with debt, your home, jobs  high school

The Ascent of Money  This four-part series examines the creation of the economic system by taking viewers on a global trek through the history of money. The website includes four media-rich, financial literacy lesson plans for high school students focusing on: the role of banks in history and the present day; the concept of insurance and the role it has played in shaping the world’s political and economic landscape; companies, ownership shares and stock markets; and the practice and industry of micro-finance. High school

http://www.bankofamerica.com/studentbanking/pdf/student_handbook.pdf  STUDENT FINANCIAL HANDBOOK is an easy-to-use guide for students. It provides basic information about financial services, including checking, savings, online banking, credit cards, student loans, budgeting, identity theft and credit ratings. The Student Financial Handbook includes a glossary of financial terms, a list of sources of additional information, a college budget worksheet and a “test your knowledge quiz.” High school

http://nefe.org/tabid/146/Default.aspx  NEFE High School Financial Planning Program Since 1984, NEFE has been addressing youth financial literacy with the nationally known NEFE High School Financial Planning Program® (HSFPP). The HSFPP consists of a seven unit student manual, instructor’s guide, and a dynamic suite of Web pages that offer a large, continually growing collection of resources, articles, and financial tools for teachers, students, and parents. High School

http://hss.state.ak.us/gcdse/projects/assets/pdf/esl%20finlit.pdf  PFL for ELL: Banking, Credit and Planning for your future

Lesson Plans--Here is the bridge to your instructional goals. The case studies all present central economic themes, and these lesson plans guide you on how to dig deeper on those themes. Each lesson plan flows in a way that builds in multimedia content from PBS partners and follows a framework in which students access economic information, process and analyze what they learn, and then act on it in authentic ways. [Grades 9-12]
Colorado Academic Standards: **HISTORY**

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2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
3. The significance of ideas as powerful forces throughout history.

Colorado Academic Standards: **CIVICS**

1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies.
2. Purposes of and limitations on the foundations, structures, and functions of government.
3. Analyze how public policy—domestic and foreign—is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government.

Colorado Academic Standards: **GEOGRAPHY**

1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.
2. Explain and interpret geographic variables that influence the interaction of people, places, and environments.
3. The interconnected nature of the world, its people, and places.

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3. **NATURE OF THE DISCIPLINE** – The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

*These competencies should be integrated throughout the curriculum in all grade levels, pg. 16-18*
### Unit 1

<table>
<thead>
<tr>
<th>Essential Question</th>
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</thead>
<tbody>
<tr>
<td><strong>Antebellum</strong></td>
<td>What caused the American Civil War?</td>
</tr>
<tr>
<td>3 weeks</td>
<td>• Causes of the Civil War</td>
</tr>
</tbody>
</table>

**Standards**

*Reported* - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

### Unit 2

<table>
<thead>
<tr>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Civil War and Reconstruction</strong></td>
<td>What was the effect of the Civil War on America?</td>
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<tr>
<td>5 weeks</td>
<td>• Union v. Confederacy; Resources, Strategies, Battles and Leadership (i.e. Gettysburg, Vicksburg, Sherman’s March)</td>
</tr>
<tr>
<td></td>
<td>• Emancipation Proclamation</td>
</tr>
<tr>
<td></td>
<td>• Reconstruction Plans</td>
</tr>
<tr>
<td></td>
<td>• Jim Crow Laws</td>
</tr>
</tbody>
</table>

**Standards**

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End of First Quarter/Start Second Quarter
<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **1920s and Great Depression** | How did the changing role of government have a positive and/or negative impact on the United States? | - Society in the 1920s  
- Economic Causes of the Depression (stock market crash, unregulated banks/bank crisis, credit, monetary policy)  
- New Deal (alphabet soup, RRR)  
- Life During the Depression (Hoovervilles, Okies, Dorothea Lange) |

**Standards**

*Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.  
*Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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**End of Second Quarter/ Start Third Quarter**
## Unit 5
### Essential Question
How did WWII affect foreign affairs and American society?

### Critical Content
- Fascism and Totalitarianism
- Major Turning Points (Pearl Harbor, D-Day, atomic bomb)
- Industrial Mobilization
- Home Front
- United Nations

### Standards
**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

## Unit 6
### Essential Questions
What were the successes and failures of US foreign policy during the Cold War?

### Critical Content
- Communism vs. Capitalism
- U.S Policies; Truman Doctrine, Marshall Plan, Containment, Domino Theory, etc.
- Korean War
- Cuban Missile Crisis
- Vietnam War

### Standards
**Reported** - Standard 3: Determine the significance of ideas as powerful forces throughout history.
**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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*End of Third Quarter/Start of Fourth Quarter*
### Unit 7

<table>
<thead>
<tr>
<th><strong>Civil Rights</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Critical Content</strong></th>
</tr>
</thead>
</table>
| 4 weeks          | How effective were the strategies used during the Civil Rights Movement in achieving their goals? | - Segregation vs. Integration  
- Strategies (Non-Violent Civil Disobedience, Black Power, etc.)  
- Federal Cases and Legislation  
- Other Civil Rights Movements |

**Standards**

*Reported* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

### Unit 8

<table>
<thead>
<tr>
<th><strong>Contemporary America</strong></th>
<th><strong>Essential Question</strong></th>
<th><strong>Critical Content</strong></th>
</tr>
</thead>
</table>
| 4 weeks                  | How did the economic and political events of the 70s and 80s change America? | - Watergate  
- Economic Crisis  
- Reaganomics and the New Conservatism  
- Defense Spending and the End of the Cold War  
- Foreign Affairs (Afghanistan, Iran Hostage, Iran Contra) |

**Standards**

*Reported* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

**End of Fourth Quarter**
## Ancient World History

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mesopotamia and Egypt</strong></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

### Standards

**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>India and China</strong></td>
<td>How did the different ruling dynasties influence the development of ancient China?</td>
<td>•</td>
</tr>
</tbody>
</table>

### Standards

**Reported** - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

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**End of First (Third) Quarter/Start Second (Fourth) Quarter**

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ancient Greece</strong></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

### Standards

**Reported** - Standard 3: Determine the significance of ideas as powerful forces throughout history.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
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</thead>
<tbody>
<tr>
<td><strong>Ancient Rome</strong></td>
<td></td>
<td>•</td>
</tr>
</tbody>
</table>

### Standards

**Reported** - Standard 3: Determine the significance of ideas as powerful forces throughout history.

**Embedded** - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
# Medieval History and Conflicts

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle Ages Europe and Middle East</strong></td>
<td></td>
<td>• Crusades, Feudalism, Black Death, Hundred Years War</td>
</tr>
</tbody>
</table>

**Standards**
- *Reported* - Standard 3: Determine the significance of ideas as powerful forces throughout history.
- *Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Middle Ages in Asia</strong></td>
<td></td>
<td>• Japan, Africa</td>
</tr>
</tbody>
</table>

**Standards**
- *Reported* - Standard 2: Analyze the key concepts of continuity and change, cause and effect, complexity, unity, and diversity over time.
- *Embedded* - Standard 1: Use the historical method of inquiry to: ask questions, evaluate primary and secondary sources, critical analysis, and interpret data, and develop interpretations defend with evidence from a variety of primary sources.
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</tr>
</thead>
</table>
| **Renaissance, Reformation, and Exploration** | How did the European Renaissance produce significant changes in art, science, philosophy, and society? | Renaissance  
- Origins  
- Southern and Northern Renaissance  
- Elizabethan Age  
- Legacy of Renaissance  
- Effect on Religion  
- Reformation  
- Protestant Reformers  
- Catholic Reformations  
- Martin Luther  
- Cause-Effect  
- Exploration  
- Motivation/Purpose  
- Religion  
- Technology  
- Trade Routes  
- Empires  
- Leading Countries  
- Columbian Exchange |
|        | How were new religious ideas defused and assimilated?                               |                                                       |
|        | How did the Reformation impact the religious, social, and political life of Europe?  |                                                       |
|        | How did European expansion affect world societies?                                  |                                                       |

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Standard 3: Determine the significance of ideas as powerful forces throughout history.

End of First (Third) Quarter/Start Second (Fourth) Quarter
<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enlightenment/Scientific Revolution, Political Revolution, Industrial Revolution, Imperialism, Nationalism</strong></td>
<td>How did questions about religion, science, society, and authority lead to revolutions?</td>
<td>Enlightenment/Scientific Revolution</td>
</tr>
<tr>
<td></td>
<td>How are revolutionary ideas defused and assimilated?</td>
<td>• Important contributors in thought and science</td>
</tr>
<tr>
<td></td>
<td>Why did the Industrial Revolution begin in Britain?</td>
<td>• Impact of thought on political and social ideology</td>
</tr>
<tr>
<td></td>
<td>How did industrialism impact economics, politics, and societies?</td>
<td>Political Revolutions</td>
</tr>
<tr>
<td></td>
<td>How did imperialism affect world societies?</td>
<td>• English, American, French Revolutions</td>
</tr>
<tr>
<td></td>
<td>How did nationalism affect world societies?</td>
<td>Industrial revolution</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social, cultural, environmental effects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Marx vs. Smith</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Imperialism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Causes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Social Darwinism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Impact on societies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Resistance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Colonization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nationalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Ideals of Nationalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Impact of</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Positive and negative results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Rise of Nationalism</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Impact on religion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Philosophies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Characteristics of Nationalism</td>
</tr>
</tbody>
</table>

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# World Religions

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</tr>
</thead>
<tbody>
<tr>
<td><strong>Judaism</strong></td>
<td>Describe the historical development of Judaism, identifying the major religious figures and cultural elements.</td>
<td></td>
</tr>
</tbody>
</table>

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<th>Unit 2</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
</table>
| **Christianity** | Describe the evolution of Christianity at various stages in World History | • Major figures in Christianity (Jesus, Paul, Constantine, Peter)  
• The development of Christianity (under the Roman Empire, the Nican Creed, and during the Middle Ages)  
• Early Christian hierarchy (roles of bishops, priests, Popes)  
• Sacraments and Canon Law  
• Conflicts between the Church and the Holy Roman Emperors  
• Reformation (Indulgence, Martin Luther, Protestantism, Catholic Reformation) |

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<tr>
<th>Unit 3</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Islam</strong></td>
<td>Identify the major figures, teachings and practices in Islam</td>
<td>• Cultural and Scientific Contributions (Astronomy, Art, Architecture, Math and Science)</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hinduism</td>
<td>Identify the origins and major principles of Hinduism.</td>
<td>• Brahman</td>
</tr>
</tbody>
</table>

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<tr>
<th>Unit 5</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddhism</td>
<td>Describe the origins, major beliefs and practices of Buddhism.</td>
<td>• Brahman</td>
</tr>
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<thead>
<tr>
<th>Unit 6</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daoism/Confucianism</td>
<td>Identify the development and major ideas of Daoism and Confucianism.</td>
<td>•</td>
</tr>
</tbody>
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## 20th Century Conflict

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<thead>
<tr>
<th>Unit 4</th>
<th>Essential Question</th>
<th>Critical Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>World War I</strong></td>
<td>How did Nationalism, Militarism, Imperialism, and the Alliance System cause World War I?</td>
<td>• Nationalism, Militarism, Imperialism, Alliance System</td>
</tr>
<tr>
<td>3 weeks</td>
<td>How did new technologies and war strategies affect the concept of “total war”?</td>
<td>• Schlieffen Plan</td>
</tr>
<tr>
<td></td>
<td>How did the Treaty of Versailles affect the world affairs between 1918-1939?</td>
<td>• Trench Warfare</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Western and Eastern Front</td>
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<tr>
<td></td>
<td></td>
<td>• Weapons of War</td>
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<td></td>
<td>• Total War</td>
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<td>• Propaganda</td>
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<td></td>
<td>• Armistice</td>
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<tr>
<td></td>
<td></td>
<td>• Treaty of Versailles</td>
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</thead>
<tbody>
<tr>
<td><strong>World War II</strong></td>
<td>How did the Treaty of Versailles contribute to the causes of World War II?</td>
<td>• Nazism, Fascism, Isolationism, Communism</td>
</tr>
<tr>
<td>3 weeks</td>
<td>How did military technologies and strategies change the way World War II was fought?</td>
<td>• Appeasement</td>
</tr>
<tr>
<td></td>
<td>How did the outcome of World War II change the balance of world power?</td>
<td>• Blitzkrieg</td>
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<td>• Major Battles (ex/ Battle of Britain, Invasion of the Soviet Union, D-Day, Pearl Harbor, etc.)</td>
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<td>• Holocaust</td>
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<td>• European Theater, Pacific Theater, African Theater</td>
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<td>• Atomic Bomb</td>
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<td>• Occupation of Germany</td>
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<td></td>
<td>• Yalta Conference</td>
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