



K-12 Social Studies Curriculum

August 2022

Contents

Acknowledgements 3

Social Studies SAC Members 3

Yorkville CUSD 115 Mission Statements 3

K-12 Social Studies Curriculum at-a-Glance..... 4

Explanation of Coding and Numbering 9

GRADE LEVEL: K 10

GRADE LEVEL: 1 14

GRADE LEVEL: 2 18

GRADE LEVEL: 3 21

GRADE LEVEL: 4 26

GRADE LEVEL: 5 30

GRADE LEVEL: 6 35

GRADE LEVEL: 7 41

GRADE LEVEL: 8 47

COURSE: World History 52

COURSE: World History Honors 81

COURSE: World Geography & Cultures 110

COURSE: US History 131

COURSE: Government 155

COURSE: Psychology 168

COURSE: Sociology 176

COURSE: America at War 186

COURSE: Contemporary Global Studies 207

COURSE: Economics 220

Acknowledgements

Special thanks to the members of Yorkville CUSD 115 Social Studies Department for their membership and contributions on the Social Studies Subject Area Committee (SAC) in the creation of this curriculum. This team of professionals have demonstrated a passion for their work and a true commitment to the students we serve.

Social Studies SAC Members

Dr. Nick Baughman	Nicole Dabros	Katie Lalor	Chuck Melody	Matthew Rice
Sandy Berge	Leslie Erb	Rachel Lane	Kellie O'Connor	Heather Siebert
Kevin Blackburn	Andy Flodberg	Kimber Larson	Regina Olson	Staci Spencer
Alyssa Bleidorn	Blake Hafenrichter	Melissa Madden	Chris Palmisano	Tricia Vanderlinden
Nate Campbell	Rachel Juarez	Mike Majewski	Jessica Brischen-Metz	Lauren Vriezen
Ashley Costa	Heather Kobal	Scott Malinowski	Jory Regnier	

Yorkville CUSD 115

Social Studies Program Mission Statement

Students completing the Yorkville K-12 Social Studies curriculum will demonstrate the skills necessary to be productive and knowledgeable citizens, cooperative and independent learners, and social problem solvers.

In completing this curriculum, students will:

- understand their role as citizens and be able to enrich society.
- actively investigate culture, history, economics, government, and geography throughout time, both locally and globally, to examine the connections among people, places, and environments.

K-12 Social Studies Curriculum at-a-Glance

Kindergarten

Students will engage in inquiry as a means to explore how their social world affects their lives.

- Students will explain how rules and people in authority affect their lives.
- Students will compare their lives to lives in the past.
- Students will explain how weather and climate affect their lives.
- Students will describe ways their choices affect their lives.
- Students will explain ways that significant holidays impact their lives.

1st Grade

Students will engage in inquiry as a means to explore how people live, learn, and work together.

- Students will explain how people work together in a community.
- Students will show how maps help people live and work together.
- Students will describe impacts made by people in the past.
- Students will explain how and why people exchange goods and services.

2nd Grade

Students will engage in inquiry as a means to explore their role in their family, neighborhood, and community.

- Students will examine the characteristics of their local and distant communities.
- Students will summarize the change in their community over time.
- Students will describe how people in their community work together to accomplish common tasks.
- Students will explain how their choices with money affect their families, neighborhoods, and communities.

3rd Grade

Students will engage in inquiry as a means to explore places near and far.

- Students will describe how historical events shape communities and regions.
- Students will explain how geography shapes communities and regions.
- Students will explain how people make decisions to improve their community.
- Students will compare ways people save, borrow, and spend to pay for goods and services.

4th Grade

Students will engage in inquiry as a means to explore the role Illinois plays in the growth of our nation.

- Students will analyze the geography of the United States to determine how it affects the way people live.
- Students will explain how Illinois has changed over time.
- Students will describe how citizens and the government interact with each other.
- Students will explain how perspectives on racial equality have affected United States history.
- Students will analyze the economic and financial influence on our nation.

5th Grade

Students will engage in inquiry as a means to explore the history and changing culture of the United States.

- Students will describe how the United States became an independent nation.
- Students will compare our government and laws to those of other nations.
- Students will compare the characteristics of our economy to that of other nations.
- Students will compare the environmental characteristics of the United States to other nations.

6th Grade

Students will engage in inquiry as a means to explore ancient civilizations.

- Students will analyze how geography shapes the development of civilizations.
- Students will analyze how economics shapes the development of civilizations.
- Students will evaluate the role of religion in the development of civilizations.
- Students will assess the role of culture in the development of civilizations.
- Students will analyze how the government shapes the development of civilizations.

7th Grade

Students will engage in inquiry as a means to explore how personal beliefs impact society, the purpose of government, the role of ethics in national progress, and the relationship between ideals and conflict.

- Students will analyze personal and societal beliefs and their impact on government.
- Students will explain the development of and characteristics of our United States government.
- Students will evaluate the factors that led to and the impacts of Westward expansion.
- Students will analyze the impact of personal and societal ideals in United States conflicts.

8th Grade

Students will engage in inquiry as a means to explore the United States' growth in power.

- Students will analyze the transformation of the United States through industrialization and foreign policy.
- Students will describe the impact of the First World War on America's economic growth and eventual decline.
- Students will analyze the impacts of WWII on the entire world.
- Students will explain how the actions of superpowers affect the global economy.

World History

Students will engage in inquiry as a means to explore why some ideas live on while others are discarded.

- Students will evaluate the social, economic, and political aspects of society.
- Students will analyze the impact of geography on civilizations.
- Students will explain the need for order in the rise of governments.
- Students will determine the impact cultural diffusion has on the spread of ideas.
- Students will analyze how society has changed or stayed as an impact of the demands from different institutions.
- Students will determine how progress is determined at different times in history.

World History Honors

Students will engage in inquiry as a means to explore why some ideas live on while others are discarded.

- Students will evaluate the social, economic, and political aspects of society.
- Students will analyze the impact of geography on civilizations.
- Students will explain the need for order in the rise of governments.
- Students will determine the impact cultural diffusion has on the spread of ideas.
- Students will analyze how society has changed or stayed as an impact of the demands from different institutions.
- Students will determine how progress is defined at different times in history.

World Geography and Cultures

- Students will engage in inquiry as a means to explore the factors that shape people's values and beliefs.
- Students will determine the cause of change over the course of time.
- Students will analyze the role of conflict in shaping societies around the world.
- Students will analyze the impact of the environment on civilizations and the impact of civilizations on the environment.
- Students will determine how geography can be used as an avenue for understanding the past, present, and future.
- Students will analyze major historical events from the following non-western parts of the world: Latin America, Africa, The Middle East, South Asia, East Asia, and Eastern Europe.

US History

Students will engage in inquiry as a means to explore how societal changes throughout United States History have influenced the evolution of our global relationships.

- Students will analyze historical events in US History from the 19th century to the present to determine their many causes and effects.
- Students will evaluate how the role of the United States on the global stage has evolved over time.
- Students will evaluate the impact ideals have on creating conflict.
- Students will analyze the societal expectation of equality in regards to how different demographic groups have been treated over time.
- Students will argue whether development leads to progress.
- Students will determine if people's decisions impact the economy and how the economy impacts people's decisions.
- Students will analyze the characteristics of war throughout United States History.
- Students will engage in critical discussions that cover a range of views regarding controversial topics in society both historically and contemporarily.
 - As per the Illinois Social Studies Civic Standards.

American Government

Students will engage in inquiry as a means to evaluate the American political system in terms of its development and effectiveness, and encourage the students' civic involvement.

- Students will examine how the American Government has or has not changed to fit societal expectations.
- Students will evaluate the rise of the current system of the American Government.
- Students will analyze the societal benefits of a government founded on a balance of power.
- Students will determine the impact of their personal civic involvement in the United States.
- Students will compare and contrast federal government characteristics with those of the State of Illinois.
- Students will examine the three branches of the American Government to determine how they function as one.
- Students will examine the line between individual rights and the common good.
- Students will engage in various democratic simulations to model the democratic process.
- Students will engage in critical discussions that cover a range of views regarding controversial topics in society both historically and contemporarily.
 - As per the Illinois Social Studies Civic Standards

Psychology

Students will engage in inquiry as a means to analyze behavior and mental processes by evaluating and examining all aspects of the human experience.

- Students will define psychology and analyze theories, experiments, and personality.
- Students will examine how the brain and nervous system influence human behavior.

- Students will analyze social psychology to determine why we are so easily influenced by others.
- Students will study abnormal psychology to determine how we diagnose and treat mental disorders.

Sociology

Students will engage in inquiry as a means to explore social causes and consequences of human behavior through the examination of social life and social change in American society.

- Students will define sociology and analyze the way society impacts the individual.
- Students will examine culture to study why culture changes.
- Students will analyze social groups to determine what aspect of society has the most influence on who we become.
- Students will define deviance, social control, deviance, and crime.
- Students will analyze social stratification and social inequality in order to determine why there is no perfect society.

America at War

Students will engage in inquiry as a means to explore the role of science, technology, and engineering in transforming the military arts from ancient history through World War I.

- Students will examine ancient civilizations to determine what makes a military successful.
- Students will analyze medieval warfare to study what causes civilizations to change their militaries.
- Students will study the American Revolution to analyze how a war can be won.
- Students will examine the American Civil War to describe the many costs of conflict.
- Students will examine Native American culture and imperialism to determine if power makes actions acceptable.
- Students will study WWI to determine if technology makes warfare obsolete.
- Students will analyze WWII to determine if there is ever a time when warfare is justified.
- Students will examine the Korean War to analyze the characteristics of warfare.
- Students will study the Cold War to determine what makes an enemy.

Contemporary Global Studies

- Students will engage in inquiry as a means to explore contemporary issues in the world at the time in order to facilitate awareness and understanding of global issues.
- Students will evaluate their own media literacy skills and examine what makes an effective consumer of information.
- Students will independently create their own questions relevant to the various themes of the course and conduct their own research to answer those questions.
- Students will critically analyze how global issues affect the United States as a whole, as well as the impact on themselves and their local community.
- Students will evaluate the different policy responses from the United States, governments of other nations, as well as global institutions, which could be to various issues occurring in the world at the time.

- Students will examine how the global community has become both interconnected and interdependent.
- Students will evaluate how history continues to influence and shape modern events.

Economics

Students will engage in inquiry as a means to explore...

- Students will evaluate the motivations behind how individuals make decisions in a market where resources are limited and producers are competitive
- Students will analyze how competition within different market structures impacts the choices made about what to produce, how to produce it, and who gets access to it.
- Students will explore how populations under different types of economic systems are impacted by government policies
- Students will identify and measure the different economic indicators that are used to measure how well an economy is meeting its goals and addressing inefficiencies.
- Students will compare the impact of different policies introduced by national and international government bodies on the efficiency and outcomes of local, state, and national economies

Explanation of Coding and Numbering: The following example provides clarification on the coding and numbering used for each of the grade-level objectives and components.

Key Terms:

“Outcome” – a positive statement about what the students themselves will do, verbs that describe specific, measurable action, and that have an end result.

“Component” – knowing and understanding level thinking skills, both simple and complex. These skills are a result of students engaging in activities that may include questioning, research, experiments, collaboration, identification, analysis, summarization, and application.

“Essential Question”—a question that sparks curiosity and drives inquiry that cannot be answered with finality in a short sentence or thought. Essential questions guide the inquiry in the classroom.

“Supporting Question”—a question that provides more direction and specificity to a concept in order to provide more knowledge and experiences for answering the essential question

“Suggested Focus Question”—content-specific questions to guide learning and inquiry in the classroom

“Inquiry Skills” – skills needed to support students in their proficiency for college, career, and civic life. These skills are used by students as a way to engage with the social science content

“Common Terminology” (K-5) – vocabulary taught during the outcome

“Disciplinary Concepts” (6 – 8) – historical content and concepts taught in the component

“Common Terminology” (9-12) –historical content, terms, and people taught in the outcome

Illinois Social Science Standards

Content Discipline

Civics
Economics
Economics & Financial Literacy
Geography
History
Anthropology
Psychology
Sociology
Economics

Inquiry Skills

Developing Questions & Planning Inquiries
Evaluating Sources and Using Evidence
Communicating Conclusions & Taking
Informed Action

Explanation for “SS.K.1.1”:

“S”= Social Studies (subject area)
“K” = Kindergarten (grade level or course)
“1” = Outcome number
“1” = Component number

Explanation forSS.CV.1.K:

“K” = Grade level
“SS” = Social Science
“CV” = Civics (Content Discipline)
“1.K” = Standard number and grade level

Upper Right Hand Corner – Quarter/Semester Assessed

Kindergarten

Essential Question: How does my world affect my life?		Q1
SS.K.1: How do people in authority and the rules of my school affect my life?		<i>Inquiry Skills</i>
SS.K.1.1 <i>SS.K.CV.1.</i>	<p>With guidance and support, identify the roles of individuals and leaders and their responsibility to meet the needs of different people and communities.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Roles of people in authority in my school and ways they help me ● Roles of people of authority in my community and how they help me ● Ways to solve problems with others 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p>
SS.K.1.2 <i>SS.K.CV.2.</i>	<p>With guidance and support, identify reasons for rules and explain how rules establish responsibilities and roles for various settings.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Importance of rules in school and in the classroom ● Actions of a good helper at school ● Importance of rules outside of school 	
Common Terminology: authority, responsibility, roles, rules, laws		

Essential Question: How does my world affect my life?		Q2
SS.K.2: How does weather and climate affect my life?		<i>Inquiry Skills</i>
SS.K.2.1 <i>SS.K.G.1</i>	<p>With guidance and support, explain how weather, climate, and other environmental factors affect people's lives and cultural identities in our region.</p> <p>Suggested Disciplinary Concepts:</p>	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p>

	<ul style="list-style-type: none"> • Difference between weather and climate • Effects of weather and climate on my life and the lives of others 	SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.
SS.K.2.2 <i>SS.K.G.3.</i>	<p>With guidance and support, identify characteristics of print and digital maps, graphs, and other cultural representations of familiar places.</p> <p>Suggested Disciplinary Concept</p> <ul style="list-style-type: none"> • Characteristics of a map 	<p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p> <p>SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.</p>
Common Terminology: weather, climate, population		

Essential Question: How does my world affect my life?		Q3
SS.K.3: How is my life today different from the past?		<i>Inquiry Skills</i>
SS.K.3.1 <i>SS.K.H.1.</i>	<p>With guidance and support, compare life in the past to life today, including the points of view of diverse groups of people.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Ways in which the past is different than the present (schools/transportation, toys/technology, home/clothing) 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p>
SS.K.3.2 <i>SS.K.G.2.</i>	<p>With guidance and support, explain how people and goods move from place to place.</p> <p>Suggested Disciplinary Concepts:</p>	

	<ul style="list-style-type: none"> ● Transportation of people and goods from place to place 	SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.
Common Terminology: past, present, transportation, categories, goods		

Essential Question: How does my world affect my life?		Q4
SS.K.4: <i>Why do we need to make choices between things we need or want?</i>		<i>Inquiry Skills</i>
SS.K.4.1 <i>SS.K.EC.1.</i>	<p>Explain that choices are made because of scarcity (i.e. because we cannot have everything that we want).</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● People’s needs vs. people’s wants ● Reasons we can’t have everything we want 	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion. SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information. SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers. SS.K-2.IS.6. With guidance and support, students will reflect on one’s inquiry process and findings.

		SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.
Common Terminology: needs, wants		

Essential Question: How does my world affect my life?		Year-Long
SS.K.5: Why do we celebrate holidays?		<i>Inquiry Skills</i>
SS.K.5.1 <i>SS.K.H.2.</i>	<p>Identify and describe the purpose of the national holidays of the United States, the major holidays of diverse groups, and the bravery or achievements of the diverse people that make these days special holidays.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> The importance of national holidays in the United States: Labor Day (Q1), Veteran’s Day (Q2), Martin Luther King, Jr. Day (Q3), President’s Day (Q3), Fourth of July (Q4), Memorial Day (Q4) 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p> <p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p>
Common Terminology: heroes, national, achievements		

First Grade

Essential Question(s): How can we live, learn, and work together?	Q1
--	-----------

SS.1.1: How do people work together in my community?		<i>Inquiry Skills</i>
SS.1.1.1 <i>SS.1.CV.1.</i>	With guidance and support, explain how individuals that live, learn, and work together make important decisions, and the effect that these decisions have on a variety of diverse communities. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • Roles of people in our community • Importance of roles • Actions of good neighbors 	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion. SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.
SS.1.1.2 <i>SS.1.CV.2.</i>	Identify reasons for rules and explain how rules establish responsibilities and roles, and their effect on one's own and other groups and communities. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • Roles of people in our community • Importance of roles • Importance of rules 	
Common Terminology: leaders, community, roles, rules, fair, safe, respect, responsible		

Essential Question(s): How can we live, learn, and work together?		Q2
SS.1.2: How are maps useful to me?		<i>Inquiry Skills</i>
SS.1.2.1 <i>SS.1.G.1.</i>	With guidance and support, construct and interpret print and digital maps and other cultural representations of familiar places. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • Parts of a map (title, key, compass rose) • The importance of maps 	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources

SS.1.2.2 <i>SS.1.G.2.</i>	With guidance and support, describe how human activities affect the cultural and environmental characteristics of places or regions. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • Effects people have on their environment 	that are reliable and determine fact from opinion. SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.
SS.1.2.3 <i>SS.1.G.3.</i>	Compare how people in different types of communities use local and worldwide environments to meet their daily needs. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • How our environment affects what we eat • How our environment affects where we live • How our environment affects travel • How our environment affects what we do for work and for fun 	
Common Terminology: map, title, key, compass rose, environment, culture, region		

Essential Question(s): How can we live, learn, and work together?		Q3
SS.1.3: How have people and events in the past impacted my life today?		<i>Inquiry Skills</i>
SS.1.3.1 <i>SS.1.H.2.</i>	Generate questions and investigate diverse individuals and groups who have shaped a significant historical change. Possible Individuals/Groups: <ul style="list-style-type: none"> • Previous U.S. Presidents • Important historical figures • How families change over time 	SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards. SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.
SS.1.3.2 <i>SS.1.H.3.</i>	With guidance and support, investigate how our perspectives of historical events have changed over time. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> • Similarities and differences of: clothing, school, communication, games/toys, and homes, today than they were in the past 	

	<ul style="list-style-type: none"> Compare/contrast the perspective of someone from the past with your perspective today 	<p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p> <p>SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.</p> <p>SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.</p>
<p>SS.1.3.3 <i>SS.1.H.1.</i></p>	<p>Create a chronological sequence of multiple events based on current learning.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Represent and organize important events (personal, historical, daily events) Schools in the past and present How transportation has changed 	
<p>Common Terminology: historical figures, perspective, sequence of events, past, present, timeline, chronological, change-maker, fairness, empathy, diversity</p>		

Essential Question(s): How can we live, learn, and work together?		Q4
SS.1.4: How and why do people exchange goods and services?		<i>Inquiry Skills</i>
<p>SS.1.4.1 <i>SS.1.EC.1.</i></p>	<p>Explain and give examples of when choices are made that something else is given up.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Times that you have to make choices between having/buying one thing and not another Family's needs and wants 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p> <p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p>
<p>SS.1.4.2 <i>SS.1.EC.2.</i></p>	<p>Describe the skills and knowledge required to produce certain goods and services.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Skills/knowledge needed to provide certain goods and services 	
<p>SS.1.4.3 <i>SS.1.EC.3.</i></p>	<p>Explain how people are compensated for work.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Income and how is it earned 	

		<p>SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.</p> <p>SS.K-2.IS.7. Using various viewpoints, students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps.</p> <p>SS.K-2.IS.6. With guidance and support, students will reflect on one’s inquiry process and findings.</p>
<p>Common Terminology: goods, services, skills, knowledge, income, earn, trade, exchange, compensated</p>		

Second Grade

<p>Essential Question(s): What is my role in my family, neighborhood, and community?</p>		<p>Q1</p>
<p>SS.2.3: <i>How do people in my community work together to accomplish common tasks?</i></p>		<p><i>Inquiry Skills</i></p>
<p>SS.2.1.1 <i>SS.2.CV.1.</i></p>	<p>With guidance and support, identify features and functions of governments.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● A government's purpose ● What the government does for your community ● How leaders help their communities 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p>
<p>SS.2.1.2 <i>SS.2.CV.2.</i></p>	<p>With guidance and support, describe how communities can collaborate to accomplish tasks, establish roles and responsibilities and achieve equitable outcomes for the community.</p> <p>Suggested Disciplinary Concepts:</p>	<p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p>

	<ul style="list-style-type: none"> • Community member roles and responsibilities • How community members collaborate to accomplish tasks 	<p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p> <p>SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.</p>
<p>Common Terminology: government, citizens, taxes, enforcing, roles, responsibilities</p>		

<p>Essential Question(s): What is my role in my family, neighborhood, and community?</p>		<p>Q2</p>
<p>SS.2.1: <i>How does where you live influence how you live?</i></p>		<p><i>Inquiry Skills</i></p>
<p>SS.2.2.1 SS.2.G.1.</p>	<p>With guidance and support, use print and digital maps, globes, and other simple geographic models to identify the cultural and environmental characteristics of places.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Use maps and models to identify cultural and environmental characteristics of a place • Use maps and other visuals to describe familiar and unfamiliar places 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p>
<p>SS.2.2.2 SS.2.G.2.</p>	<p>With guidance and support, identify some cultural and environmental characteristics of your community and compare them to other places or regions.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Compare cultural characteristics of your community to other places • Compare environmental characteristics of your community to other places 	<p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p>
<p>SS.2.2.3 SS.2.G.3.</p>	<p>Describe the connections between the physical environment of a place and the economic activities found there.</p>	

	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Ways people in rural, urban, and suburban communities meet their daily needs ● How are our economic activities influenced by the physical environment of a place 	
<p>Common Terminology: visuals, title, compass rose, map key/legend, symbols, landforms, rural, urban, suburban, culture, traditions, community, geography, plain, mountain, lake, valley, island, river, ocean, desert, continent, economy, environment</p>		

<p>Essential Question(s): What is my role in my family, neighborhood, and community?</p>		<p>Q3</p>
<p>SS.2.4: How do my choices with money affect my family, neighborhood, and community?</p>		<p><i>Inquiry Skills</i></p>
<p>SS.2.3.1 <i>SS.2.EC.1.</i></p>	<p>Demonstrate how our choices can affect ourselves and others in positive and negative ways.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● How our choices can affect ourselves in a positive and negative way ● How our choices can affect others in a positive and negative way 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p> <p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p> <p>SS.K-2.IS.6. With guidance and support, students will reflect on one’s inquiry process and findings.</p> <p>SS.K-2.IS.7. Using various viewpoints, students will engage in reflective</p>
<p>SS.2.3.2 <i>SS.2.EC.2.</i></p>	<p>Explain the role of money in making exchange easier.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● The importance of money ● How money can be exchanged to make life easier 	
<p>SS.2.3.3 <i>SS.2.EC.FL.4.</i></p>	<p>Explain that money can be saved or spent on goods and services.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Goods are things that are produced ● Services are things that people do for others in exchange for money ● Money can be saved or spent 	
<p>SS.2.3.4 <i>SS.2.EC.3.</i></p>	<p>Compare the goods and services that people in the local community produce and those that are produced in other communities.</p>	

	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Compare goods from your community and other places ● Compare services from your community and other places 	<p>conversations to draw conclusions on inquiry findings and create action steps.</p>
<p>Common Terminology: buying, selling, exchange, goods, services, spending, saving, consumer, income, producer, need, want, money, checks, credit/debit card, electronic pay</p>		

<p>Essential Question(s): What is my role in my family, neighborhood, and community?</p>		<p>Q4</p>
<p>SS.2.2: How has my community changed over time?</p>		<p><i>Inquiry Skills</i></p>
<p>SS.2.4.1 <i>SS.2.H.2.2.</i></p>	<p>Examine key events that changed history from multiple perspectives, including the perspectives of diverse individuals, cultures, and groups.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Key events that have changed history ● Examine history from multiple perspectives 	<p>SS.K-2.IS.1. Create questions that are relevant to self as they relate to the content of the Social Science Standards.</p> <p>SS.K-2.IS.2. With guidance and support, students will use varied teacher-selected resources to learn procedures to locate evidence that assists with finding answers to their questions. Introduce the importance of informational resources that are reliable and determine fact from opinion.</p>
<p>SS.2.4.2 <i>SS.2.H.1.2.</i></p>	<p>Identify the main ideas and changes that have occurred in the local community over time and retell how these changes impacted diverse groups in the community.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Similarities and differences of your local communities past and present ● How different groups in your community have been impacted by change in the community 	<p>SS.K-2.IS.3. With guidance and support gather relevant information from multiple sources to analyze information.</p> <p>SS.K-2.IS.4. With guidance and support, evaluate a source by distinguishing between fact and opinion.</p>

		SS.K-2.IS.5. With guidance and support, students will share their findings on the asked and answered questions with peers.
Common Terminology: past, present, history, perspective, timeline, impacted		

3rd Grade

Essential Question(s): How does my community compare to places near and far?		Q1
SS.3.1: How do events in history shape the community and regions?		<i>Inquiry Skills</i>
SS.3.1.1 <i>SS.3.H.1.</i>	<p>Create and use a chronological sequence of related events to compare developments that happened at the same time.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Using a chronological sequence of events 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p>
SS.3.1.2 <i>SS.3.H.2.</i>	<p>Explain how the diverse perspectives of people and events develop and shape communities and/or regions.</p> <p>Suggested Disciplinary Concepts</p> <ul style="list-style-type: none"> How population growth influences the development of an area How businesses influence the development of an area Developments in our community influence an area 	<p>SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.</p>
SS.3.1.3 <i>SS.3.H.3.</i>	<p>Identify and analyze how different kinds of historical sources are used to explain events in the past.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Primary or secondary documents Importance of artifacts from history 	

Common Terminology: regions, primary source, secondary source, constitution, influence, chronological, sequence, diverse, perspectives, communities, viewpoints, population

Essential Question(s): How does my community compare to places near and far?		Q2
SS.3.2: How does geography shape the community and regions?		<i>Inquiry Skills</i>
SS.3.2.1 <i>SS.3.G.1.</i>	<p>Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● our community in our world ● our community in the United States ● landforms are in our community ● landforms are in the United States 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p> <p>SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.</p>
SS.3.2.2 <i>SS.3.G.2.</i>	<p>Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● How geography affects the way we live ● How transportation in the Midwest region compares to the transportation of the other regions ● How the crops in the Midwest region compare to the crops of the other regions 	
SS.3.2.3 <i>SS.3.G.3.</i>	<p>Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on the movement of goods.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● How consumption of products connects people from the Midwest region to the other regions ● How where we live impacts what we produce 	

Common Terminology: landforms, consumption, transportation, border, geography, capital, government, continent, prime meridian, country, state, equator, cardinal direction, map key, scale, physical feature, climate, pollution, modify, adapt, culture

Essential Question(s): How does my community compare to places near and far?		Q3
SS.3.3: How do community members make decisions and rules to improve their community?		Inquiry Skills
<p>SS.3.3.1 SS.3.CV.1.</p> <p>Explain how families, workplaces, organizations, and government entities interact and affect communities in multiple ways.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Interactions among families, workplaces, voluntary organizations, and government benefit communities 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p> <p>SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.</p> <p>SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.</p> <p>SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, and examples, and details with relevant information and data.</p>	
<p>SS.3.3.2 SS.3.CV.2.</p> <p>Using evidence, describe how people have strived to improve communities over time to achieve equitable outcomes, practices, or policies.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> How people have tried to improve their communities over time 		

		<p>SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.</p> <p>SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.</p> <p>SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.</p>
--	--	---

Common Terminology: voluntary, boycott, citizenship, disabled, strike, constitution, ballot, resource, government, government entities, equitable

Essential Question(s): How does my community compare to places near and far?		Q4
SS.3.4: How do people save, borrow, and spend to pay for goods and services?		<i>Inquiry Skills</i>
SS.3.4.1 <i>SS.3.EC.1.</i>	<p>Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Compare how goods and services people in the local community produce to those that are produced in other communities 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p>
SS.3.4.2 <i>SS.3.EC.2.</i>	<p>Generate examples of goods and services that the government provides.</p> <p>Suggested Disciplinary Concepts:</p>	<p>SS.3-5.IS.3. Identify varied resources that answer essential and student-generated</p>

	<ul style="list-style-type: none"> Examples of goods and services that the government provides 	questions and that take into consideration multiple points of view.
SS.3.4.3 <i>SS.3.EC.FL.3.</i>	<p>Describe the role of banks and other financial institutions in an economy.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Role of the bank and other financial institutions in an economy 	<p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.</p>
SS.3.4.4 <i>SS.3.EC.FL.4.</i>	<p>Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> How people purchase items 	<p>SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.</p>
<p>Common Terminology: financial institution, purchase, repay, economy, goods, services, free market, interest, first responder, public service, bank, borrow, credit, debit</p>		

4th Grade

Essential Question(s): <i>How do individuals and communities influence the development of their state and nation?</i>		Q1
SS.4.1: <i>How does the geography of the United States affect the way people live?</i>		<i>Inquiry Skills</i>
SS.4.1.1 <i>SS.4.G.1.</i>	<p>Construct print and digital maps and other topographic representations to show the details of places and regions and their environmental characteristics.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Compare and contrast different types of maps of the United States 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p>

	<ul style="list-style-type: none"> • Latitude/ longitude and map keys/legends help us interpret maps of the United States • Construct and label a map of North America identifying the United States 	SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.
SS.4.1.2 <i>SS.4.G.2.</i>	<p>Explain how the cultural and environmental characteristics of places change over time.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • The climate of a region impacts its geography • The geography of a location impacts the way people live 	
SS.4.1.3 <i>SS.4.G.3.</i>	<p>Investigate the human effects on the physical environment over time.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Humans have an effect on the physical environment 	
Common Terminology: political map, thematic map, physical map, latitude, longitude, environment, resources, natural resources		

Essential Question(s): <i>How do individuals and communities influence the development of their state and nation?</i>		Q2
SS.4.2: <i>How do you use historical sources and multiple perspectives to understand the past?</i>		<i>Inquiry Skills</i>
SS.4.2.1 <i>SS.4.H.1.</i>	<p>Study important individuals or major events in order to recognize and explain that there are multiple cultural perspectives.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Historical events have multiple cultural perspectives 	SS.3-5.IS.3 Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view. SS.3-5.IS.4 Gather relevant information and distinguish among fact and opinions to determine the credibility of multiple sources.
SS.4.2.2 <i>SS.4.H.2.2.</i>	<p>Generate questions about multiple historical sources and their relationships to particular historical events and developments.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Early settlers and indigenous tribes played an important role in establishing communities. 	

		SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.
SS.4.2.3 <i>SS.4.H.3.</i>	<p>Explain probable causes and effects of events and developments in Illinois history.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Important events helped shape the growth and change of Illinois 	
Common Terminology: artifacts, primary sources, society, influence, perspectives		

Essential Question(s): <i>How do individuals and communities influence the development of their state and nation?</i>		Q3
SS.4.3: <i>How do citizens and the government interact with each other?</i>		<i>Inquiry Skills</i>
SS.4.3.1 <i>SS.4.CV.4.</i>	<p>Using evidence, explain how rules, regulations, and laws alter or transform societies and how people from multiple communities influence and experience this transformation.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Citizens help change laws ● Laws impact how citizens live 	<p>SS.3-5.IS.6 Construct arguments using claims and evidence from multiple sources.</p> <p>SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.</p> <p>SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.</p>
SS.4.3.2 <i>SS.4.CV.3.</i>	<p>Identify core civic virtues and democratic principles that guide governments, society, and communities.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Civic virtues and democratic principles are important to creating a successful society of coexisting citizens 	
SS.4.3.3 <i>SS.4.CV.1.</i>	<p>Explain the roles and responsibilities of government officials at the local, state, and national levels and investigate how the roles and responsibilities of government have changed over time.</p>	

	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Each level of government has certain responsibilities 	
<p>SS.4.3.4 SS.4.CV.2.</p>	<p>Define democracy and explain how limited participation affects the political representation of multiple groups.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Citizen participation is necessary for a diverse democracy of multiple perspectives 	
<p>Common Terminology: interact, civic virtues, democratic principles, coexisting, local, state, national/federal, democracy</p>		

<p>Essential Question(s): <i>How do individuals and communities influence the development of their state and nation?</i></p>		<p>Q4</p>
<p>SS.4.4: <i>What are the economic and financial influences on our nation?</i></p>		<p><i>Inquiry Skills</i></p>
<p>SS.4.4.1 SS.4.EC.2.</p>	<p>Describe how goods and services are produced using human, natural, and capital resources (i.e. tools and machines).</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Goods and services are bought and sold 	<p>SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.</p> <p>SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.</p>
<p>SS.4.4.2 SS.4.EC.FL.3.</p>	<p>Analyze how spending choices are influenced by price as well as many other factors (i.e. advertising, peer pressure, options).</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> Availability, supply, demand, manufacturing factors, and resources affect the cost of goods and services 	
<p>SS.4.4.3 SS.4.EC.1.</p>	<p>Explain how profits reward and influence sellers.</p>	

	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Citizens have needs and wants 	
<p>SS.4.4.4 SS.4.EC.FL.4.</p>	<p>Explain that income can be saved, spent on goods and services, or used to pay taxes.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Income is a necessity 	
<p>Common Terminology: goods/services, supply/demand, capitalism, income</p>		

Fifth Grade

<p>Essential Question(s): <i>How does the history and changing culture of my nation help me understand my world?</i></p>		<p>Q1</p>
<p>SS.5.1: <i>How do cultural and environmental characteristics influence the way we live?</i></p>		<p><i>Inquiry Skills</i></p>
<p>SS.5.1.1 SS.5.G.1.</p>	<p>Use print and digital maps of different scales to describe the locations of cultural and environmental characteristics.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Understanding the globe • Understanding latitude and longitude • Political geography of the United States • The physical features of the United States • How geography affects where people live • How geography affects American populations 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p> <p>SS.3-5.IS.4. Gather relevant information and distinguish among fact and opinions to determine the credibility of multiple sources.</p>
<p>SS.5.1.2 SS.5.G.2.</p>	<p>Investigate and explain how the cultural and environmental characteristics of places within the United States change over time.</p> <p>Suggested Disciplinary Concepts:</p>	

	<ul style="list-style-type: none"> ● Migrating to North America ● Native Americans adapting to new homes 	
SS.5.1.3 <i>SS.5.G.3.</i>	<p>Explain how human settlements and technological advancements have impacted natural resources.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Types of natural resources in the United States ● Natural resources used in different regions by Native Americans 	
SS.5.1.4 <i>SS.5.G.4.</i>	<p>Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● What explorers took to and from the Americans during the Age of Exploration (The Columbian Exchange) ● Reasons for explorations and their impacts ● The effects of European exploration in the Americas 	
<p>Common Terminology: Constitutional provision, Articles of Confederation, Federalist, Anti-Federalist, evolved, executive leader, policy</p>		

Essential Question(s): <i>How does the history and changing culture of my nation help me understand my world?</i>		Q2
SS.5.2: <i>How do personal perspectives and complex relationships impact the way events are experienced?</i>		<i>Inquiry Skills</i>
SS.5.2.1 <i>SS.5.H.1.</i>	<p>Create and use a chronological sequence of related events to identify the cause and effects of relationships in history and the impacts of underrepresented groups.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Challenges English colonists faced (Roanoke Island, Jamestown, Plymouth) ● Complex relationship between Native Americans and English colonists 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p>

<p>SS.5.2.2 <i>SS.5.H.2.</i></p>	<p>Use information about a historical source, including the creator (author), date, place of origin, intended audience, and purpose, to judge the extent to which the source is useful for studying a particular topic.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Compare and contrast the colonial regions • Explore primary and secondary sources about life during colonial times 	<p>SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish between fact and opinion to determine the credibility of multiple sources.</p>
<p>SS.5.2.3 <i>SS.5.H.3.</i></p>	<p>Summarize the central claim in a work of history.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Impact of slavery on African people • Key parts of life for Southern colonists in the 1700's 	<p>SS.3-5.IS.5. Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.</p> <p>SS.3-5.IS.7. Construct explanations using reasoning, correct sequences, examples, and details with relevant information and data.</p> <p>SS.3-5.IS.8. Present a summary of arguments and explanations to others inside and/or outside of the classroom using print and oral technologies.</p>

Common Terminology: Patriot, Loyalist, Neutral, mandate, protest, intended audience, validity, claim, colonist, democratic, Mayflower Compact, monarchy, representative government, settlement, assembly, economy, grant, indentured servant, industry, plantation, auction, enslaver, Middle Passage, overseer, triangular trade, bill, capitol, craftsman, politics, royal colony, trade

<p>Essential Question(s): <i>How does the history and changing culture of my nation help me understand my world?</i></p>	<p>Q3</p>
<p>SS.5.3: <i>How does conflict prompt change?</i></p>	<p><i>Inquiry Skills</i></p>

<p>SS.5.3.2 SS.5.CV.2.</p>	<p>Examine the origins and purposes of rules, laws, and key provisions of the U.S. Constitution and investigate the impact they had/have on multiple groups of people.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Main ideas in the Declaration of Independence ● How colonists won the American Revolution <ul style="list-style-type: none"> ○ British and Continental Army ○ Treaty of Paris ● The Articles of Confederation ● The Constitutional Convention 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p> <p>SS.3-5.IS.3. Identify varied resources that answer essential and student-generated questions and that take into consideration multiple points of view.</p>
<p>SS.5.3.3 SS.5.CV.3.</p>	<p>Compare and contrast the U.S. government to other global governments in their structure and systems of governing with consideration for their impact on equitable outcomes.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● The Three Branches of Government (Legislative Branch, Executive Branch, Judicial Branch) ● Checks and Balances ● The Bill of Rights ● Compare the U.S. government to other common government structures around the world (Communism, Democratic Socialism, Monarchy, etc.) 	<p>SS.IS.4.3-5 Gather relevant information and distinguish between fact and opinion to determine the credibility of multiple sources.</p> <p>SS.3-5.IS.9. Explain the use of inquiry strategies, approaches, and use of relevant sources students could take to address local, regional, state, national, and global problems.</p>
<p>SS.5.3.3 SS.5.CV.1.</p>	<p>Explain the roles and responsibilities of government officials at the local, state, and national level levels and investigate how the roles and responsibilities of the three branches of government have changed over time.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Powers reserved for the president, senators, representatives, justices, and governors ● Evolution of the President of the United States since the American Revolution 	<p>SS.3-5.IS.10. Students will engage in reflective conversations to draw conclusions on inquiry findings and create action steps that consider multiple viewpoints.</p>

SS.5.3.1 <i>SS.5.CV.4.</i>	<p>Using evidence, explain how policies are developed to address public problems and concerns and achieve equitable outcomes.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Tensions between colonists and Great Britain <ul style="list-style-type: none"> ○ The Proclamation of 1763 ○ The Quartering Act ○ The Stamp Act ○ The Boston Massacre ○ The Boston Tea Party ○ The Intolerable Acts ● Arguments for and against colonial independence for Great Britain ● Patriots and Loyalists 	
--------------------------------------	--	--

Common Terminology: Constitutional provision, Articles of Confederation, Federalist, Anti-Federalist, evolved, executive leader, policy

Essential Question(s): <i>How does the history and changing culture of my nation help me understand my world?</i>		Q4
SS.5.4: <i>How can individuals affect the economy?</i>		<i>Inquiry Skills</i>
SS.5.4.1 <i>SS.5.EC.2.</i>	<p>Discover how positive incentives (i.e. sale prices and earning money) and negative incentives influence behavior in our nation’s economy and around the world.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Strategies companies use to increase spending and make profits ● Strategies companies use to decrease negative behaviors 	<p>SS.3-5.IS.1. Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.3-5.IS.2. Students generate supporting questions that require investigation to help answer the essential questions.</p>
SS.5.4.2 <i>SS.5.EC.3.</i>	<p>Determine the ways in which the government pays for the goods and services it provides.</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Analyze the relationship between supply and demand and consumers ● Taxes (Property, Sales, Income) 	<p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.3-5.IS.6. Construct arguments using claims and evidence from multiple sources.</p>

SS.5.4.3 <i>SS.5.FL.4.</i>	Explain that interest is the price the borrower pays for using someone else’s money. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Introduce the concept of interest and simple scenarios 	
SS.5.4.4 <i>SS.5.EC.1.</i>	Analyze why and how individuals, businesses, and nations around the world specialize and trade. Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Benefits/drawbacks to international trade ● Explore top imports/exports of countries around the world 	
Common Terminology: positive incentive, negative incentive, correlation, unemployment, recession, depression, economy, revenue, interest formula, credit, natural resource, trade relationships		

6th Grade

Essential Question(s): What is civilization?		Q1
SS.6.1: How does the geography of our world shape the development of civilizations?		<i>Inquiry Skills</i>
SS.6.1.1 <i>SS.6-8.G.1.</i>	How do we identify a location in our world? Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Use geographic representations (e.g., maps, photographs, satellite images) to explain relationships between the locations (places and regions) and changes in their environment. <ul style="list-style-type: none"> ○ Absolute vs. relative location ○ Cardinal and intermediate directions ○ Latitude and longitude 	SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives. SS.6-8.IS.2. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.
SS.6.1.2 <i>SS.6-8.G.10.</i>	What are the different ways we classify locations in our world?	SS.6-8.IS.4 LC. Determine the value of sources by evaluating their relevance and intended use.

	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify how environmental characteristics vary among regions of the world. <ul style="list-style-type: none"> ○ Regions ○ Continents 	<p>SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and the challenges and opportunities faced by those trying to take action toward solutions.</p>
<p>SS.6.1.3 SS.6-8.G.4. SS.6-8.G.7.</p> <p>How do landforms impact civilizations?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Explain how humans and their environment affect one another. <ul style="list-style-type: none"> ○ Fertile Crescent ○ Nile River Valley ○ Mediterranean Sea ○ Ganges River ● Explain how environmental characteristics affect human migration and settlement. <ul style="list-style-type: none"> ○ Settlement ○ Migration ○ Survival 		

Essential Question(s): What is civilization?		Q2
SS.6.2: How does economics shape the development of civilization?		<i>Inquiry Skills</i>
<p>SS.6.2.1 SS.6-8.EC.1.</p> <p>How does the location of a civilization impact economics?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Explain how economic decisions affect the well-being of individuals, businesses, and society. <ul style="list-style-type: none"> ○ Trade ○ Silk Road 	<p>SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives.</p> <p>SS.6-8.IS.2. Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.</p>	
<p>SS.6.2.2 SS.6-8.EC.10.</p> <p>How does status play a role in the economics of civilization?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Analyze the relationship among skills, education, jobs, and income. <ul style="list-style-type: none"> ○ Sources of wealth (jobs) ○ Caste system 	<p>SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.</p>	

	<ul style="list-style-type: none"> o Social classes 	<p>SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, and identify the individuals, and communities impacted by a problem, and the challenges and opportunities faced by those trying to take action toward solutions.</p>
--	--	--

Essential Question(s): What is civilization?		
SS.6.3: How does religion shape the development of civilization?		Q2
<p>SS.6.3.1 SS.6-8.G.10.</p>	<p>What are the defining characteristics of ancient cultural beliefs?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify how the characteristics of cultural beliefs vary among regions of the world. <ul style="list-style-type: none"> o Polytheism vs. monotheism 	<p>SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives.</p> <p>SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.</p>
<p>SS.6.3.2 SS.6-8.G.10.</p>	<p>What similarities and differences are there between ancient cultural beliefs?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify the key characteristics of cultural beliefs among regions of the world. <ul style="list-style-type: none"> o Christianity, Hinduism, Buddhism, Confucianism, Daoism, Legalism 	<p>SS.6-8.IS.6.LC. Construct arguments using claims and evidence from multiple sources, while acknowledging the arguments' strengths and limitations.</p>
<p>SS.6.3.3 SS.6-8.H.2.LC. SS.6-8.G.8. SS.6-8.G.9.</p>	<p>How do geography, trade, and cultural beliefs connect people and places?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Explain how and why perspectives of people have changed over time. ● Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. <ul style="list-style-type: none"> o Spread of beliefs and ideas 	<p>SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.</p> <p>SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and the challenges and opportunities faced by</p>

		those trying to take action toward solutions.
--	--	---

Essential Question(s): What is civilization?		Q3
SS.6.4: <i>How does culture shape the development of civilization?</i>		<i>Inquiry Skills</i>
SS.6.4.1 SS.6-8.G.5. SS.6-8.H.2.MC.	How does communication help to define ancient civilizations? Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Compare and contrast the cultural and environmental characteristics of different places or regions (i.e. the different forms of communication across time and cultures). ● Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources. <ul style="list-style-type: none"> ○ Cave Art ○ Cuneiform ○ Hieroglyphics ○ Rosetta Stone 	SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives. SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research. SS.IS.4.6-8.LC Determine the value of sources by evaluating their relevance and intended use.
SS.6.4.2 SS.6-8.H.1.LC.	How has the importance of education changed over time? Disciplinary Concepts: <ul style="list-style-type: none"> ● Identify and describe the developments in education as examples of change and/or continuity based on the perspectives of multiple diverse groups. <ul style="list-style-type: none"> ○ Gender equality ○ Greek philosophers ○ Social classes ○ Literacy 	SS.IS.5.6-8.LC Appropriately cite all sources utilized. SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and the challenges and opportunities faced by those trying to take action toward solutions.
SS.6.4.3 SS.6-8.H.1.LC.	What architectural and technological advancements have helped propel the growth of civilization? Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Identify and describe the developments of architecture and technology as examples of change and/or continuity based on the perspectives of multiple diverse groups. 	

	<ul style="list-style-type: none"> o Tools (old and new stone age) o Weaponry o Transportation o Great Wall o Greek and Roman architecture 	
SS.6.4.4 <i>SS.6-8.G.5.</i> <i>SS.6-8.H.1.LC.</i>	How do arts and entertainment help to define a civilization?	
	Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Identify and describe the developments of art and entertainment as examples of change and/or continuity based on the perspectives of multiple diverse groups. ● Compare and contrast the arts and entertainment of different places or regions. <ul style="list-style-type: none"> o Cave Art o Greek Clay pots o Colosseum o Plays, Comedies, Tragedies 	

Essential Question(s): What is civilization?		Q4
SS.6.5: How does the government shape the development of civilization?		<i>Inquiry Skills</i>
SS.6.5.1 <i>SS.6-8.CV.2.LC.</i>	How do different structures of government create order in a civilization?	SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives. SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research. SS.IS.4.6-8.LC Determine the value of sources by evaluating their relevance and intended use.
	Suggested Disciplinary Concepts: <ul style="list-style-type: none"> ● Describe the origins and purposes and impact of governing documents and policies and synthesize their application and impacts on multiple groups of people with how they have changed over time. <ul style="list-style-type: none"> o Hammurabi’s Code o City-States (Mesopotamia, Egypt, Greece) o Democracy o Republic o Empires 	
SS.6.5.2	How does leadership impact progress?	

<p>SS.6-8.CV.1.LC. SS.6-8.CV.3.LC.</p>	<p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify different types of citizenship. ● Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights of individuals and communities in societies. <ul style="list-style-type: none"> ○ Hammurabi ○ Sargon ○ Pharaohs ○ Alexander the Great ○ Julius Caesar 	<p>SS.IS.5.6-8.LC Appropriately cite all sources utilized.</p> <p>SS.IS.6.6-8.LC Construct arguments using claims and evidence from multiple sources, while acknowledging their strengths and limitations.</p> <p>SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.</p>
<p>SS.6.5.3 SS.6-8.H.1.LC SS.6-8.H.4.SS.LC.</p>	<p>What role does conflict play in the development of civilization?</p> <p>Suggested Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify and describe the developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. ● Describe the differences between correlation and caution in historical events and explain multiple causes and effects of historical events. <ul style="list-style-type: none"> ○ Trojan, Persian, Peloponnesian wars ○ Fall of Roman Empire ○ Expansion 	<p>SS.6-8.IS.8.LC. Analyze how a problem can manifest itself, identify the individuals and communities impacted by a problem, and the challenges and opportunities faced by those trying to take action toward solutions.</p>

7th Grade

<p>Essential Question(s): How do personal beliefs influence society?</p>		<p>Q1</p>
		<p><i>Inquiry Skills</i></p>
<p>SS.7.1.1 SS.6-8.CV.1.LC. SS.6-8.CV.1.MdC. SS.6-8.CV.3.MdC</p>	<p>Where do personal beliefs come from?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify roles played by citizens. 	<p>SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives.</p>

	<ul style="list-style-type: none"> ● Describe the roles of Loyalists, Patriots, Federalists, and Anti-Federalists in shaping people’s lives. <ul style="list-style-type: none"> ○ <i>Common Sense</i> by Thomas Paine 	<p>SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.</p>
<p>SS.7.1.2 SS.6-8.CV.5.LC SS.6-8.CV.5.MdC.</p>	<p>What do societies value?</p> <hr/> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify the impact of specific rules and laws (both those that are in effect and proposed) on multiple individuals and communities in relationship to the intended issues they were meant to address. Analyze cause-and-effect relationships of issues that initiated specific rules and laws. ● Analyze the perspectives and positions of multiple individuals and communities impacted by specific rules and laws (both actual and proposed); the equitable application of rules and laws; and consequences for not abiding by rules and laws in historic and contemporary settings. 	<p>SS.6-8.IS.3. Determine sources representing multiple points of view and diversity of authorship that will assist in organizing a research plan.</p> <p>SS.6-8.IS.4.MdC. Determine the credibility of sources based upon their origin, authority, and context.</p> <p>SS.6-8.IS.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.</p>
<p>SS.7.1.3 SS.6-8.CV.2LC. SS.6-8.CV.3.LC. SS.6-8.CV.3.MC SS.6-8.CV.2.LC..</p>	<p>How do societies formally declare their values and beliefs?</p> <hr/> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Describe the origins, purposes, and impact of governing documents and policies and the following and synthesize their application and impacts on multiple groups or people with how they have changed over time. <ul style="list-style-type: none"> ○ Possible governing documents and policies: <ul style="list-style-type: none"> ▪ Declaration of Independence ▪ Articles of Confederation ▪ The US Constitution ● Identify the means used by individuals and groups to either maintain or change powers and protect, grant, or deny rights: <ul style="list-style-type: none"> ○ Declaration of Independence ○ Articles of Confederation ○ New Jersey Plan and Virginia Plan ○ Great Compromise ○ Three-Fifths Compromise ○ The US Constitution 	<p>S.6-8.IS.8.MdC. Assess individual and collective capacities within a given context to take action, address problems, and identify potential outcomes.</p> <p>SS.6-8.IS.8.MC. Apply a range of deliberative and democratic procedures to make decisions and take action in schools and community contexts.</p>

SS.7.1.4 SS.6-8.CV.1.MC SS.6-8.CV.2.MC.a SS.6-8.CV.5.MC SS.6-8.CV.1.MC.	How do people act on their beliefs?	
	Disciplinary Concepts: <ul style="list-style-type: none"> ● Evaluate the powers and responsibilities of individuals, political parties, interest groups, and the media, how these have changed over time, and the impacts on multiple communities. <ul style="list-style-type: none"> ○ Major political parties: Democrat, Republican, Independent ○ Political Ideologies: Liberal, Conservative ○ Economic systems: Socialism, Capitalism ● Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted participation and powers of various groups of people. ● Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments). 	

Essential Question(s): What is the purpose of government?		Q2
		<i>Inquiry Skills</i>
SS.7.2.1 SS.6-8.CV.2.MdC.	How do the three branches of government support the ideals of the US government?	SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives. SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.
	Disciplinary Concepts: <ul style="list-style-type: none"> ● Explain the origins, functions, and structure of government with reference to the US Constitution and other systems of government and how they have impacted multiple groups of people: <ul style="list-style-type: none"> ○ Roles and responsibilities of the Legislative Branch ○ Procedures of the legislature ○ Procedures and responsibilities of the Executive Branch ○ Roles and responsibilities of the Judicial Branch 	
SS.7.2.2 SS.6-8.H.4.LC SS.6-8.CV.2.MC.a. SS.6-8.CV.2.MC.b. SS.6-8.CV.5.MC. SS.6-8.CV.3.MC.	What events led to changes in our government?	
	Disciplinary Concepts:	

	<ul style="list-style-type: none"> ● Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. ● Analyze how the application of laws and the protection, granting, or denial of individual and collective rights have impacted the participation and powers of various groups of people. ● Synthesize how the changes over time in the application of laws granting or denial of rights have impacted governments, public officials, and bureaucracies at different levels in the U.S., U.S. territories, and tribal nations within the United States. ● Develop and evaluate procedures for making decisions in historic and contemporary settings (e.g., school; civil society; or local, state, or national governments). <ul style="list-style-type: none"> ○ Bill of Rights ○ Amendments 11-27 ○ Influence of Supreme Court cases on the government <p><i>IL.Code.11 Explain the Significance of Constitution Day</i></p>	
<p>SS.7.2.3 <i>SS.6-8.CV.4.MC.</i></p>	<p>How can people voice their opinions in a government?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Evaluate and critique deliberative processes surrounding the development and application of governing documents and policies and how they have changed over time. <ul style="list-style-type: none"> ○ Critique the Electoral College and Popular Vote processes. ○ Bill of Rights 	
<p>SS.7.2.4 <i>SS.6-8.CV.4.LC.</i> <i>SS.6-8.CV.4.Mdc</i></p>	<p>What guiding principles influence the government?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Analyze the relationships among democratic principles, civic virtues, special interests, and perspectives to the ideas and principles contained in the constitutions, laws, treaties, and international agreements of the U.S. and other countries. ● Analyze and synthesize ideas and principles contained in the founding and governing documents and practices of the United States, U.S. territories, and tribal nations within the United States. <ul style="list-style-type: none"> ○ Bill of Rights 	

Essential Question(s): Is progress possible without exploitation? What is the role of ethics in progress? Is progress always worth it no matter what the cost?		Q3
		<i>Inquiry Skills</i>
SS.7.3.1 SS.6-8.G.2. SS.6-8.G.7. SS.6-8.G.8. SS.6-8.EC.4	What economic and geographic factors were there to moving west? Disciplinary Concepts: <ul style="list-style-type: none"> ● Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics. ● Explain how environmental characteristics affect human migration and settlement. ● Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. ● Analyze the role of innovation in a market economy. <ul style="list-style-type: none"> ○ California Gold Rush 	SS.6-8.IS.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence. SS.6-8.IS.5.MC. Develop claims and counterclaims using evidence from credible sources while pointing out the strengths and limitations of both. SS.6-8.IS.7.LC. Critique the structure and credibility of arguments and explanations (self and others) about a topic.
SS.7.3.2 SS.6-8.H.1.SS.MC. SS.6-8.G.8. SS.6-8.G.11.	How did the US acquire westward land? Disciplinary Concepts: <ul style="list-style-type: none"> ● Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. <ul style="list-style-type: none"> ○ Louisiana Purchase/Lewis and Clark ○ Utah/Mormons ● Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture. ● Explain how global changes in population distribution patterns affect changes in land use. <ul style="list-style-type: none"> ○ The War of 1812 ○ The Indian Removal Act/The Trail of Tears ○ Oregon Territory/The Oregon Trail ○ Texas Revolution ○ The Mexican-American War 	
SS.7.3.3 SS.6-8.H.2.Mdc. SS.6-8.G.10 IL.Code.6	How did citizens show their patriotism during the time of change?	

	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Identify how cultural and environmental characteristics vary among regions of the world. • Explain the events surrounding the creation of the “Star-Spangled Banner.” • Analyze and compare multiple factors that influenced the perspectives of multiple groups of people during different historical eras relevant to the cultural groups. • Demonstrate the proper use and display of the American flag. 	
<p>Essential Question(s): How do ideals lead to conflict?</p>		<p>Q4</p>
		<p><i>Inquiry Skills</i></p>
<p>SS.7.4.1 <small>SS.6-8.G.5. SS.6-8.G.6. SS.6-8.EC.1.</small></p>	<p>How did the North and South differ in terms of geography, economy, transportation, and society?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Compare and contrast the cultural and environmental characteristics of the North and South. • Evaluate how cultural and economic decisions influence environments and the daily lives of people in both nearby and distant places. <ul style="list-style-type: none"> ○ Missouri Compromise ○ Compromise of 1850 ○ Kansas-Nebraska Act ○ Dred Scott ○ Attack at Harpers Ferry ○ Election of 1860 ○ Fort Sumter • Explain how economic decisions affect the well-being of individuals, businesses, and society. 	<p>SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.</p> <p>SS.IS.3.6-8 Determine sources representing multiple points of view that will assist in organizing a research plan.</p> <p>SS.6-8.IS.4.MdC.Determine the credibility of sources based upon their origin, authority, and context.</p> <p>SS.6-8.IS.MdC. Identify evidence from multiple sources to support claims, noting any limitations of the evidence.</p> <p>SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>
<p>SS.7.4.2 <small>SS.6-8.H.3.MdC.</small></p>	<p>What events led to tension between the north and south?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> • Detect possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience, etc. <ul style="list-style-type: none"> ○ Fugitive Slave Act 	

	<ul style="list-style-type: none"> o Uncle Tom’s Cabin o Emancipation Proclamation o Battle of Gettysburg 	
SS.7.4.3	How did specific groups of people promote their belief during the time of conflict?	
	Disciplinary Concepts: <ul style="list-style-type: none"> • African American • American Red Cross 	
SS.7.4.4 <i>SS.6-8.H.4.Mdc.</i>	How has the United States progressed since the Civil War?	
	Disciplinary Concepts: <ul style="list-style-type: none"> • Compare the central historical arguments in secondary works across multiple media. 	

8th Grade

SS.8.1: How does the United States transform in its process of becoming a world power?		Q1
		<i>Inquiry Skills</i>
SS.8.1.1 <i>SS.6-8.H.3.Mdc.</i>	How does the economic growth of the United States help make it a world power?	SS.6-8.IS.4.MC.Gather relevant information from credible sources and determine whether they support each other.
	Disciplinary Concepts: <ul style="list-style-type: none"> • Detects the possible biases and limitations in the historical record based on evidence collected from different kinds of historical sources by identifying the author, purpose, funding/source, type of publication/outlet, intended audience. etc. <ul style="list-style-type: none"> o Problems of rapid industrialization o Urbanization o Immigration 	

<p>SS.8.1.2 <i>SS.6-8.H.1.LC.</i> <i>SS.6-8.EC.5.</i> <i>SS.6-8.EC.7.</i></p>	<p>How does the technological growth of the United States help make it a world power?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on perspectives of multiple diverse groups. <ul style="list-style-type: none"> ○ Natural Resources ○ Technology and Inventions ○ Railroads ○ Business Investment ○ Government Support ○ Immigration ● Describe the roles of institutions, such as corporations, non-profits, and labor unions in a market economy. ● Explain why standards of living increase as productivity improves in industrialized America. 	
<p>SS.8.1.3 <i>SS.6-8.H.1.MdC.</i> <i>SS.6-8.H.3.MC.</i> <i>SS.6-8.G.2.</i></p>	<p>How does the military growth of the United States help make it a world power?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Analyze connections and disconnections in the foreign policy spectrum among broader historical contexts and identify the effects of events on groups of people who have been marginalized. <ul style="list-style-type: none"> ○ Foreign Policy Spectrum ● Use mapping and graphing to represent and analyze spatial patterns of U.S. expansion. ● Evaluate the validity of claims made in historical sources representing a variety of perspectives, describe the possible or actual impact(s) of the sources on audiences, and determine uses and applications. <ul style="list-style-type: none"> ○ Areas of U.S. expansion throughout the world 	

<p>SS.8.2: How does the first world war lead to America's economic growth and eventual decline?</p>	<p>Q2</p>
	<p><i>Inquiry Skills</i></p>

<p>SS.8.2.1 SS.H.1.6-8.LC</p>	<p>What causes conflict among nations?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. <ul style="list-style-type: none"> ○ Militarism, alliances, nationalism, imperialism ○ Events that led up to the U.S. entry into war ○ Russian Revolution 	<p>SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives.</p>
<p>SS.8.2.2 SS.6-8.H.1.MdC SS.6-8.G.3</p>	<p>What impact does the Treaty of Versailles have on the global community?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Analyze connections and disconnections among events and developments in broader historical contexts and identify the effects of events on groups of people who have been marginalized. <ul style="list-style-type: none"> ○ Treaty of Versailles ○ Focus areas of the treaty i.e. land redistribution, revenge, ● Construct different representations to explain the spatial patterns of cultural and environmental characteristics <ul style="list-style-type: none"> ○ Sykes-Picot Act 	
<p>SS.8.2.3 SS.6-8.EC.1. SS.6-8.EC.2. SS.6-8.EC.3. SS.6-8.EC.4. SS.6-8.EC.6. SS.6-8.EC.9. SS.6-8.EC.10. SS.6-8.EC.11. SS.6-8.EC.12. SS.6-8.EC.13. SS.6-8.EC.14. SS.6-8.EC.15.</p>	<p>How does the post-war economy shift from economic boom to bust?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Explain how external benefits and costs influence choices and discuss alternative approaches to current economic issues in terms of benefits and costs for different groups and society. ● Identify how people choose to buy goods and services while still maintaining a budget based on income, taxes, savings, and fixed and variable. ● Explain how individuals grow their money including investing, saving, and the associated risks that go along with investing. ● Explain how changes in supply and demand cause changes in prices and quantities of goods and services, labor, credit, and foreign currencies. ● Explain employment, total production, income, and economic growth data and how it affects different groups. 	

SS.8.3: How does WWII impact the entire world?		Q3
		<i>Inquiry Skills</i>
SS.8.3.1 SS.G.4.6-8.MC SS.6-8.G.12	How is WWII a continuation of the conflicts of WWI? Disciplinary Concepts: <ul style="list-style-type: none"> ● Analyze how the environmental characteristics of places and the production of goods influence patterns of world trade. <ul style="list-style-type: none"> ○ Influence of Appeasement ○ main causes of conflict ○ Rise of Dictators 	SS.6-8.IS.1. Create essential questions to help guide inquiry about a topic that considers multiple perspectives.
SS.8.3.2 SS.6-8.H.4.MdC SS.6-8.H.4.MC.	How does genocide play a role in the conflict of WWII? Disciplinary Concepts: <ul style="list-style-type: none"> ● Compare and contrast the central historical arguments in secondary works across multiple media. ● Organize and critique applicable evidence to develop a coherent argument about the past. <ul style="list-style-type: none"> ○ Holocaust ○ U.S. response to the Holocaust ○ Cambodia, Iraqi Kurdistan, Rwanda, Bosnia, Darfur, Armenia 	
SS.8.3.3 SS.6-8.EC.8.	How do world powers become involved in the war? Disciplinary Concepts: <ul style="list-style-type: none"> ● Explain barriers to trade with Japan and how those barriers influenced trade with the U.S. ● Explain how conflicts increase tensions leading to countries joining the war. 	
SS.8.3.4 SS.6-8.H.1.LC.	What role does the United States play in WWII?	

	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> Classify a series of historical events and developments as examples of change for the U.S. involvement in the war. Identify and describe the contexts of a series of historical events and developments as examples of change and/or continuity based on the perspectives of multiple diverse groups. 	
--	--	--

SS.8.4: How do the actions of superpowers affect the global community?		Q4
		<i>Inquiry Skills</i>
SS.8.4.1 SS.6-8.H.4.LC.	<p>What conditions and issues led to mistrust between the U.S. and the Soviet Union?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. 	<p>SS.6-8.IS.2 Ask essential and focusing questions that consider multiple perspectives and will lead to independent research.</p> <p>SS.6-8.IS.6.MdC. Construct explanations for a specific audience using reasoning, correct sequences, examples, and details, while acknowledging their strengths and weaknesses.</p> <p>SS.6-8.IS.6.MC. Present arguments and explanations that would appeal to audiences and venues outside the classroom using a variety of media.</p>
SS.8.4.2 SS.6-8.H.2.MdC SS.6-8.H.2.MC.	<p>What is the impact of American policies on other nations?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> Analyze and compare multiple factors that influence the perspectives of multiple groups of people during different historical eras within the Cold War. <ul style="list-style-type: none"> Korean War Evaluate how perspectives of multiple individuals and groups have impacted the availability of information and the creation of historical sources. <ul style="list-style-type: none"> Containment, Domino Theory, Truman Doctrine, Marshall Plan 	
SS.8.4.3 SS.6-8.H.4.LC. SS.6-8.EC.8.	<p>How do proxy conflicts impact different areas of the world?</p> <p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> Describe the differences between correlation and causation in historical events and explain multiple causes and effects of historical events. <ul style="list-style-type: none"> Cause and effect of: Korea, Vietnam, Saudi Arabia/Iran, Afghanistan, Berlin conflict, and Cuba 	

	<ul style="list-style-type: none"> Explain why standards of living increase as productivity improves. <ul style="list-style-type: none"> East Berlin vs. West Berlin 	
SS.8.4.4 SS.6-8.H.4.LC.	How do previous world conflicts impact the current Middle East environment?	
	Disciplinary Concepts: <ul style="list-style-type: none"> Describe the differences between correlation and causation in Middle East events and explain multiple causes and effects of historical events. 	
SS.8.4.5 SS.6-8.H.1.MC.	How do the political, economic, and historical events of the world influence the culture within the United States?	
	Disciplinary Concepts: <ul style="list-style-type: none"> Evaluate the significance of historical events to multiple groups and the relationship to modern-day movements and events. <ul style="list-style-type: none"> Pop culture 	

World History

Course Essential Question(s): Why do some ideas live on while others are discarded? What influences the social, economic, and political aspects of society?

Outcome 1: 5 Themes of Geography		Q1
Outcome Essential Question(s): <i>Does geography impact the development of civilizations?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i>

SS.WH.1.1 <i>SS.G.2.9-19</i>	Identify the five themes of geography.	
SS.WH.1.2 <i>SS.G.1.9-12</i>	Differentiate between absolute and relative location.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.WH.1.3 <i>SS.G.2.9-12</i> <i>SS.G.8.9-12</i> <i>SS.G.4.9-12</i>	Differentiate between physical and human characteristics of place.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WH.1.4 <i>SS.G.3.9-12</i> <i>SS.G.12.9-12</i>	Examine the types of human environment interaction (modification, adaptation, and dependence) to determine their impact on civilizations.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WH.1.5 <i>SS.G.6.9-12</i> <i>SS.G.12.9-12</i>	Evaluate the causes of movement and how it affects the spread of ideas, fads, goods, resources, and communication across all travel distances.	
SS.WH.1.6 <i>SS.G.2.9-19</i>	Differentiate between physical and cultural characteristics of regions.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>Concepts: Location, Place, Human-Environment, Movement, Region Terms/People: Absolute Location, Relative Location, Latitude, Longitude, Human Characteristics of Place, Physical Characteristics of Place, Adaptation, Modification, Dependence, Physical Region, Cultural Region</p>	

Outcome 2: Ancient Greece	Q1
----------------------------------	-----------

Outcome Essential Question(s): *What leads to rivalries between two groups' civilizations? Why do some ideas live on while others are discarded? What are the characteristics of a good leader? How does the need for order give rise to forms of government?*

<i>Students will...</i>	<i>Inquiry Skills</i>
-------------------------	-----------------------

Component Code	Component and Standard	
SS.WH.2.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
SS.WH.2.2 <i>SS.H.3.9-12</i>	Compare and contrast the types of government in Ancient Greece with modern government systems.	
SS.WH.2.3 <i>SS.H.11.9-12 SS.H.11.9-12</i>	Identify the impact of the Persian and Peloponnesian wars on the rise and fall of Greek society.	
SS.WH.2.4 <i>SS.H.1.9-12</i>	Analyze the contributions of Ancient Greeks (Pericles, Socrates, Aristotle, Plato, Homer) to determine their impact on Western society.	
SS.WH.2.5 <i>SS.H.8.9-12</i>	Investigate Alexander the Great's military aptitude and use of cultural diffusion to create the Hellenistic Era.	
SS.WH.2.6 <i>SS.H.9.9-12</i>	Analyze sources to determine the main idea and supporting detail.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p>
--	--	--

		<i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	<p>Concepts: Homer’s Epic Poems, Geographic Influence on Greece, Government of Greek City-States, Influence of the Persian War, Impact of the Peloponnesian War on the Greek world, Political & Ethical Ideas of Ancient Greeks, Creation of Alexander’s Empire, Impact of Alexander’s Conquests, Causes & Effects of the Hellenistic Age</p> <p>Terms/People: Minoans, Mycenaean, Greek Dark Age, Trojan War, Epic Poem, Arête, Polis, Acropolis, Agora, Hoplite, Phalanx, Athens, Sparta, Helot, Xerxes, Battle of Thermopylae, Delian League, Age of Pericles, Oligarchy, Democracy, Direct Democracy, Ostracism, Rituals, Oracle, Tragedy, Sophists, Socrates, Socratic Method, Plato, Aristotle, Macedonia, Philip II, Alexander the Great, Hellenistic Era, Cultural Diffusion</p>	

Outcome 3: Ancient Rome		Q1
Outcome Essential Question(s): <i>Why do some ideas live on while others are discarded? Can individual leadership impact the course of history? Does history make the leader or does the leader make history? What draws people to organized religion?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WH.3.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WH.3.2 <i>SS.H.1.9-12SS.H.7.9-12</i>	Compare and contrast the different types of governments in Ancient Rome.	
SS.WH.3.3 <i>SS.H.3.9-12SS.H.8.9-12</i>	Investigate the tactics of different Roman emperors to control the entire Western world.	
SS.WH.3.4 <i>SS.H.1.9-12SS.H.3.9-12</i>	Analyze the rise of Christianity to determine the impact it had on the Roman Empire.	

<p>SS.WH.3.5 <i>SS.H.10.9-12SS.H.12.9-12</i></p>	<p>Connect the major events in Ancient Rome that may have led to the Fall of the Western Roman Empire.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and</p>
<p>SS.WH.3.6 <i>SS.H.9.9-12</i></p>	<p>Analyze sources to determine the main idea and supporting detail.</p>	

		<p>anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	<p>Concepts: Roman Republic vs Roman Empire, The Rise of Christianity, The Rise of the Roman Empire, The Fall of the Roman Empire</p> <p>Terms/People: Triumvirate, Pax Romana, Patricians, Plebeians, Nero, Augustus, Marcus Aurelius, Jesus, Constantine, Theodosius the Great, Diocletian, Byzantium, German Tribes: Visigoths/Vandals</p>	

Outcome 4: Middle East		Q1
Outcome Essential Question(s): <i>Can competing religions coexist? Do religions follow similar patterns of development? Is cultural diffusion more effective with high or low concentrations of people? How does the concentration of people in particular areas impact cultural diffusion?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.WH.4.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflects the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.WH.4.2 <i>SS.H.1.9-12SS.H.3.9-12</i>	Outline the origins and development of Islam (Abraham, Muhammad, Prophetic Traditions, Makkah, Madina).	
SS.WH.4.3 <i>SS.H.5.9-12</i>	Investigate the causes for the schism (Sunni/Shia) in the Middle East.	
SS.WH.4.4 <i>SS.H.1.9-12SS.H.9.9-12</i>	Identify and describe the properties of Islam (Five Pillars, Shari’ah, Jihad, Articles of Faith, and Quran).	
SS.WH.4.5 <i>SS.H.1.9-12SS.H.2.9-12</i>	Compare and contrast the three major world religions of Christianity, Islam, and Judaism.	
SS.WH.4.6 <i>SS.H.1.9-12SS.H.5.9-12SS.H.9.9-12</i>	Weigh and evaluate the different viewpoints on the Israeli and Palestinian conflict.	
SS.WH.4.7 <i>SS.H.5.9-12</i>	Compare Middle East culture (past, present) to other cultures.	
SS.WH.4.8 <i>SS.H.12.9-12</i>	Compare Middle Eastern traditions versus cultural expectations.	
SS.WH.4.9 <i>SS.H.9.9-12</i>	Analyze sources to determine the main idea and supporting detail.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Concepts: Islamic Origins, The Five Pillars of Islam, Muslim Conquests, Divisions in the Muslim Faith, Muslim organization of society, Tradition/styles influenced by Muslim culture</p> <p>Terms/People: Allah, Muhammad, Quran, Islam, Muslims, Hijrah, Five Pillars of Islam, Shari’ah, Jihad, Shia, Sunni, Saladin, Mosques</p>	

Outcome 5: Middle Ages		Q2
Outcome Essential Question(s): <i>Can disease change the world? Does fear limit/control society? Can a relationship truly be symbiotic?</i>		
Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.WH.5.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
SS.WH.5.2 <i>SS.H.2.9-12</i>	Evaluate how Western European civilization was comprised of Germanic, Roman, and Christian components.	
SS.WH.5.3 <i>SS.G.6.9-12</i>	Identify and distinguish between the different figures who contributed to the growth of the European Kingdoms.	
SS.WH.5.4 <i>SS.H.9.9-12</i> <i>SS.H.12.9-12</i>	Outline the dynamics of and determine the causes of Feudalism.	
SS.WH.5.5 <i>SS.H.2.9-12</i>	Diagram of the Byzantine Empire including its cultural, political, and economic characteristics.	
SS.WH.5.6 <i>SS.H.5.9-12</i> <i>SS.H.7.9-12</i>	Analyze the crusades (1-4) to determine which campaign was the most effective. Including causes and effects.	
SS.WH.5.7 <i>SS.H.5.9-12</i>	Differentiate between urban and rural elements (farming, technological advancements, plague, peasants, serfs, etc.).	
SS.WH.5.8 <i>SS.H.3.9-12</i>	Assess the evolution of economic systems (barter to money) to determine their impact on society.	
SS.WH.5.9 <i>SS.H.3.9-12</i> <i>SS.H.11.9-12</i>	Diagnose the changes that occurred within the Christian church.	

<p>SS.WH.5.10 SS.H.10.9-12</p>	<p>Critique the causes and effects of the Hundred Years’ War to determine their impact on medieval society.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
<p>SS.WH.5.11 SS.H.9.9-12</p>	<p>Analyze sources to determine the main idea and supporting detail.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p>

		<i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	<p>Concepts: Geography of Western Europe, Dark Ages, Germanic Kingdoms, Spread of Christianity, Christian Church Organization, The Age of Charlemagne, Invasions, Feudalism, Growth of European Kingdoms, The Byzantine Empire, The Crusades, The Manor System, Revival of Trade & Growth of Cities, The Church and Medieval Life, Power of Religious Authority, The Black Death, The Decline of Church Power, The Hundred Years' War</p> <p>Terms/People: Vassals, Serfs, Peasants, Knights, Nobles, Eastern Orthodox, Body of Civil Law, Schism, Feudal Contract, Common Law, Magna Carta, Barter Economy, Market Economy, Lay Investiture, Interdict, Sacraments, Heresy, Inquisition, Anti-Semitism</p>	

Outcome 6: Exploration		Q2
Outcome Essential Question(s): <i>What drives humanity to seek out new frontiers?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WH.6.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	
SS.WH.6.2 <i>SS.H.11.9-12SS.G.3.9-12</i>	Analyze the civilizations located in North, Central, and South America to determine their accomplishments.	
SS.WH.6.3 <i>SS.H.8.9-12</i>	Identify and distinguish between the different figures who contributed to the growth of exploration and expansion.	
SS.WH.6.4 <i>SS.H.8.9-12SS.H.11.9-12SS.H.12.9-12</i>	Outline the characteristics of the Atlantic slave trade and Columbian Exchange to determine their economic impacts.	

<p>SS.WH.6.5 <i>SS.H.9.9-12</i></p>	<p>Outline the characteristics of slavery within Africa and its impact on African society.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WH.6.6 <i>SS.H.11.9-12</i></p>	<p>Analyze the impact of European involvement on African civilizations. (Benin).</p>	
<p>SS.WH.6.7 <i>SS.H.9.9-12</i></p>	<p>Analyze sources to determine the main idea and supporting detail.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p>

		<p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	---

Common Terminology	<p>Concepts: Tribal Society, Columbian Exchange, Atlantic Slave Trade, Triangular Trade</p> <p>Terms/People: Mesoamerica, Maize, Quipu, Hernan Cortes, Fernando Pizarro, Vasco Da Gama, Christopher Columbus, Ferdinand Magellan, John Cabot, Amerigo Vespucci, Conquistadors, Montezuma, Encomienda, Peninsulares, Creoles, Mestizos, Mulattos, Inca, Aztec, Mayan, Catholic Missionaries, Mercantilism, Middle Passage, Benin</p>
---------------------------	---

Outcome 7: Renaissance	Q3
-------------------------------	-----------

Outcome Essential Question(s): *Did the printing press preserve the past or invent the future? Do people change for institutions or do institutions change for people? When does courage outweigh fear?*

<i>Students will...</i>	<i>Inquiry Skills</i>
-------------------------	-----------------------

Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
----------------	------------------------	---

SS.WH.7.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	
SS.WH.7.2 <i>SS.G.10.9-12SS.H.11.9-12</i>	Outline the causes and effects of the Renaissance.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.WH.7.3 <i>SS.H.4.9-12</i>	Classify components of Renaissance society (a shift to secular thinking, artists, writers, Humanism, and their hierarchy of Renaissance society).	<i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i>
SS.WH.7.4 <i>SS.H.8.9-12</i>	Identify and distinguish between the different figures and their contributions to the Renaissance and Reformation.	
SS.WH.7.5 <i>SS.H.11.9-12</i>	Outline the causes and effects of the Reformation.	<i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i>
SS.WH.7.6 <i>SS.H.9.9-12</i>	Analyze sources to determine main idea and supporting detail.	<i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.8 Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</i>

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>Concepts: Renaissance, Reformation, Humanism Terms/People: Renaissance, Vernacular, Christine de Pizan, Fresco, Leonardo da Vinci, Raphael, Donatello, Michelangelo, Machiavelli, Petrarch, Massacio, Geoffrey Chaucer, Martin Luther, Christian Humanism, Desiderius Erasmus, Salvation, Indulgence, Ninety-Five Theses,</p>	

Edict of Worms, Charles V, Peace of Augsburg, John Calvin, Predestination, King Henry VIII, Anabaptists, Ignatius of Loyola, Patron, Renaissance Man, Humanism, Church of England (Anglican), Lutheranism, Calvinism

Outcome 8: Absolutism		Q3
Outcome Essential Question(s): <i>Can competing religions coexist? What gives ruler's legitimacy? Is absolute power justified?</i>		
Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.WH.8.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.WH.8.2 <i>SS.G.6.9-12</i>	Identify the causes and effects of the conflict between England and Spain in the 16th century.	
SS.WH.8.3 <i>SS.H.10.9-12</i>	Describe the economic and social issues that led to political turmoil in Europe (witchcraft trials, Thirty Years' War, English Civil War/War of Roses, Wars of Religion, and Glorious Revolution).	
SS.WH.8.4 <i>SS.H.8.9-12</i>	Examine absolutism to evaluate the actions and philosophies of European rulers.	
SS.WH.8.5 <i>SS.H.9.9-12</i>	Analyze sources to determine the main idea and supporting detail.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p>
--	--	--

		<p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	<p>Concepts: Wars of Religion, English Revolution, Absolutism Terms/People: Louis XIV, King Philip II, Armada, Queen Elizabeth, Huguenots, Henry of Navarre, Edict of Nantes, Inflation, Witchcraft, Holy Roman Empire, James I, Divine Right of Kings, Charles I, Puritans, Charles I, Cavaliers, Roundheads, Oliver Cromwell, Commonwealth, James II, Cardinal Richelieu, Frederick William the Great Elector, Ivan IV, Czar, Boyars, Peter the Great, Hobbes, Locke, Glorious Revolution</p>	

Outcome 9: Enlightenment & Revolutions (Scientific/French)		Q3
Outcome Essential Question(s): <i>Does society perfect or corrupt people? What defines progress? Is change good? Can the French Revolution be considered a success? Are revolutions good? Is the use of terror ever justified?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WH.9.1 <i>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.WH.9.2 <i>SS.H.8.9-12SS.H.11.9-12</i>	Identify figures of the Scientific Revolution, their theories and accomplishments, and their global impact on society and social structures.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WH.9.3 <i>SS.H.3.9-12SS.H.5.9-12</i>	Examine scientific accomplishments of the 17 th century to determine how they impacted the power of the Catholic Church.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).

SS.WH.9.5 <i>SS.H.3.9-12SS.H.4.9-12SS.H.8.9-12</i>	Identify Enlightenment thinkers, their ideas, and their impact on economic, social, and political philosophies.	
SS.WH.9.6 <i>SS.H.2.9-12SS.H.7.9-12</i>	Identify the internal & external forces that influenced the events of the French Revolution.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WH.9.7 <i>SS.H.8.9-12</i>	Identify the weaknesses of the unstable French government post revolution which propelled Napoleon to power.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WH.9.8 <i>SS.H.2.9-12</i>	Evaluate how the ideals of the French Revolution and nationalism contributed to the creation, governance, and downfall of Napoleon’s empire.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.WH.9.9 <i>SS.H.10.9-12SS.H.12.9-12SS.H.2.9-12</i>	Compare and contrast the French, American, and English Revolution.	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
SS.WH.9.10 <i>SS.H.9.9-12</i>	Analyze sources to determine the main idea and supporting detail.	<i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition. <i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly. <i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

		<p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Concepts: Scientific Revolution, Enlightenment, American Revolution, Reign of Terror, Estate System, Nationalism Terms/People: Ptolemy, Geocentric Theory, Nicolas Copernicus, Heliocentric Theory, Francis Bacon, Scientific Method, Inductive Reasoning, Galileo Galilei, Maria Winkelmann, Isaac Newton, Universal Law of Gravitation, Rene Descartes, Rationalism, Philosophe, Salon, Adam Smith, Laissez-faire, Mary Wollstonecraft, Jean-Jacques Rousseau, Social Contract, Thomas Hobbes, John Locke, Baron de Montesquieu, Separation of Powers, Voltaire, Deism, Denis Diderot, Bill of Rights, Capitalism, Estate (1st, 2nd, 3rd), Taille, Bourgeoisie, Louis XVI, National Assembly, Tennis Court Oath, San-Culottes, Jacobins, Directory, Declaration of the Rights of Man and Citizen, Committee of Public Safety, Maximilien Robespierre, Civil Law, Coup D'etat, Napoleon Bonaparte, Civil Code</p>	

<p>Outcome 10: Industrial Revolution</p>	<p>Q4</p>
<p>Outcome Essential Question(s): <i>Is technological progress good? Do upper classes have the right to exploit lower classes for financial or political gain? Is progress at the price of human suffering justified?</i></p>	
<p><i>Students will...</i></p>	<p><i>Inquiry Skills</i></p>

Component Code	Component and Standard	
SS.WH.10.1 SS.G.1.9-12 SS.G.3.9-12 SS.G.6.9-12	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p>
SS.WH.10.2 SS.H.1.9-12 SS.H.3.9-12 SS.H.4.9-12	Examine the causes of the first Industrial Revolution (important figures, resources, and capital created and readily available) to determine effects the first Industrial Revolution had on a national and global scale.	<p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally-informed, student-driven supporting questions that contributes to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.WH.10.3 SS.H.1.9-12 SS.H.3.9-12 SS.H.4.9-12	Examine the causes of the 2nd Industrial Revolution (important figures, resources, and the introduction of mass-produced goods) to determine the effects of the 2nd Industrial Revolution had on a national and global scale.	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WH.10.4 SS.H.4.9-12	Weigh the effects of the Industrial Revolution to outline the societal changes that occurred with the emergence of mass society.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
SS.WH.10.5 SS.H.9.9-12	Analyze sources to determine the main idea and supporting detail.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>Concepts: 1st Industrial Revolution, 2nd Industrial Revolution, Mass Production, Urbanization, Industrial Working Class vs Middle Class, Balance of Power</p>	

Terms/People: Capital, Entrepreneurs, Cottage Industry, James Watt, Robert Fulton, Industrial Capitalism, Robert Owen, Conservatism, Congress of Vienna, Socialism, Principle of Intervention, Liberalism, Bill of Rights, Universal Male Suffrage, German Confederation, Multinational State, Militarism, Emancipation, Abolitionism, Secede, Thomas Edison, Assembly line, Clara Barton, Pankhurst, Suffrage, Feminism, Otto von Bismarck, William II, Francis Joseph, Nicholas II

Outcome 11: Imperialism		Q4
Outcome Essential Question(s): <i>Is there such a thing as a superior culture?</i>		
Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.WH.11.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that</p>
SS.WH.11.2 <i>SS.H.12.9-12</i> <i>SS.H.5.9-12</i>	Outline the motives which led imperialists to colonize regions (Africa, Southeast Asia, and India).	
SS.WH.11.3 <i>SS.H.3.9-12</i> <i>SS.H.1.9-12</i>	Compare and contrast the political control over imperialized regions and make connections between imperialism and modern issues in formerly colonized nations.	
SS.WH.11.4 <i>SS.H.2.9-12</i> <i>SS.H.11.9-12</i>	Show connections between 20th-century forms of imperialism (apartheid, transnational corporations) on a national level and its overall economic impact.	
SS.WH.11.5 <i>SS.H.9.9-12</i>	Analyze sources to determine the main idea and supporting detail.	

		<p>reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to</p>
--	--	--

		<p>address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	<p>Concepts: Scramble for Africa, Imperialism</p> <p>Terms/People: Imperialism, Racism, Protectorate/Indirect/Direct Rule, Raw Materials, Berlin Conference, Boers, Apartheid, Annexed, Indigenous, Sepoys, Viceroy, Indian National Congress, Mohandas Gandhi, Monroe Doctrine, Panama Canal, Cash Crops, Caudillos</p>	

Outcome 12: World War 1		Q4
Outcome Essential Question(s): <i>Can peace lead to war? Does conflict solve problems? Does war lead to national prosperity? Who is responsible for war?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WH.12.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation,</p>
SS.WH.12.2 <i>SS.H.10.9-12</i> <i>SS.H.11.9-12</i>	Examine the various events, philosophies, and political alliances to determine their relationship in initiating WWI.	

<p>SS.WH.12.3 <i>SS.H.8.9-12</i> <i>SS.H.7.9-12</i></p>	<p>Compare and contrast the contributions of critical figures, groups, and states involved in WWI.</p>	<p>collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
<p>SS.WH.12.4 <i>SS.H.4.9-12</i> <i>SS.H.8.9-12</i></p>	<p>Outline the events of WWI (the introduction of new technology, key battles and decisive victories, the Russian Revolution, and women’s roles).</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WH.12.5 <i>SS.H.2.9-12</i> <i>SS.H.11.9-12</i></p>	<p>Evaluate the end of WWI to determine how it laid the groundwork for WWII.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.WH.12.6 <i>SS.H.9.9-12</i></p>	<p>Analyze sources to determine the main idea and supporting detail.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and</p>

		<p>anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Concepts: Total War, War of Attrition, Russian Revolution, Treaty of Versailles</p> <p>Terms/People: Conscription, Mobilization, Archduke Francis Ferdinand, Gavrilo Princip, Emperor William II, Czar Nicholas II, Woodrow Wilson, Triple Alliance, Triple Entente, Schlieffen Plan, Zimmerman Note, Lusitania, Trench Warfare, War of Attrition, Total War, Stalemate, Propaganda, Bolsheviks, Reparations, Armistice, Treaty of Versailles, Wilson’s 14 Points, Leon Trotsky</p>	

World History Honors

Course Essential Question(s): Why do some ideas live on while others are discarded? What influences the social, economic, and political aspects of society?

<p>Outcome 1: 5 Themes of Geography</p>	<p align="center">Q1</p>
<p>Outcome Essential Question(s): <i>Does geography impact the development of civilizations?</i></p>	

<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WHH.1.1 <i>SS.G.2.9-12</i>	Identify the five themes of geography.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.WHH.1.2 <i>SS.G.1.9-12</i>	Differentiate between absolute and relative location.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WHH.1.3 <i>SS.G.2.9-12</i> <i>SS.G.8.9-12</i> <i>SS.G.4.9-12</i>	Differentiate between physical and human characteristics of place.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WHH.1.4 <i>SS.G.3.9-12</i> <i>SS.G.12.9-12</i>	Examine the types of human-environment interaction (modification, adaptation, and dependence) to determine their impact on civilizations.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WHH.1.5 <i>SS.G.6.9-12</i> <i>SS.G.12.9-12</i>	Evaluate the causes of movement and how it affects the spread of ideas, fads, goods, resources, and communication all travel distances.	
SS.WHH.1.6 <i>SS.G.2.9-19</i>	Differentiate between physical and cultural characteristics of regions.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Common Terminology	Location - Absolute Location, Relative Location, Latitude, Longitude, Place - Human Characteristics of Place, Physical Characteristics of Place, Human-Environment Interaction - Adaptation, Modification, Dependence, Movement Region - Physical Region, Cultural Region
---------------------------	---

Outcome 2: Ancient Greece and Rome		Q1
Outcome Essential Question(s): <i>What leads to rivalries between two groups or civilizations? Why do some ideas live on while others are discarded? Can individual leadership impact the course of history? Did the Roman Empire Fall?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WHH.2.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain, city, region, country, or civilization in history.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.WHH.2.2 <i>SS.H.3.9-12</i>	Compare and contrast the types of government in Ancient Greece with modern government systems.	
SS.WHH.2.3 <i>SS.H.11.9-12</i> <i>SS.H.12.9-12</i>	Investigate the impact of the Persian and Peloponnesian Wars on the rise and fall of Greek society.	
SS.WHH.2.4 <i>SS.H.1.9-12</i>	Analyze the contributions of Ancient Greek (Pericles, Socrates, Aristotle, Plato, Homer) philosophers to determine their impact on the development of Western society.	
SS.WHH.2.5 <i>SS.H.3.9-12</i> <i>SS.G.6.9-12</i>	Investigate Alexander the Great's use of cultural diffusion in the creation of the Hellenistic Era.	
SS.WHH.2.6 <i>SS.H.1.9-12</i> <i>SS.H.7.9-12</i>	Compare and contrast the different types of governments in Ancient Rome.	

<p>SS.WHH.2.7 <i>SS.H.3.9-12</i> <i>SS.H.7.9-12</i></p>	<p>Investigate the tactics of different Roman emperors to control the entire western world.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.WHH.2.8 <i>SS.H.1.9-12</i> <i>SS.H.3.9-12</i></p>	<p>Analyze the rise of Christianity to determine the impact it had on the Roman Empire.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
<p>SS.WHH.2.9 <i>SS.H.10.9-12</i> <i>SS.H.12.9-12</i></p>	<p>Connect the major events in Ancient Rome that may have led to the fall of the western Roman Empire.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
<p>SS.WHH2.10 <i>SS.H.9.9-12</i></p>	<p>Analyze primary sources from ancient Greece and Rome to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p>

		<p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Polis, Dark Ages, Sophists, Plato, Aristotle, Socrates, Tyranny, Oligarchy, Democracy (Modern vs. Athenian) , Persian Wars (Battle of Marathon, Battle of Thermopylae), Peloponnesian War (Delian vs Peloponnesian League), Philip II, Alexander the Great, Hellenistic Culture/Era, Sparta vs. Athens	

Outcome 3: Middle East		Q1
Outcome Essential Question(s): <i>Can competing religions coexist? How does the concentration of people, in particular areas, impact cultural diffusion? Is cultural diffusion more effective in areas of high or low concentrations of people?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WHH.3.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain, city, region, country, or civilization in history.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WHH.3.2 <i>SS.H.1.9-12</i> <i>SS.H.3.9-12</i>	Outline the origin and development of Islam (Mecca's significance-include an ideal place for diffusion to happen, Abraham, Muhammad, Prophetic Tradition, Medina) and compare it to the early beginnings of Christianity (persecution of Christians).	

SS.WHH.3.3 <i>SS.H.1.9-12</i> <i>SS.H.9.9-12</i>	Identify and describe the properties of Islam (Five Pillars, Articles of Faith, Shari’ah, Jihad, and Quran).	
SS.WHH.3.4 <i>SS.H.5.9-12</i>	Investigate the causes of the Schism (Sunni/Shia) in the Middle East to determine the reasons for their continued animosity.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WHH.3.5 <i>SS.H.1.9-12</i> <i>SS.H.2.9-12</i>	Compare and contrast Christianity, Islam, and Judaism.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WHH.3.6 <i>SS.H.1.9-12</i> <i>SS.H.5.9-12</i> <i>SS.H.9.9-12</i>	Weigh and evaluate the different viewpoints on the Israeli and Palestinian conflict. Analyze the components to determine a possible solution.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.WHH.3.7 <i>SS.H.1.9-12</i> <i>SS.H.5.9-12</i>	Compare Middle East culture (past/present) to other cultures. Evaluate how Middle East traditions contrast cultural expectations (faith vs culture).	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
SS.WHH.3.8 <i>SS.H.8.9-12</i>	Analyze factions within the western world to determine modern tensions.	<i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.
SS.WHH.3.9 <i>SS.H.9.9-12</i>	Analyze primary sources on the Middle East region to establish historical empathy and evaluate how the sources fit within the context of the era.	<i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition. <i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly. <i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.

		<p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Bedouin, Hijrah, Jihad, 5 pillars of Islam, Articles of Faith, Arabic System, Astrolabe, Algebra, Medical Encyclopedia, Quran, Muhammad’s Life-Ties to Islam, Gabriel, Israel/Palestine Conflict, Mecca, Caliph, Medina, Kaaba, Islam, Sunni, Shia, Sharia Law	

Outcome 4: Middle Ages		Q2
Outcome Essential Question(s): <i>Can disease change the world? Does fear control society? Can a relationship truly be symbiotic?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.WHH.4.1	Apply the five themes of geography to determine the impact of geography on a certain, city, region, country, or civilization in history.	

<p>SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12</p>		
<p>SS.WHH.4.2 SS.H.2.9-12</p>	<p>Examine how Western European civilization was comprised of Germanic, Roman, and Christian components, to determine which had the greater long term impact.</p>	<p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p>
<p>SS.WHH.4.3 SS.H.8.9-12</p>	<p>Identify and distinguish between the different figures who contributed to the growth of the European Kingdoms.</p>	<p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p>
<p>SS.WHH.4.4 SS.H.9.9-12SS.H.12.9-12</p>	<p>Outline the dynamics of and determine the causes of Feudalism.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p>
<p>SS.WHH.4.5 SS.H.2.9-12</p>	<p>Analyze the cultural, political, and economic characteristics of the Byzantine Empire to determine how they impact one another.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p>
<p>SS.WHH.4.6 SS.H.5.9-12SS.H.8.9-12SS.H.9.9-12</p>	<p>Analyze the Crusades to determine which campaign was the most effective. Analyze the different perspectives in the Crusades (Islam, Christianity) to determine each side’s justification for involvement.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p>
<p>SS.WHH.4.7 SS.H.8.9-12SS.H.9.9-12</p>	<p>Deduce how the plague impacted social, economic, and political elements of urban and rural societies.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i></p>
<p>SS.WHH.4.8 SS.H.3.9-12</p>	<p>Assess the evolution of economic systems (barter to trade) to determine the impact on society.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8 Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</i></p>
<p>SS.WHH.4.9 SS.H.3.9-12SS.H.11.9-12</p>	<p>Analyze the changes that occurred within Christianity (formation of the Catholic Inquisition) to determine changes in church power.</p>	<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p>
<p>SS.WHH.4.10 SS.H.10.9-12</p>	<p>Critique the causes and effects of the Hundred Years’ War to determine their impact on Medieval Society.</p>	

<p>SS.WHH.4.11 SS.H.9.9-12</p>	<p>Analyze primary sources from the middle ages to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Ordeal, Wergild, Clovis, Charlemagne, Carolingian Renaissance, <i>missi dominici</i>, Feudalism, Vikings, fief, Magna Carta, vassalage, feudal contract, manor, Schism, Pope, Patriarch, Roman Catholic, Eastern Orthodox, Crusades, Saladin, Richard the Lionhearted, Holy Lands, Seljuk Turks, infidels, Justinian, Byzantine Empire, <i>Body of Civil Law</i>, Edward I, Henry II, King John, Philip IV, Anti-Semitism, Inquisition, heresy, Spanish Inquisition, Interdict, Lay Investiture, Investiture Controversy, Concordat of Worms, Black Death, 100 Years War, Joan of Arc, Guild system, Vernacular Literature</p>	

Outcome 5: Renaissance and Reformation	Q2
---	-----------

Outcome Essential Question(s): *Did the printing press preserve the past or invent the future? Do people change for institutions or do institutions change for people? When does courage outweigh fear?*

<i>Students will...</i>	<i>Inquiry Skills</i>
-------------------------	-----------------------

Component Code	Component and Standard	
SS.WHH.5.1 <i>SS.G.1.9-12 SS.G.3.9-12 SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country or civilization in history.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally-informed, student-driven supporting questions that contributes to inquiry and evaluates the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
SS.WHH.5.2 <i>SS.H.10.9-12 SS.H.11.9-12</i>	Outline the causes and effects of the Renaissance on European societies.	
SS.WHH.5.3 <i>SS.H.4.9-12</i>	Examine components of Renaissance society (shift to secular thinking, artists, writers, Humanism, and their hierarchy of Renaissance society).	
SS.WHH.5.4 <i>SS.H.2.9-12 SS.H.9.9-12</i>	Identify the impact of societal standards on the idea of a Renaissance Man in the Renaissance era, as compared to modern-day social standards.	
SS.WHH.5.5 <i>SS.H.8.9-12</i>	Identify and distinguish between the different figures and their contributions to the Renaissance and Reformation.	
SS.WHH.5.6 <i>SS.H.11.9-12</i>	Outline the causes and effects (caused Catholic Reformation) of the Protestant Reformation.	
SS.WHH.5.7 <i>SS.H.9.9-12</i>	Analyze primary sources from Renaissance and Reformation to establish historical empathy and evaluate how the sources fit within the context of the era.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p>
--	--	--

		<i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	Renaissance, Renaissance society, King Henry VIII, Church of England, Mary Tudor, Anne Boleyn, Humanism, Gutenberg, Chaucer, Calvin, Predestination, Medici Family, Petrarch, Martin Luther, Edict of Worms, Lutheranism, Ninety-Five Theses, Indulgence, Anabaptists, Michelangelo, Machiavelli, Da Vinci, Raphael, Catholic Reformation	

Outcome 6: Absolutism		Q2
Outcome Essential Question(s): <i>What gives ruler's legitimacy? Is absolute power ever justified? Can competing religions coexist?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.WHH.6.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization in history.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WHH.6.2 <i>SS.H.10.9-12</i>	Analyze the relationship between Spain and England to determine the resulting conflict.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WHH.6.3 <i>SS.H.3.9-12</i>	Identify the impact the Protestant Reformation had on the re-establishment of the inquisition by the Roman Catholic Church (witchcraft).	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WHH.6.4 <i>SS.H.2.9-12</i> <i>SS.H.7.9-12</i>	Describe the economic and social crisis which led to political turmoil in Europe (Thirty Years' War, English Civil War, French Civil Wars, and Glorious Revolution).	

<p>SS.WHH.6.5 SS.H.8.9-12</p>	<p>Examine the actions and philosophies of Louis the XIV and Peter the Great to determine the responses to Absolutism.</p>	
<p>SS.WHH.6.6 SS.H.3.9-12</p>	<p>Compare and contrast the political philosophies of Thomas Hobbes and John Locke.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.WHH.6.7 SS.H.3.9-12 SS.H.7.9-12 SS.H.11.9-12</p>	<p>Evaluate the impact of the Enlightenment on the causes of the American Revolution.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.WHH.6.8 SS.H.9.9-12</p>	<p>Analyze primary sources from the age of absolutism to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>

		<p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Henry VIII of England, Mary Tudor, Elizabeth Tudor, Philip II, Spanish Armada, William and Mary of Orange, Glorious Revolution, English Bill of Rights, Constitutional Monarchy, Louis XIV, Versailles, French Civil Wars, Henry IV of France, Peter the Great, Ivan IV (Terrible), Charles I, James II, James I, Guy Fawkes, John Locke, Thomas Hobbes, Cromwell, Roundheads, Cavaliers, Divine right of King, Absolutism, 30 Years War, Peace of Westphalia, Puritans, Huguenots, Witchcraft	

Outcome 7: Scientific Revolution and Enlightenment		Q3
Outcome Essential Question(s): <i>Does society perfect or corrupt people? Is change good? What defines progress?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.WHH.7.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization in history.	
SS.WHH.7.2 <i>SS.H.3.9-12</i> <i>SS.H.4.9-12</i>	Identify and distinguish between different figures and their contributions to the Scientific Revolution.	

<p>SS.WHH.7.3 <i>SS.H.10.9-12</i></p>	<p>Determine the global effects of the Scientific Revolution & Enlightenment on society.</p>	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
<p>SS.WHH.7.4 <i>SS.H.3.9-12</i> <i>SS.H.5.9-12</i></p>	<p>Examine scientific accomplishments of the 17th century to determine how they impacted the power of the Catholic Church.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WHH.7.5 <i>SS.H.10.9-12</i> <i>SS.H.12.9-12</i></p>	<p>Determine the causes and effects of the American Revolution as it pertains to the Enlightenment.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.WHH.7.6 <i>SS.H.3.9-12</i> <i>SS.H.4.9-12</i> <i>SS.H.8.9-12</i></p>	<p>Identify Enlightenment thinkers, their ideas, and their impact on economic, social, and political philosophies.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.WHH.7.7 <i>SS.H.9.9-12</i></p>	<p>Analyze primary sources from the Scientific Revolution and Enlightenment to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p>

		<p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Heliocentric, Geocentric, Adam Smith, Laissez-faire, Isaac Newton, Francis Bacon, Copernicus, Ptolemy, Montesquieu, Bill of Rights, Enlightenment, Social Contract Theory, George Washington, John Locke, Thomas Hobbes, Descartes, Galileo, Kepler, Wollstonecraft, Winkleman, Beccaria, Rousseau, Voltaire, Diderot	

Outcome 8: French Revolution	Q3
Outcome Essential Question(s): <i>Are revolutions positive? Can the French Revolution be considered a success? Is the use of terror ever justified? Can world peace be achieved?</i>	
<i>Students will...</i>	<i>Inquiry Skills</i>

Component Code	Component and Standard	
SS.WHH.8.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization in history.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens. <i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WHH.8.2 <i>SS.H.2.9-12</i> <i>SS.H.7.9-12</i>	Identify the social, political, and economic issues in 18 th century France and connect them with the origins of the French Revolution.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WHH.8.3 <i>SS.H.3.9-12</i> <i>SS.H.7.9-12</i> <i>SS.H.9.9-12</i>	Assess the domestic responses (Tennis Court Oath, Declaration of the Rights of Man and the Citizen, Constitution of 1791, First Republic, Reign of Terror) to the problems in France to determine their impact on the progression of the French Revolution.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WHH.8.4	Identify and distinguish between different figures/groups and their contributions to the French Revolution (Louis XVI, Marie Antoinette, Robespierre, Marat, and Danton).	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WHH.8.5 <i>SS.H.10.9-12</i>	Assess the foreign responses to the French Revolution and Napoleon.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.WHH.8.6 <i>SS.H.2.9-12</i> <i>SS.H.10.9-12</i> <i>SS.H.12.9-12</i>	Compare and contrast the French, American, Russian and English Revolutions.	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
SS.WHH.8.7 <i>SS.H.11.9-12</i>	Examine the unstable government in France post-revolution to determine how it propelled Napoleon into power.	<i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.
SS.WHH.8.8 <i>SS.H.3.9-12</i> <i>SS.H.8.9-12</i>	Evaluate the changes (consulate, civil code, Napoleon, Louisiana Purchase, continental system) implemented in France and around the world to determine if he saved or destroyed the ideals set in the French Revolution.	

<p>SS.WHH.8.9 <i>SS.H.8.9-12</i></p>	<p>Identify the sequence of events (Invasion of Britain, Continental System, nationalism, invasion of Russia) that contributed to Napoleon’s fall.</p>	<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p>
<p>SS.WHH.8.10 <i>SS.H.10.9-12</i></p>	<p>Identify the tenets of the Congress of Vienna and connect them to European leaders’ desire to restore conservative order and implement a balance of power to Europe after Napoleon’s reign.</p>	<p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p>
<p>SS.WHH.8.11 <i>SS.H.9.9-12</i></p>	<p>Analyze primary sources from the French Revolution and Napoleon’s reign to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>First Estate, Second Estate, Third Estate, Tennis Court Oath, Girondins, Jacobins, Great Fear, Paris Bastille, Legislative Assembly, National Assembly, Bourgeoisie, Sans-culottes, Declaration of Rights of Man and the Citizen, Louis XVI, Marie Antoinette, Constitution of 1791, French</p>	

Republic, Reign of Terror, Marat, Danton, Robespierre, Estates General, Directory, Napoléon, Coup d'état', Continental system, Nationalism, Congress of Vienna

Outcome 9: In the Reign of Terror		Q3
Outcome Essential Question(s): <i>How does perspective change history?</i>		
Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.WHH.9.1 <i>SS.H.8.9-12</i>	Analyze the events of the French Revolution to hypothesize how one event could have changed the outcome.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop <i>culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.WHH.9.2 <i>SS.H.9.9-12</i>	Compare and contrast the characters' situations with students' own social and emotional experiences.	
SS.WHH.9.3 <i>SS.H.1.9-12</i> <i>SS.H.8.9-12</i>	Apply historical information regarding the French Revolution to make predictions about the series of events that occurs <i>In the Reign of Terror</i> .	
SS.WHH.9.4 <i>SS.H.5.9-12</i> <i>SS.H.8.9-12</i>	Analyze the Third Estate's opinion of Revolutionary leaders to determine how it changes from support to opposition during the Reign of Terror.	
SS.WHH.9.5 <i>SS.H.9.9-12</i>	Analyze the relationship between different historical sources and <i>In the Reign of Terror</i> .	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p>
--	--	--

		<p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	First Estate, Second Estate, Third Estate, Girondins, Jacobins, Great Fear, Paris Bastille, Bourgeoisie, Louis XVI, French Republic, Reign of Terror, Marat, Danton, Robespierre, Napoléon	

Outcome 10: Industrial Revolution & 18th Century political and economic ideologies		Q4
Outcome Essential Question(s): <i>Is progress at the expense of human suffering justified? Is technological progress good? Do upper classes have the right to exploit lower classes for financial or political gain?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WHH.10.1 <i>SS.G.1.9-12</i> <i>SS.G.3.9-12</i> <i>SS.G.6.9-12</i>	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization in history.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.WHH.10.2 <i>SS.H.1.9-12</i> <i>SS.H.3.9-12</i> <i>SS.H.4.9-12</i>	Examine the causes of the first and second Industrial Revolution (important figures, resources, and capital created and readily available).	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WHH.10.3 <i>SS.H.1.9-12</i> <i>SS.H.3.9-12</i> <i>SS.H.4.9-12</i>	Evaluate the social impact (benefits/detriments, public education, women's rights, living conditions, middle class vs working class) of the First and Second Industrial Revolutions had on a national and global scale.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting</p>

<p>SS.WHH.10.4 <small>SS.H.1.9-12 SS.H.3.9-12 SS.H.4.9-12</small></p>	<p>Identify the new inventions (steam engine, assembly line, railroads, spinning jenny, lightbulb, the telephone, vaccines) of the First and Second Industrial Revolution to determine their impact (changes) on national and global societies.</p>	<p>questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.WHH.10.5 <small>SS.H.5.9-12 SS.H.7.9-12 SS.H.9.9-12</small></p>	<p>Connect the new political (conservatism vs liberalism), economic (socialism/Karl Marx vs capitalism), and social (natural selection, social Darwinism, unions) ideologies of the time period to the policies and movements they inspired.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.WHH.10.6 <small>SS.H.1.9-12</small></p>	<p>Explain the causes of the Crimean War to determine its impact on the fall of the Congress of Vienna.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
<p>SS.WHH.10.7 <small>SS.H.1.9-12</small></p>	<p>Assess how the advent of nationalism led to geopolitical changes in the 19- Century (Unification of Germany, Unification of Italy, American Civil War, Balkans/Bosnian Crisis, Zionism, Triple Entente vs Triple Alliance).</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
<p>SS.WHH.10.8 <small>SS.H.9.9-12</small></p>	<p>Analyze primary sources from the Industrial Revolution to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>

		<p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Industrial Revolution, Crimean War, Unification of Germany, German Confederacy, Otto von Bismarck, Unification of Italy, American Civil War, Conservatism, Liberalism, Charles Darwin, Natural selection, Socialism, Karl Marx, Capitalism, Trade/Labor Unions, Social Darwinism, Pogroms/Zionism, Women rights, Title IX, Balkans/Bosnian Crisis	

Outcome 11: Imperialism		Q4
Outcome Essential Question(s): <i>Is there such a thing as a superior culture?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.WHH.11.1 SS.G.1.9-12SS.G.3.9-12SS.G.6.9-12	Apply the five themes of geography to determine the impact of geography on a certain city, region, country, or civilization in history.	
SS.WHH.11.2 SS.H.1.9-12SS.H.2.9-12	Compare and contrast “old” imperialism and “new” imperialism as well as imperialism and colonization.	

<p>SS.WHH.11.3 <small>SS.H.5.9-12SS.H.12.9-12</small></p>	<p>Analyze the motives which led imperialists to conquer different regions to determine why imperialism increased in the late 19th and early 20th centuries.</p>	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
<p>SS.WHH.11.4 <small>SS.H.3.9-12</small></p>	<p>Compare and contrast the different types (annexation, colonization & protectorate) and levels (direct and indirect) of political control used by imperial powers.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WHH.11.5 <small>SS.H.7.9-12SS.H.8.9-12</small></p>	<p>Assess the motives for the type of rule used by imperial powers on conquered areas to determine the impact on those regions (Africa, Southeast Asia, Latin America, and India).</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.WHH.11.6 <small>SS.H.7.9-12SS.H.8.9-12</small></p>	<p>Identify and assess the responses of local populations to imperial rule.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.WHH.11.7 <small>SS.H.2.9-12SS.H.11.9-12</small></p>	<p>Show connections between modern forms of Imperialism on a national level and its overall impact.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
<p>SS.WHH.11.8 <small>SS.H.9.9-12</small></p>	<p>Analyze primary sources from the Age of Imperialism to establish historical empathy and evaluate how the sources fit within the context of the era.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate</p>

		<p>the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Imperialism, Colonialism, Imperial Motives, Indirect rule, Direct rule, Annex, Protectorate, Colonization, Imperialism: Southeast Asia, Thailand, Singapore, Philippines, Africa (Cecil Rhodes, Boer War, Berlin Conference, Henry Stanley, Suez Canal), India (Mohandas Gandhi, The Great Rebellion, Sepoys), Latin America (Miguel Hidalgo, Martin, Bolivar, Monroe Doctrine/Roosevelt Corollary, Panama Canal)	

Outcome 12: World War I		Q4
Outcome Essential Question(s): <i>Can Peace lead to war? Does conflict solve problems, Does war lead to national prosperity? Who is responsible for war?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.WHH.12.1 <small>SS.G.1.9-12SS.G.3.9-1 2SS.G.6.9-12</small>	Apply the five themes of geography to determine the impact of geography on a certain, city, region, country, or civilization in history.	
SS.WHH.12.2 <small>SS.H.10.9-12SS.H.11.9-12</small>	Examine the various events, ideas, and political alliances (Assassination of Arch Duke Francis Ferdinand, Militarism, and alliances, Imperialism, Nationalism) to determine their relationship in initiating WWI and their future global impacts.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WHH.12.3 <small>SS.H.10.9-12</small>	Compare and contrast the contributions of states involved in WWI to determine the implications on their economic social and political transformation.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WHH.12.4 <small>SS.H.4.9-12SS.H.8.9-12</small>	Identify the events (key battles and decisive victories, Russian Revolution), new technology and the role of women to determine their impact on the war and countries involved.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WHH.12.5 <small>SS.H.3.9-12SS.H.4.9-12</small>	Analyze the various ideologies (total war, propaganda, conscription) to determine their societal impact on countries involved in WWI.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WHH.12.6 <small>SS.H.8.9-12SS.H.10.9-12</small>	Evaluate events (Zimmerman telegram, German Admiralty Declaration, sinking of the Lusitania) to determine how they led to the U.S. involvement in WWI.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.WHH.12.7 <small>SS.H.2.9-12SS.H.11.9-12</small>	Evaluate the end of WWI to determine how it laid the groundwork for World War II.	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.
SS.WHH.12.8 <small>SS.H.9.9-12</small>	Analyze primary sources from World War I to establish historical empathy and evaluate how the sources fit within the context of the era.	<i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.

		<p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Causes of WWI, M.A.I.N causes for WWI, Militarism, Triple Alliance, Triple Entente, Central Powers, Allied Powers, Gavrilo Princip, Archduke Franz Ferdinand, Kaiser Wilhelm II, Schlieffen Plan, Western Front, Trench warfare, War of Attrition, Eastern Front, Total war Conscription, Propaganda, U.S. Entry into the War (Lusitania, Zimmerman Telegram, Unrestricted submarine warfare), Russian Revolution (Nicholas II, Bolsheviks, Vladimir Lenin), Woodrow Wilson’s 14 points, Georges Clemenceau, Lloyd George, Paris Peace Conference, Treaty of Versailles, Reparations, League of Nations</p>	

World Geography and Cultures

Outcome 1: Foundations of Culture and Geography		Q1
Outcome Essential Question(s): <i>What defines people?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
S.WGC.1.1 <i>SS.9-12.G.1</i> <i>SS.9-12.G.5</i>	Identify and utilize various geographic concepts and components (such as latitude and longitude, hemispheres, scale, absolute and relative location, and types of maps).	<p><i>Constructing Essential Questions SS.9-12.IS.1</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
SS.WGC.1.2 <i>SS.9-12.G.2</i>	Apply knowledge of geography concepts in order to distinguish the various types of maps and create various types of maps.	
SS.WGC.1.3 <i>SS.9-12.G.13</i> <i>SS.9-12.REL.5</i>	Describe and explain the characteristics that constitute a particular culture.	
SS.WGC.1.4 <i>SS.9-12.G.14</i>	Examine cultural traits of groups around the world.	
SS.WGC.1.5 <i>SS.9-12.G.10</i> <i>WW.9-12.G.15</i>	Explain how and why culture shapes worldview.	
SS.WGC.1.6 <i>SS.9-16.G.11</i>	Evaluate the positive and negative effects of converging cultures and globalization.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed</p>
--	--	---

		action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	Diffusion, Culture, physical and human characteristics, maps (thematic, physical and political) Cultural Traits (for example symbols, material vs. non-material traits, norms, values, language, subculture, mainstream culture, etc.) Race, Ethnicity, Nationality, Social Stratification, Socio-Economics	

Outcome 2: Environmental Issues		Q1
Outcome Essential Question(s): Why are some human actions not sustainable? How does human interaction with natural resources impact the environment? 1. How do political and economic systems impact people and their environment? 2. Why do people migrate and what are the impacts of migration?		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i> <i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i> <i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i> <i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in</i>
SS.WGC.2.1 SS.9-12.G.6 SS.9-12.G.7 SS.9-12.G.17	Evaluate how competition for scarce natural resources contributes to conflict and cooperation within and among countries.	
SS.WGC.2.2 SS.9-12.G.8 SS.9-12.G.12	Analyze how human societies plan for and respond to the consequences of human-made and naturally occurring catastrophes and how these events impact, trade, politics, and migration.	
SS.WGC.2.3 SS.9-12.G.10	Evaluate how population growth and distribution influence people across space.	
SS.WGC.2.4 SS.9-12.G.3	Distinguish between push and pull factors that lead to immigration.	

SS.9-12G.11		the sources, the types of sources available, and the potential uses of the sources.
SS.WGC.2.5 SS.9-12.G.16 SS.9-12.G.4	Differentiate between various political and economic systems across the globe and explain how decisions within each influence culture and the environment of various places.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WGC.2.6 SS.9-12.G.7 SS.9-12.G.9	Evaluate how the availability and use of resources impact trade, economies, people, and the environment.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition. <i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly. <i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities. <i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.

		<p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	climate change, sustainability, natural resources, scarcity Push and pull factors, political system, economic systems, government, economy, population, migration, movement, immigration, emigration	

Outcome 3: Latin America		Q2
Outcome Essential Question(s): <i>How have countries and people in this region been shaped by revolution? How have countries and people in this region been shaped by foreign intervention? What factors have contributed to the current day political and environmental climate of the region?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration,</p>
SS.WGC.3.1 <i>SS.9-12.G.1</i> <i>SS.9-12.G.2</i>	Using a map of modern Latin America identify major physical and political components using geospatial technology. Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	
SS.WGC.3.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	

<p>SS.WGC.3.3 <i>SS.9-12.G.7</i> <i>SS.9-12.G.9</i> <i>SS.9-12.REL.8</i></p>	<p>Examine how the essential cultural characteristics of the region have been influenced by people, political decisions, and the environment and how those factors still influence culture.</p>	<p>and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WGC.3.4 <i>SS.9-12.IS.1</i> <i>SS.9-12.REL.9</i></p>	<p>Investigate contemporary issues centered in and around Latin America.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p>

		<p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Region (Mexico, Caribbean, Central America South America), imperialism, Atlantic Slave Trade, Native American, religion, culture, population density, colonization	

Outcome 4: Sub-Saharan Africa		Q2
Outcome Essential Question(s): <i>How does the legacy of imperialism impact various states?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.WGC.4.1 <i>SS.9-12.G.1</i>	Using a map of modern Sub-Saharan Africa identify major physical and political components using geospatial technology.	

	Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WGC.4.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WGC.4.3 <i>SS.9-12.G.14</i> <i>SS.9-12.REL.8</i>	Examine how the essential cultural characteristics of the region have been influenced by people, political decisions, and the environment and how those factors still influence culture.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WGC.4.4 <i>SS.9-12.IS.1</i>	Investigate contemporary issues centered in and around Sub-Saharan Africa.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.WGC.4.5 <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Determine the causes and effects of genocide in the region (Rwanda, Sudan).	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.

		<p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Imperialism, genocide, civil war, conflict, ethnic groups (Hutus and Tutsis), Apartheid, oppression, colonialism	

Outcome 5: Eastern Europe	Q3
Outcome Essential Question(s): <i>Why do boundaries cause problems? How does conflict impact a region? Can competing world powers coexist?</i>	
<i>Students will...</i>	<i>Inquiry Skills</i>

Component Code	Component and Standard	
SS.WGC.5.1 <i>SS.9-12.G.1</i>	Using a map of modern Eastern Europe identify major physical and political components using geospatial technology. Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.WGC.5.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.WGC.5.3 <i>SS.9-12.G.13</i> <i>SS.9-12.G.14</i> <i>SS.9-12.REL.8</i>	Examine how the essential cultural characteristics of the region have been influenced by people, political decisions, and the environment and how those factors still influence culture.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
SS.WGC.5.4 <i>SS.9-12.IS.1</i>	Investigate contemporary issues centered in and around Eastern Europe.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.WGC.5.5 <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Determine the causes and effects of genocide in the region (Armenia, Bosnia, Cambodia, and Ukraine).	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>Cold War, WWI, Ethnic Cleansing, genocide, political boundaries, ethnic groups, Communism, Soviet Union, balkanization</p>	

Outcome 6: Middle East		Q3
Outcome Essential Question(s): <i>To what extent does religion impact the political and social organization of a region?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WGC.6.1 <i>SS.9-12.G.1</i>	Using a map of the modern Middle East identify major physical and political components using geospatial technology. Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens. <i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WGC.6.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WGC.6.3 <i>SS.9-12.G.13</i> <i>SS.9-12.G.14</i> <i>SS.9-12.REL.8</i>	Examine how the essential cultural characteristics of the region have been influenced by people, political decisions, and the environment and how those factors still influence culture.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WGC.6.4 <i>SS.9-12.IS.1</i> <i>SS.9-12.REL.2</i> <i>SS.9-12.REL.3</i>	Investigate contemporary issues centered in and around the Middle East.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed</p>
--	--	---

		action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	Political boundaries, natural resources (oil), religion (Islam--Sunni and Shia), sanctions, Hostage Crisis, Holy Land, Israeli-Palestinian Conflict, Cold War, Theocracy	

Outcome 7: South Asia		Q3-Q4
Outcome Essential Question(s): <i>To what extent does religion impact the political and social organization of a region? How does the history of a nation help to shape its modern culture? To what extent do ethnicities and social status impact one's place in society?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.WGC.7.1 <i>SS.9-12.G.1</i>	Using a map of modern South Asia identify major physical and political components using geospatial technology. Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens. <i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.WGC.7.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.WGC.7.3 <i>SS.9-12.H.13</i> <i>SS.9-12.REL.8</i>	Examine how the essential cultural characteristics of the region have been influenced by people, political decisions, and the environment and how those factors still influence culture.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.WGC.7.4 <i>SS.9-12.IS.1</i>	Investigate contemporary issues centered in and around South Asia.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the

		<p>perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p>
--	--	---

		<p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Hinduism (reincarnation, karma, dharma), Buddhism (4 Noble Truths, 8-Fold Path), Gandhi, Pakistan, Bangladesh, caste system, Siddhartha Gautama	

Outcome 8: East Asia		Q4
Outcome Essential Question(s): <i>How does conflict impact a region? How do ancient traditions impact the culture of a region? How do a country's natural resources impact domestic and foreign relations?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting</p>
SS.WGC.8.1 <i>SS.9-12.G.1</i>	Using a map of modern East Asia identify major physical and political components using geospatial technology. Use the maps to explain spatial patterns of physical, cultural, political, economic, and environmental characteristics.	
SS.WGC.8.2 <i>SS.9-12.H.1</i> <i>SS.9-12.REL.7</i>	Assess how countries within the region have been shaped by past events and figures.	
SS.WGC.8.3 <i>SS.9-12.G.13</i> <i>SS.9-12.G.14</i>	Examine how the essential cultural characteristics of the region have been influenced by people, political decisions,	

<p>SS.9-12. REL.8</p>	<p>and the environment and how those factors still influence culture.</p>	<p>questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.WGC.8.4 SS.9-12.IS.1</p>	<p>Investigate contemporary issues centered in and around East Asia.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>

		<p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	ethnic groups, Korean War, One Child Policy, Confucianism, Daoism, DMZ, Hiroshima and Nagasaki, WWII	

Outcome 9: Human Rights		Q4
Outcome Essential Question(s): <i>How do people suffer when their human rights are denied; and how might these abuses be improved? What is oppression and what are the root causes?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration,</p>
SS.WGC.9.1 <i>SS.9-12.H.14</i>	Analyze the geographic and cultural forces that have resulted in conflict and cooperation.	
SS.WGC.9.2 <i>SS.9-12.H.7</i> <i>SS.9-12.REL.7</i>	Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice.	

<p>SS.WGC.9.3 SS.9-12. G.7</p>	<p>Evaluate how political and economic decisions have influenced the cultural and environmental characteristics of various places and regions.</p>	<p>and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
<p>SS.WGC.9.4 SS.9-12. H.12</p>	<p>Analyze the causes and effects of global conflicts and economic crises.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p>

		<p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Humanitarian concerns, United Nations, Genocide, oppression, resolution, inequality, minority groups, UN Declaration of Human Rights	

US History

Outcome 1: The Civil War		Q1
Essential Question: <i>How do ideals lead to conflict?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.USH.1.1 <i>SS.9-12.H.13.</i>	Identify and evaluate the underlying causes of the Civil War to understand how they accelerated the start of the war,	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

	specifically how the institution of slavery divided the nation.	
SS.US.H.1.2 <i>SS.9-12.H.4.</i>	Compare, contrast, and evaluate the geographic and economic resources of the North and the South.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.US.H.1.3 <i>SS.9-12.H.1</i> <i>SS.9-12.H.3</i>	Analyze the Civil War to determine how emerging military strategies and technological advances impacted the outcome.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.US.H.1.4 <i>SS.9-12.H.5</i>	Compare, contrast, and evaluate the effectiveness of various government plans for Civil War Reconstruction.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.US.H.1.5 <i>SS.9-12.H.7</i>	Evaluate the effectiveness of Reconstruction legislation enforcing the rights of citizens and equalizing opportunities and analyze how the failures of Reconstruction led to the development of Jim Crow America.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p>

		<p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Manifest Destiny, popular sovereignty, Missouri Compromise, Kansas-Nebraska Act, Bleeding Kansas, Election of 1860, Secession, Underground Railroad, Dred Scott, John Brown, Fort Sumter, Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, total war, martial law, Anaconda Plan, Antietam, Gettysburg, Vicksburg, Scorched Earth/March to the Sea, Emancipation Proclamation</p>	

<p>Outcome 2: Western Expansion and Imperialism</p>	<p>Q1</p>
<p>Essential Question: <i>What and who determines progress/development?</i></p>	
<p><i>Students will...</i></p>	<p><i>Inquiry Skills</i></p>

SS.USH.2.1 <i>SS.9-12.H.6</i> <i>SS.9-12.H.1</i>	Hypothesize American motivations for moving westward and determine political decisions that provided incentives for these motivations.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.USH.2.2 <i>SS.9-12.H.6</i> <i>SS.9-12.H.1</i>	Classify changes and challenges associated with the westward movement in the US.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.USH.3.3 <i>SS.9-12.H.8</i>	Evaluate how political decisions and emerging American philosophies impacted Native Americans.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.USH.3.4 <i>SS.9-12.H.6</i> <i>SS.9-12.H.13</i>	Compare, contrast, and evaluate reasons/motivations for American expansion domestically and abroad, including the consequences of those actions.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.USH.3.5 <i>SS.9-12.H.5</i>	Evaluate ways in which the media influenced American public opinion and political decisions.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.USH.3.6 <i>SS.9-12.H.14</i>	Identify and evaluate specific events, such as the building of the transcontinental railroad (Asian/Asian-American contributions), that involve military force that led to the expansion of US territory and trade zone and evaluate current issues regarding citizenship rights.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
Common Terminology	Manifest Destiny, Homestead Act, Dawes Act, the Great Plains, Tragedy at Wounded Knee, Yellow Journalism, Spanish-American War, protectorate, Platt Amendment, Panama Canal, Open Door Policy, Treaty of Paris, Imperialism, Transcontinental Railroad, Chinese Labor	

Outcome 3: Industrialization/Urbanization and the Progressive Era		Q2
Essential Question: <i>Does development mean progress?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.US.H.3.1 <i>SS.9-12.H.1</i>	Evaluate the impact of the discovery of natural resources and the advent of new technology and inventions on the rapid industrialization of the US.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens. <i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.US.H.3.2 <i>SS.9-12.H.1</i>	Identify various emerging economic policies and philosophies of the time period and demonstrate how they led to the advent of Big Business in the US.	

<p>SS.USH.3.3 <i>SS.9-12.H.13</i> <i>SS.9-12.H.4</i></p>	<p>Differentiate between the social, political, and economic conditions in the US and the world that influenced the influx of immigration to the US.</p>	
<p>SS.USH.3.4 <i>SS.9-12.H.6</i></p>	<p>Evaluate the extent to which immigrants in the US during this time period were able to achieve the American dream, and how the pursuit of this changed domestic issues within the US. Specific focus on topics such as the Chinese Exclusion Act and the treatment of immigrants in urban cities.</p>	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
<p>SS.USH.3.5 <i>SS.9-12.H.3</i></p>	<p>Evaluate the impact of economic policies regarding industry on urban workers, rural workers, organized labor, and contributions of women in the workforce.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>SS.USH.3.6 <i>SS.9-12.H.3</i></p>	<p>Evaluate events and cultural values that led to the development of the Progressive Reform Movement.</p>	<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
<p>SS.USH.3.7 <i>SS.9-12.H.3</i></p>	<p>Analyze the effectiveness of the progressive reformers by evaluating the lasting impact of their reforms.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
<p>SS.USH.3.8 <i>SS.9-12.H.2</i></p>	<p>Evaluate the effectiveness of how the term “Gilded Age” describes the social, political, and economic conditions of the time period.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p>

		<p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	industrialization, urbanization, laissez-faire, vertical integration, horizontal integration, monopoly, trust, pool, holding company, labor union, American Federation of Labor, closed shop, Populists, greenbacks, bimetallism, push factor, pull factor, inflation, Social Gospel, Gospel of Wealth, nativism, Pure Food and Drug Act, political machine, Pendleton Civil Service Act, Gilded/Gilded Age, Chinese Exclusion Act	

Outcome 4: World War I	Q2
Essential Question: <i>Is global conflict inevitable?</i>	
<i>Students will...</i>	<i>Inquiry Skills</i>

SS.US.H.4.1 <i>SS.9-12.H.12</i>	Identify the various alliances and evaluate how they set the stage for WW1.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.US.H.4.2 <i>SS.9-12.H.12</i>	Distinguish between underlying causes and singular events that led to the outbreak of war among European countries.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.US.H.4.3 <i>SS.9-12.H.3</i>	Evaluate ways in which the media influenced America’s entrance into the war and public opinion regarding WW1.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.US.H.4.4 <i>SS.9-12.H.12</i>	Analyze WWI to determine how emerging military strategies and technological advances impacted the duration and outcome.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.US.H.4.5 <i>SS.9-12.H.14</i>	Analyze post-war agreements to make predictions about their impact on future conflicts and modern foreign policy.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.US.H.4.6 <i>SS.9-12.H.8</i>	Evaluate the extent to which World War I changed the United States domestically, including the contributions made by various minority groups and women during the time period, as well as how American civil liberties were impacted by the war.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating

		<p>what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Common Terminology	main causes of WWI (Militarism, Alliance System, Imperialism, Nationalism), Archduke Franz Ferdinand, Triple Entente, Triple Alliance, Allied Powers, Central Powers, trench warfare, stalemate, propaganda, Treaty of Versailles, Wilson’s Fourteen Points, League of Nations, Veterans Day (origins of)
---------------------------	---

Outcome 5: The Roaring Twenties, Great Depression, and the New Deal	Q2
--	-----------

Essential Question: *Does the economy influence behavior or does behavior influence the economy?*

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.US.H.5.1 <i>SS.9-12.H.1</i>	Identify and evaluate changes in post-WWI culture in the US.	<p><i>Constructing Essential Questions SS.9-12.IS.1</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.US.H.5.2 <i>SS.9-12.H.12</i>	Evaluate how cultural changes in the 1920s played a role in starting the Great Depression.	
SS.US.H.5.3 <i>SS.9-12.H.2</i>	Compare and contrast the Great Depression and modern economic situations.	
SS.US.H.5.4 <i>SS.9-12.H.8</i>	Evaluate ways in which the Great Depression changed daily life for many Americans, including how various groups of American citizens faced discrimination and mistreatment (with a specific focus on the Tulsa Race Massacre and Mexican Repatriation).	
SS.US.H.5.5 <i>SS.9-12.H.5</i>	Identify opposing political viewpoints on how to end the Great Depression.	
SS.US.H.5.6 <i>SS.9-12.H.12</i>	Analyze the New Deal to determine the lasting impact of the role of government in American society.	
SS.US.H.5.7 <i>SS.9-12.H.2</i>	Compare and contrast the New Deal to current economic and political challenges in terms of government role and response.	
SS.US.H.5.8 <i>SS.9-12.H.11</i>	Analyze various Primary Source Documents to identify the main idea, supporting details, and historical context.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Common Terminology	buying on margin, flapper, speakeasy, Harlem Renaissance, Bonus Army, New Deal, Rugged Individualism, Hundred Days, FDIC, WPA, Social Security, CCC, SEC, PWA, AAA, bank holiday, Hooverville, Dust Bowl
---------------------------	--

Outcome 6: World War II	Q3
--------------------------------	-----------

Essential Question: <i>Can war create peace?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.US.H.6.1 <i>SS.9-12.H.1</i>	Evaluate the global economic, social, and political situations that led to the rise of dictators.	<p><i>Constructing Essential Questions SS.9-12.IS.1</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4</i>: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7</i>: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.US.H.6.2 <i>SS.9-12.H.1</i>	Analyze the events that led to the outbreak of war among European countries.	
SS.US.H.6.3 <i>SS.9-12.H.2</i>	Identify various public opinions and political viewpoints regarding American involvement in WWII before Pearl Harbor.	
SS.US.H.6.4 <i>SS.9-12.H.1</i>	Identify events that led to American involvement in WWII.	
SS.US.H.6.5 <i>SS.9-12.H.1</i>	Compare and contrast the European and Pacific theaters of WWII.	
SS.US.H.6.6 <i>SS.9-12.H.2</i>	Evaluate how American involvement in WWII impacted the lives of various groups of people in the United States (women, African-Americans, Japanese-Americans, etc.).	
SS.US.H.6.7 <i>SS.9-12.H.7</i>	Evaluate the human atrocities, such as the Holocaust and the internment of Japanese-Americans, that occurred during WWII.	
SS.US.H.6.8 <i>SS.9-12.H.1</i>	Evaluate how new military technology impacted the course of the war.	
SS.US.H.6.9 <i>SS.9-12.H.2</i>	Analyze post-war agreements to make predictions about their impact on future conflicts and modern foreign policy.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies.</p>
Common Terminology	Hitler, Stalin, Mussolini, Franco, FDR, Eisenhower, Churchill, US Neutrality Acts, Lend-Lease Act, America First Committee, Atlantic Charter, Non-Aggression Pact, Munich Conference, Nuremberg Laws, Holocaust, Nuremberg Trials, Japanese Internment, atomic bomb, Axis Powers, Allied Powers, Dunkirk, Maginot Line, Battle of Britain, Battle of the Atlantic, Stalingrad, D-Day, Battle of the Bulge, Pearl Harbor, Coral Sea, Midway, Iwo Jima, Hiroshima, Nagasaki	

Outcome 7: The Cold War		Q3
Essential Question: <i>What is war?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.US.H.7.1 <i>SS.9-12.H.2</i>	Evaluate how post-WWII agreements set the stage for Cold War tensions.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.

SS.US.H.7.2 <i>SS.9-12.H.1</i>	Evaluate various American Cold War strategies.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.US.H.7.3 <i>SS.9-12.H.2</i>	Evaluate how the response to the Cold War from different groups (the government, and society as a whole) led to a limitation of American freedoms.	<i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i>
SS.US.H.7.4 <i>SS.9-12.H.2</i>	Analyze the social and economic factors that led to the prosperity and cultural evolution of the 1950s.	<i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i>
SS.US.H.7.5 <i>SS.9-12.H.2</i>	Evaluate how the Korean War was a result of Cold War tensions and philosophies.	<i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.8 Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</i> <i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i> <i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i>

		<p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies.</p>
Common Terminology	Yalta Conference, Potsdam Conference, Truman Doctrine, Marshall Plan, containment, NATO, Warsaw Pact, Korean War, Red Scare, duck and cover, comb shelter, Rosenbergs, Hollywood 10, McCarthyism, Sputnik, NASA, Space Race, U2 Incident, Baby Boom, Franchise, Suburbia, Consumer Culture, White Collar Job, Rock 'n' Roll	

Outcome 8: The Kennedy and Johnson Presidencies		Q3
Essential Question: <i>What determines a legacy?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.US.H.8.1 <i>SS.9-12.H.1</i>	Evaluate the impact of JFK's New Frontier agenda.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.US.H.8.2 <i>SS.9-12.H.1</i>	Analyze JFK's foreign policy decisions to determine their effectiveness in dealing with Cold War tensions.	
SS.US.H.8.3 <i>SS.9-12.H.2</i>	Draw connections between JFK's New Frontier agenda and Lyndon B. Johnson's Great Society agenda.	
SS.US.H.8.4 <i>SS.9-12.H.11</i>	Analyze various Primary Source Documents to identify the main idea, supporting details, and historical context.	

		<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

		<i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies.
Common Terminology	Election of 1960, Bay of Pigs, Cuban Missile Crisis, Warren Commission, Warren Court, Berlin Wall, New Frontier, Great Society, Equal Pay Act, Special Olympics, Peace Corps, Headstart, Medicare, Medicaid, War on Poverty	

Outcome 9: The Vietnam War and 1960s Social Movements		Q4
Essential Question: <i>At what point should one country become involved in another country's business?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.USH.9.1 <i>SS.9-12.H.1</i>	Evaluate how the Vietnam War was a result of Cold War tensions and philosophies.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.USH.9.2 <i>SS.9-12.H.1</i>	Evaluate how the progression of US involvement in Vietnam reflects American Cold War strategy.	
SS.USH.9.3 <i>SS.9-12.H.2</i>	Identify various public opinions and political viewpoints regarding American involvement in Vietnam.	
SS.USH.9.4 <i>SS.9-12.H.1</i>	Identify various events and military strategies that led to the stalemate in Vietnam.	
SS.USH.9.5 <i>SS.9-12.H.2</i>	Analyze legacies of the Vietnam War to make a connection to modern domestic and foreign policy decisions.	
SS.USH.9.6 <i>SS.9-12.H.11</i>	Analyze various Primary Source Documents to identify the main idea, supporting details, and historical context.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Common Terminology	Ho Chi Minh, Ngo Dinh Diem, Vietminh, Vietcong, JFK, Lyndon Johnson, Richard Nixon, Dien Bien Phu, Gulf of Tonkin Resolution, Ho Chi Minh Trail, Operation Rolling Thunder, Agent Orange, Napalm, Tet Offensive, My Lai Massacre, hamlet, teach-in, Pentagon Papers, Geneva Accords, Domino Theory, Christmas Bombings, Students for a Democratic Society, National Organization of Women, Equal Pay Act, Equal Rights Amendment, Roe v. Wade, Title IX, League of United Latin American Citizens, draft, hawks, doves, guerrilla warfare, War Powers Act, Missing in Action, Linkage
---------------------------	---

Outcome 10: Social Movements		Q4
Essential Question: Are all people treated equally?		
Students will...		Inquiry Skills
SS.USH.10.1 <i>SS.9-12.H.8</i> <i>SS.9-12.H.10</i>	Evaluate various social movements of the era and key events and figures that defined them, including all of the following: <ul style="list-style-type: none"> ● Conscientious objectors to the Vietnam War ● The development of the LGBTQ+ movement ● The Chicano Movement ● The Development of a Counterculture movement <ul style="list-style-type: none"> ○ Including the rights of the LGBTQ community. 	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p>
SS.USH.10.2 <i>SS.9-12.H.8</i>	Evaluate how the actions of individuals impacted the growth and effectiveness of the Civil Rights Movement and how these individuals were viewed in the context of the time period.	
SS.USH.10.2 <i>SS.9-12.H.3</i>	Evaluate the effectiveness of Civil Rights legislation in enforcing the rights of citizens and equalizing opportunities.	
SS.USH.10.3 <i>SS.9-12.H.8</i>	Analyze various Primary Source Documents to identify the main idea, supporting details, and historical context.	
SS.USH.10.4 <i>SS.9-12.H.2</i>	Make connections regarding governmental and societal tensions then and now.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Outcome 11: The Seventies and Eighties		Q4
Essential Question: <i>How and why does social change happen?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
S.USH.11.1 <i>SS.9-12.H.1</i>	Evaluate President Nixon’s Administration and the controversies that ended his presidency.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one’s immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.USH.11.2 <i>SS.9-12.H.7</i>	Evaluate the actions taken by President Ford and President Carter with an emphasis on dealings with the Middle East.	
SS.USH.11.3 <i>SS.9-12.H.2</i>	Analyze the origins of the Environmentalist movement in the United States.	
SS.USH.11.4 <i>SS.9-12.H.2</i>	Evaluate the Presidency of Ronald Reagan the “new” Conservative movement in the United States.	
SS.USH.11.5 <i>SS.9-12.H.1</i>	Diagnose the reasons for the end of the Cold War and the impact on the United States and Russia.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	President Ford, President Carter, President Reagan, President Nixon, Love Canal, Cuyahoga River, Environmental Protection Agency, Supply-Side (Trickle Down) Economics, glasnost, Watergate, impeach, Iran-Contra Scandal	

Outcome 12: The Nineties to the Present	Q4
--	-----------

Essential Question: *What is more powerful, the pace of change or the ability to respond to change?*

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.USH.12.1 <i>SS.9-12.H.4</i>	Evaluate the various advances in technology during the late 20th Century continued into the 21st century.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.USH.12.2 <i>SS.9-12.H.1</i>	Examine Bill Clinton's presidency to evaluate his foreign policy and impeachment.	
SS.USH.12.3 <i>SS.9-12.H.6</i>	Evaluate immigration trends and issues related to immigration in the late 20th Century and the early 21st century to immigration throughout American history.	
S.USH.12.4 <i>SS.9-12.H.4</i>	Analyze world trade and technology to determine its impact on globalization.	
SS.USH.12.5 <i>SS.9-12.H.1</i>	Dissect the events and outcome of the Election of 2000.	
SS.USH.12.6 <i>SS.9-12.H.1</i>	Evaluate major disasters in American history such as Hurricane Katrina and the September 11th attacks.	
SS.USH.12.7 <i>SS.9-12.H.5</i>	Verify the reasons, location, and outcome of the American War on Terror.	
SS.USH.12.8 <i>SS.9-12.H.1</i>	Distinguish and evaluate the presidencies of the early 21st Century.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Impeach, perjury, President Clinton, internet, NAFTA, 2000 presidential election, Hurricane Katrina, FEMA, 9/11/01, terrorism, Al Qaeda, War on Terror, Osama bin Laden, Affordable Care Act, President George W. Bush, President Obama,</p>	

American Government

Outcome 1: The Constitution: History of our Government		Q1
Outcome Essential Question(s): <i>What is the purpose of government?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.GOV.1.1 <i>SS.9-12.CV.4.</i>	Outline revolutions that resulted in democracies with an emphasis on the United States	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i></p>
SS.GOV.1.2 <i>SS.9-12.CV.4.</i>	Use primary sources to evaluate the political beginnings and independence of the United States.	
SS.GOV.1.3 <i>SS.9-12.CV.7.</i>	Dissect democracy for its basic concepts.	
SS.GOV.1.4 <i>SS.9-12.CV.4.</i>	Judge the instability created by the Articles of Confederation and the solutions to that instability in the Constitution.	
SS.GOV.1.5 <i>SS.9-12.CV.3.</i> <i>SS.9-12.CV.4.</i>	Evaluate the creation of the Constitution, its basic principles, and how the document can be changed in a variety of ways.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Articles of Confederation, Magna Carta, English Bill of Rights, Bill of Rights, Virginia Plan, New Jersey Plan, Connecticut Compromise, Declaration of Independence, Three-Fifths Compromise, Marbury v. Madison, Preamble, Organization, Unicameral, Bicameral, Due Process, Limited Government, Representative Government, six Principles of the Constitution, Repeal, Amendment, Judicial Review, Electoral College, Popular Sovereignty, Ratification, Veto, Rule of Law, Federalists, Anti-federalists, Framers, Stamp Act, Shay’s Rebellion</p>	

Outcome 2:Federalism		Q1
Outcome Essential Question(s): <i>What is the appropriate balance of power between the different levels of government?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.GOV.2.1 <i>SS.9-12.CV.1.</i> <i>SS.9-12.CV.4</i>	Identify the concept of federalism and determine its role in the American government by comparing and contrasting federal and state powers.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.GOV.2.2 <i>SS.9-12.CV.7.</i>	Assess the purpose of the United States Government at the local, national, and international levels.	
SS.GOV.2.3 <i>SS.9-12.CV.7.</i>	Analyze the cooperative relationship between federal and state governments.	
SS.GOV.2.4 <i>SS.9-12.CV.7.</i>	Outline the concepts of Federalism regarding states' interactions and relationships.	
SS.GOV.2.5 <i>SS.9-12.CV.7</i>	Analyze and explain the relationships between governments and their economies.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Federalism, Delegated Powers, Implied Powers, Inherent Powers, Reserved Powers, Concurrent Powers, Supremacy Clause, full faith & credit clause, extradition, Privileges & Immunities, Free Market, Mixed Economy, funded and unfunded mandates	

Outcome 3: Political Parties and the Electoral Process	Q1
---	-----------

Outcome Essential Question(s): *Are political parties necessary institutions in a democracy? To what extent do elections reflect the will of the people?*

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.GOV.3.1 <i>SS.9-12.CV.6</i>	Compare and contrast the two major political parties in the United States.	<p><i>Constructing Essential Questions SS.9-12.IS.1</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.GOV.3.2 <i>SS.9-12.CV.6</i>	Evaluate the role of political parties, including the impact of third parties.	
SS.GOV.3.3 <i>SS.9-12.CV.2</i>	Evaluate the requirements and rights of voters in the United States, including how those rights have changed throughout American history.	
SS.GOV.3.4 <i>SS.9-12.CV.5</i>	Evaluate the factors that impact voter turnout and participation in various elections.	
SS.GOV.3.5 <i>SS.9-12.CV.7</i>	Distinguish the qualifications in order to be nominated for office and evaluate how elections work in the United States.	
SS.GOV.3.6 <i>SS.9-12.CV.7</i>	Differentiate between the various types of elections and critique the Electoral College process.	
SS.GOV.3.7 <i>SS.9-12.CV.6</i> <i>SS.9-12.CV.5</i>	Design political parties that fit a change students feel is necessary in the United States.	

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
--	--	--

Common Terminology	Political Party, Political Spectrum, single-member district, Plurality, bipartisan, consensus, coalition, incumbent, faction, electorate, single-issue parties, splinter parties, polling, open primary, closed primary, caucus, primary, ballot, voter fatigue, balance the ticket, electoral vote, electoral college, presidential primary, winner-take-all, caucus, a battleground state, district plan, proportional plan, direct popular election,
---------------------------	---

Outcome 4: Government of Illinois	Q2
Outcome Essential Question(s): <i>What does it mean to be a citizen of Illinois?</i>	

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.GOV.4.1 <i>SS.9-12.CV.3</i>	Outline the Illinois Constitution and its basic principles.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.GOV.4.2 <i>SS.9-12.CV.1</i>	Differentiate the various political positions and individuals that currently fill those roles in Illinois.	
SS.GOV.4.3 <i>SS.9-12CV.3</i>	Analyze Illinois for its unique aspects.	
SS.GOV.4.4	Identify an issue or concern within your local community, analyze the issue or concern, and write a letter to the appropriate elected official (i.e. school board member, state representative, Congressperson) with potential solutions.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Legislative Branch, Executive Branch, Judicial Branch, Illinois Patriotism (state flower, state tree, etc.)	

Outcome 5: Executive Branch, Legislative, and Judicial Branch	Q2
Outcome Essential Question(s): <i>How can abuse of power be avoided? Who has the power and why? What is the balance between individual rights and the common good?</i>	

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.GOV.5.1 <i>SS.9-12.CV.1</i>	Evaluate the role of the President and identify the role that other members of the Executive Branch play in government	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.GOV.5.2 <i>SS.9-12.CV.1</i> <i>SS.9-12.CV.4</i>	Evaluate formal and informal requirements needed to become President.	
SS.GOV.5.3 <i>SS.9-12.CV.1</i> <i>SS.9-12.CV.4</i>	Outline the formal and informal powers of the President and analyze how Presidential power has changed over time.	
SS.GOV.5.4 <i>SS.9-12.CV.1</i> <i>SS.CV.4.9-12</i>	Evaluate the finances of the American government and the role of the Executive and Legislative Branch in revenue, spending, debt, and fiscal policy.	
SS.GOV.5.6 <i>SS.9-12.CV.1</i>	Determine the role of the Senate, and formal and informal membership qualifications.	
SS.GOV.5.7 <i>SS.9-12.CV.1</i>	Determine the role of the House of Representatives and formal and informal membership qualifications.	
SS.GOV.5.8 <i>SS.9-12.CV.4</i>	Compare and contrast the Senate with the House of Representatives in responsibilities, size, and term length.	
SS.GOV.5.9 <i>SS.9-12.CV.4</i>	Compare and contrast the powers of the Senate and the House of Representatives.	
SS.GOV.5.10 <i>SS.9-12.CV.8</i>	Assess the organization of leadership in Congress and Congressional procedures.	
SS.GOV.5.11 <i>SS.9-12.CV.9</i> <i>SS.9-12.CV.10</i>	Describe how a bill becomes a law in Congress and evaluate the benefits/limitations of the current lawmaking process.	

SS.GOV.5.12 <i>SS.9-12.CV.1</i>	Describe the structure and function of the dual state court system in the United States.	<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
SS.GOV.5.13 <i>SS.9-12.CV.8</i>	Analyze the Bill of Rights to determine personal guarantees that each American possesses with a focus on civil liberties and the rights of minority groups (marriage equality of the LGBTQ community)	
SS.GOV.5.14 <i>SS.9-12.CV.7</i>	Analyze current events that show the Bill of Rights in action.	
SS.GOV.5.15 <i>SS.9-12.CV.1</i>	Evaluate how various groups, such as leaders of the Civil Rights Movement, have utilized constitutional guarantees (due process and equal protection) to advance the political rights of historically marginalized citizens.	
Common Terminology	Roles of the President, national popular vote plan, executive action, executive order, reprieve, pardon, amnesty, executive departments, executive agencies, government corporations, congressional leadership, congressional committees, joint resolution, rider, quorum, filibuster, cloture, veto, pocket veto, original jurisdiction, appellate jurisdiction, writ of certiorari, majority opinion, concurring opinion, dissenting opinion, Bill of Rights, Civil Rights, Civil Liberties, libel, slander, Establishment Clause, Free Exercise Clause, due process, Miranda Rule	

Outcome 6: The United States Constitution	Q2
Essential Question: How does the United States Constitution impact the lives of citizens?	

<i>Students will...</i>		
SS.GOV.6.1 <i>SS.9-12.CV.4</i>	Identify key details and components of the US Constitution and the US political system.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.GOV.6.2 <i>SS.9-12.CV.5</i>	Identify and describe the United States Flag Code and evaluate the extent to which it is upheld in society.	

		<p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

Psychology

Outcome 1: Theories, Experiments, and Personality		Q1
Essential Question: <i>What is Psychology?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.PSY.1.1 <i>SS.9-12.Psy.1SS.9-12.Psy.2.SS.9-12.Psy.7</i>	Predict and verify outcomes to defend a hypothesis and distinguish between positive and negative correlations and the validity and reliability of testing.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.PSY.1.2 <i>SS.9-12.Psy.5SS.9-12.Psy.7</i>	Analyze theories of personality and the components of the Big 5.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.PSY.1.3 <i>SS.9-12.Psy.2.SS.9-12.Psy.6.SS.9-12.Psy.7SS.9-12.Psy.8</i>	Evaluate the main aspect of classical and operant conditioning.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.PSY.1.4 <i>SS.9-12.Psy.3SS.9-12.Psy.7SS.9-12.Psy.8</i>	Analyze the main theories of psychology by comparing and contrasting the application of each theory in specific situations.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>People: Ivan Pavlov, Albert Bandura, B.F. Skinner, Sigmund Freud, hypothesis, norm, case study, positive correlation, independent variable, negative correlation, dependent variable, observational study, <i>external</i> locus of control, psychosexual stages, classical and operant conditioning, Humanism, Psychodynamic, Behaviorism/learning, Psychology, sociocultural, Classical Conditioning, placebos.</p>	

Outcome 2: The Brain and Biology		Q1
Essential Question: <i>How does the brain and nervous system influence human behavior?</i>		
Students will...		Inquiry Skills
SS.PSY.2.1 <i>SS.9-12.Psy.4SS.9-12.Psy.7</i>	Distinguish between the different biological systems that impact the brain.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.PSY.2.2 <i>SS.9-12.Psy.4SS.9-12.Psy.7</i>	Diagram the different parts of the brain and outline their functions.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.PSY.2.3 <i>SS.9-12.Psy.5SS.9-12.Psy.6SS.9-12.Psy.7</i>	Examine dream theories in order to construct a dream analysis.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.PSY.2.4 <i>SS.9-12.Psy.4SS.9-12.Psy.6SS.9-12.Psy.7.9-12</i>	Distinguish between the different stages of sleep.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.PSY.2.5 <i>SS.9-12.Psy.5SS.9-12.Psy.7</i>	Evaluate the different types of thinking and reasoning through application activities.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.PSY.2.6 <i>SS.9-12.Psy.5SS.9-12.Psy.7</i>	Compare and contrast the different types of intelligences humans possess.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>hippocampus, corpus callosum, pons, cerebellum, medulla, hypothalamus, myelin, axon terminals, neurotransmitter, synapse, dendrite, axon, occipital lobe, temporal lobe, parietal lobe, frontal lobe, "fight or flight", pre-reflective judgment, cognitive dissonance, activation-synthesis, dialectical reasoning</p>	

Outcome 3: Social Psychology		Q2
Essential Question: <i>Why are we so easily influenced by others?</i>		
Students will...		Inquiry Skills
SS.PSY.3.1 SS.9-12.Psy.2SS.9-12.Psy.4SS.9-12.Psy.7SS.9-12.Psy.8	Evaluate the different ways in which people learn from one another in relation to groups and observation.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.PSY.3.2 SS.9-12.Psy.4SS.9-12.Psy.5SS.9-12.Psy.7	Analyze group think by comparing and contrasting individuality and de-individualization.	
SS.PSY.3.3 SS.9-12.Psy.4SS.9-12.Psy.5SS.9-12.Psy.7	Predict human behavior in specific group situations.	
SS.PSY.3.4 SS.9-12.Psy.4SS.9-12.Psy.6SS.9-12.Psy.7	Evaluate the factors of obedience and outline them in relation to obedience and conformity.	
SS.PSY.3.5 SS.9-12.Psy.4SS.9-12.Psy.6SS.9-12.Psy.7	Analyze cultural differences in obedience by comparing values, morals, and ethics.	
SS.PSY.3.6 SS.9-12.Psy.5SS.9-12.Psy.6SS.9-12.Psy.7	Produce a list of components that encompass coercive persuasion.	
SS.PSY.3.7 SS.9-12.Psy.5SS.9-12.Psy.6SS.9-12.Psy.7	Apply examples from cults and cult leaders to specific factors of coercive persuasion.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>People: Charles Manson, John Wayne Gacy, Jeffrey Dahmer, Phil Zimbardo, Stanley Milgram coercive persuasion, non-conformity, ethnocentrism, emotional association, coercive persuasion, deindividuation, anti-social personality disorder, fundamental attribution error, self-serving bias, Milgram’s shock study, Zimbardo Prison Study</p>	

Outcome 4: Abnormal Psychology		Q2
Essential Question: <i>How do we diagnose and treat mental disorders?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.PSY.4.1 <i>SS.9-12.Psy.7SS.9-12.Psy.7SS.9-12.Psy.8</i>	Outline criteria used to diagnose mental disorders.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.PSY.4.2 <i>SS.9-12.Psy.4SS.9-12.Psy.7SS.9-12.Psy.8</i>	Apply DSM components to diagnoses and disorders.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.PSY.4.3 <i>SS.9-12.Psy.3SS.9-12.Psy.7SS.9-12.Psy.8</i>	Evaluate theories in relation to the onset and treatment of mental disorders.	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Behaviorism Theory, Psychoanalytic Theory, Cognitive Theory, Humanistic Theory, Biological Theory, Socio-cultural Theory, Family Systems Therapy, Humanistic Therapy, Bipolar Disorder, Depression, Hypochondriasis, Narcissistic, Social Phobia, Obsessive-Compulsive Disorder, DSM-V, anxiety disorders, dissociative disorders, Schizophrenia</p>	

Sociology

Outcome 1: Intro to Sociology		Q1
Essential Question: <i>How does society impact the individual?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.SOC.1.1 <i>SS.9-12.Soc.1</i>	Evaluate different scholars (Comte, Spencer, Marx, Durkheim, Weber, and DuBois) to determine their impact on the development of sociology.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.SOC.1.2 <i>SS.9-12.Soc.1</i>	Compare and contrast different sociological perspectives (functionalist, conflict, and interactionist).	
SS.SOC.1.3 <i>SS.9-12.Soc.1</i>	Identify basic research methods used in sociology and apply them to real-life situations.	
SS.SOC.1.4 <i>SS.9-12.Soc.1SS.9-12.Soc.4</i>	Examine the sociological perspective in order to apply the concept to American society.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>People: Auguste Comte, Harriet Martineau, Herbert Spencer, Karl Marx, Emile Durkheim, Max Weber Concepts/ideas: Verstehen, Sociological Perspective, Sociological Imagination, Functionalist perspective, Conflict perspective, Symbolic Interactionist, Quantitative research, Qualitative research</p>	

Outcome 2: Culture – Family, the Sociological Perspective, Religion		Q1
Essential Question: <i>Why does culture change?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.SOC.2.1 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4 SS.9-12.REL.1</i>	Identify major components of culture (family, religion, sports, and education).	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.SOC.2.2 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4</i>	Apply cultural universals to explain the cultural variation within American society.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.SOC.2.3 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4</i>	Analyze American families to determine changes and continuities across time and space. <i>(Including but not limited to LGBTQ families).</i>	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.SOC.2.4 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4 SS.9-12.REL.2 SS.9-12.REL.6</i>	Evaluate religion to determine its function and nature within American society.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.SOC.2.5 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4</i>	Examine sports as a social institution.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.SOC.2.6 <i>SS.9-12.Soc.1SS.9-12.Soc.2SS.9-12.Soc.4</i>	Analyze sociological theories to explain culture.	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Modern vs. Traditional American family, Social Cohesion, Social Control, Emotional Support (religion), Ecclesia, Denomination, Sect, Cult, Equality, Bureaucratization, Ratification, Quantification, Specialization, Secularization, Ethnocentrism, Social Norms, Material & Non-Material Culture, Subculture, Counterculture</p>	

Outcome 3: Socialization, Social Structure, & Groups		Q1, Q2
Essential Question: <i>What aspect of society has the most influence on who we become?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.SOC.3.1 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Compare and contrast the different roles and statuses the individual holds in society.	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i></p>
SS.SOC.3.2 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Examine the forms of social interaction (exchange, competition, conflict, cooperation, and accommodation) to determine the effect each has on the individual.	
SS.SOC.3.3 <i>SS.9-12.Soc.1SS.9 -12.Soc.3SS.9-12. Soc.5</i>	Distinguish between groups in society (in-group, out-group, peer group, primary group, secondary group, reference group), and determine their role within each group.	
SS.SOC.3.4 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Analyze the concept of nature versus nurture to determine the impact on socialization.	
SS.SOC.3.5 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Examine the theories of Locke, Cooley, and Mead to explain each theory's impact on the development of self.	
SS.SOC.3.6 <i>SS.9-12.Soc.1SS.9 -12.Soc.2.9-12SS. SocSS.9-12.Soc.4 SS.9-12.Soc.5</i>	Compare and contrast the impact of the primary agents of socialization on the development of self (family, peers, school, mass media).	
SS.SOC.3.7 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Evaluate the purpose of total institutions in American society.	
SS.SOC.3.8 <i>SS.9-12.Soc.1SS.9 -12.Soc.3</i>	Evaluate the causes and effects of resocialization and desocialization on the individual and American Society as a whole.	

<p>SS.SOC.3.9 SS.9-12.Soc.1SS.9-12.Soc.3</p>	<p>Analyze sociological theories to explain socialization.</p>	<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>People: Locke, Cooley, Mead Concepts/ideas: Socialization, Nature vs. Nurture, Tabula Rasa, Looking-Glass Self, Role-Taking, Agents of Socialization, Total Institution, Resocialization, Desocialization, Social Structure: Status, Roles, Obligations, Rights, Roles (Expectation, Role Performance, Role Set, Role Strain, Role Conflict), Social Interaction (Exchange, Competition, Conflict, Cooperation, Accommodation), Groups (In-Group, Out-Group, Primary Group, Secondary Group, Reference Group)</p>	

Outcome 4: Social Control, Deviance & Crime		Q2
Essential Question: <i>How do we define deviance (right vs wrong/good vs bad)?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.SOC.4.1 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Compare and contrast positive and negative sanctions as well as formal and informal sanctions.	<i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i>
SS.SOC.4.2 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Identify the social functions of deviance.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.SOC.4.3 <i>SS.9-12.Soc.1SS.9-12.Soc.3SS.9-12.Soc.5</i>	Apply different sociological theories to deviant behavior.	<i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i>
SS.SOC.4.4 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Evaluate the U.S. criminal justice system to determine how it investigates, prosecutes, punishes, and rehabilitates criminals.	<i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i>
SS.SOC.4.5 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Compare and contrast the principle types of crime in the U.S.	<i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i>
SS.SOC.4.6 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Identify how crime statistics are gathered and reported.	<i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i>
SS.SOC.4.7 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Analyze sociological theories to explain social control.	<i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i>

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Sanctions, Internal & External Social Control, Strain Theory, Labeling Theory, Control Theory, Differential Association Theory, Primary & Secondary Deviance, Criminal Justice System (Police, Courts, Corrections), Retribution, Deterrence, Rehabilitation, Social Protection, Crime (Violent, Property, Victimless, White Collar, Organized), Recidivism</p>	

Outcome 5: Social Stratification & Social Inequality		Q2
Essential Question: <i>Why is there no such thing as a perfect society?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.SOC.5.1 <i>SS.9-12.Soc.1SS.9-12.Soc.6</i>	Compare and contrast dimensions of social stratification (power, wealth, and prestige).	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.SOC.5.2 <i>SS.9-12.Soc.1SS.9-12.Soc.6</i>	Analyze sociological theories to explain social stratification.	
SS.SOC.5.3 <i>SS.9-12.Soc.1SS.9-12.Soc.6</i>	Analyze the social class system in America to differentiate between social classes.	
SS.SOC.5.4 <i>SS.9-12.Soc.1SS.9-12.Soc.6</i>	Compare and contrast relative and absolute poverty.	
SS.SOC.5.5 <i>SS.9-12.Soc.1SS.9-12.Soc.6</i>	Evaluate how the culture of poverty is perpetuated or eliminated among different social classes.	
SS.SOC.5.6 <i>SS.9-12.Soc.1SS.9-12.Soc.4SS.9-12.Soc.5</i>	Evaluate the successes and failures of government programs implemented to reduce the effects of poverty.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Prestige, Power, Wealth, Social Classes (Upper Class, Upper Middle, Lower Middle, Working Class, Working Poor, Underclass), Absolute v. Relative poverty, Government subsidies, Stereotype, Sexism, Majority/Minority, Racism, Discrimination, Prejudice, Social mobility, Patterns of conflict (Genocide, Cultural Pluralism, Subjugation, Population Transfer), Class Consciousness</p>	

America at War

Outcome 1: Ancient Civilizations		Q1
Outcome Essential Question: <i>What makes a military successful?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.1.1 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Analyze fire to determine its role in transforming hunting-gathering societies.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.AW.1.2 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Identify Egyptian technology and explain how it contributed to warfare.	
SS.AW.1.3 <i>SS.9-12.H.2</i> <i>SS.9-12.H.5</i>	Identify and explain Egyptian military contributions to the American military establishment.	
SS.AW.1.4 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Identify Ancient Greek technology and explain how it contributed to warfare.	
SS.AW.1.5 <i>SS.9-12.H.2</i> <i>SS.9-12.H.5</i>	Identify and explain Ancient Greek military contributions to the American military establishment.	
SS.AW.1.6 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Identify Roman technology and explain how it contributed to warfare.	
SS.AW.1.7 <i>SS.9-12.H.2</i> <i>SS.9-12.H.5</i>	Identify and explain the Roman Empire's military contributions to the American military establishment.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

<p>Common Terminology</p>	<p>Archaeology: Dickson Mounds (Location, reasons for closure, items that are there), Ethics, Archaeologist</p> <p>Hominids: Fire (ways in which it helps humans), Greek Fire, Napalm, Molotov Cocktail, Tools, Obsidian, Arrowheads, Weapons, and Improvements</p> <p>Egypt: Composite Bow, Chariots, Battle of Pelusium, Battle of Megiddo, Mobile Infantry</p> <p>Greece: Alexander, Trireme, Hoplite, Phalanx, Geography, Olympics, Psychological Warfare, Sarissa, Gastraphete, Peloponnesian War, Persian War, Battle of Thermopylae</p>
----------------------------------	--

Rome: Circus Maximus, Ballista, Scutum, Testudo, Punic War, Gladiator, Medics, Appian Way, Aqueducts

Outcome 2: Medieval Warfare		Q1
Outcome Essential Question: <i>What causes civilizations to change their military?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.2.1 <i>SS.9-12.H.2 SS.9-12.H.4</i>	Examine technological advances in architecture to determine their impact on military strategies (flying buttress, arch, and cement).	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p>
SS.AW.2.2 <i>SS.9-12.H.4 SS.9-12.H.7</i>	Identify various forms of individual protection for the medieval soldier (armor, chainmail, and plate armor).	
SS.AW.2.3 <i>SS.9-12.H.4 SS.9-12.H.5</i>	Compare and contrast different weapon systems used to facilitate siege warfare (longbow, crossbow, and cannon).	
SS.AW.2.4 <i>SS.9-12.H.3</i>	Examine battlefield logistics to determine their impact on the medieval army.	
SS.AW.2.5 <i>SS.9-12.H.3</i>	Identify devices and their use in state-sanctioned torture.	
SS.AW.2.6 <i>SS.9-12.H.4</i>	Analyze technology to evaluate its effectiveness by the Renaissance.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	---

Common Terminology	Trebuchet, Ballista, Battle of Stirling, Longbow, Battering Ram, Biological warfare, Castles, Torture tactics, Crossbow, Torture machines, Edward I, William Wallace, Tunnels, Battle of Agincourt
---------------------------	--

Outcome 3: American Revolution		Q1
Outcome Essential Question: <i>How can a war be won?</i>		
Students will...		Inquiry Skills
SS.AW.3.1 <i>SS.9-12.H.4</i>	Identify the firearms technology of the colonists and their British counterparts.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.AW.3.2 <i>SS.9-12.H.13</i>	Examine battlefield logistics to determine their impact on both the Colonial and British militaries).	
SS.AW.3.3 <i>SS.9-12.H.1</i>	Compare and contrast military clothing between the colonists and the British.	
SS.AW.3.4 <i>SS.9-12.H.14</i>	Compare and contrast northern versus southern Revolutionary War battles.	
SS.AW.3.5 <i>SS.9-12.H.4</i> <i>SS.9-12.H.7</i>	Examine advances in communication to determine their role in determining battlefield success (espionage and technology).	
SS.AW.3.6 <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Identify how colonial tactics were used to counter British military superiority.	
SS.AW.3.7 <i>SS.9-12.H.13</i>	Explain various outcomes of the Revolutionary War.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Lexington, Concord, Bunker Hill, Saratoga, Christopher Gadsen, Yorktown, Couriers, Drums, Flags, Fifes, Cornwallis, Rifles</p>	

<p>Outcome 4: Civil War</p>	<p>Q1</p>
------------------------------------	------------------

Outcome Essential Question: <i>What are the many costs of conflict?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.4.1 <i>SS.9-12.H.2</i> <i>SS.9-12.H.9</i>	Identify southern military leadership and military traditions prior to and during the Civil War.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.AW.4.2 <i>SS.9-12.H.9</i>	Examine early Civil War battles to determine how they contributed to Confederate success (Bull Run and Shiloh).	
SS.AW.4.3 <i>SS.9-12.H.1</i> <i>SS.9-12.H.14</i>	Identify northern military leadership and military traditions during the Civil War.	
SS.AW.4.4 <i>SS.9-12.H.13</i>	Analyze Civil War battles to determine how they contributed to the Confederate retreat (Gettysburg and Vicksburg).	
SS.AW.4.5 <i>SS.9-12.H.4</i>	Identify new technology utilized in the Civil War (communication, transportation, and weapons).	
SS.AW.4.6 <i>SS.9-12.H.4</i> <i>SS.9-12.H.7</i>	Identify people that contributed to medical advances during the Civil War.	
SS.AW.4.7 <i>SS.9-12.H.4</i> <i>SS.9-12.H.7</i>	Examine health care during the Civil War to determine the role of medicine and science.	
SS.AW.4.8 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Analyze changes in military culture to determine the utilization of non-traditional soldiers.	
SS.AW.4.9 <i>SS.9-12.H.4</i>	Evaluate tactics, technology, and culture in the final battles of the Civil War to determine continuity in future conflicts (WW1).	

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>People: Robert E Lee, Thomas “Stonewall” Jackson, William Tecumseh Sherman, Ulysses S. Grant, Jefferson Davis, Abraham Lincoln, Joseph Hooker, George Meade, Nathan Bedford Forrest, Ambrose Burnside, George McClellan, Colorguard</p> <p>Battles: Fort Sumter, Bull Run, Hampton Roads, Shiloh, Antietam, Vicksburg, Gettysburg, Savannah, Appomattox Court House</p> <p>Technology / Strategy: Ironclad, Anaconda Plan, Total War, South’s plan to win, War of Attrition, Minie Ball, Rifling, Telegram / Morse Code, Amputation, Painkilling, Artillery, Maggot Therapy</p> <p>Home front: Flags – Southern Cross, Stars and Bars, Calvary, Union, Mississippi, Illinois, Alabama, Uniform materials and color</p>	

Outcome 5: Native Americans		Q1
Outcome Essential Question: <i>Does power make actions acceptable?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.5.1 <i>SS.9-12.H.4</i> <i>SS.9-12.H.8</i>	Compare and contrast Native American culture and technology to US culture and technology.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.AW.5.2 <i>SS.9-12.H.8</i> <i>SS.9-12.H.14</i>	Outline Native American intertribal and external conflicts since European exploration.	
SS.AW.5.3 <i>SS.9-12.H.8</i> <i>SS.9-12.H.13</i>	Identify key figures within the US during the Native American Wars.	
SS.AW.5.4 <i>SS.9-12.H.7</i> <i>SS.9-12.H.8</i>	Analyze US government policies that impact Native Americans to determine lasting effects.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Historical / Native American Themed Mascots, Little Bighorn, Sand Creek Massacre, Wounded Knee, General Custer, Sitting Bull, Geronimo, Repeating Rifle, US Calvary Background and Tactics, Native American Military Background and Tactics, Cheyenne, Lakota, Apache, Illini</p>	

Outcome 6: Imperialism		Q1, Q2
Outcome Essential Question: <i>Does power make actions acceptable?</i>		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.6.1 <i>SS.9-12.H.3 SS.9-12.H.12 SS.9-12.H.13 SS.9-12.H.14</i>	Identify the key figures in the Mexican and Spanish American Wars and explain their impact.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.AW.6.2 <i>SS.9-12.H.3 SS.9-12.H.12 SS.9-12.H.13 SS.9-12.H.14</i>	Evaluate the use of the Great White Fleet in achieving national objectives during the Spanish American War.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.AW.6.3 <i>SS.9-12.H.3</i>	Analyze U.S. Government policies from the time period that impacted Latin American countries to determine their lasting effects.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender). <i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. <i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Mexican American War, Spanish American War, Santa Anna, Stephen Austin, Davy Crockett, USS Maine, San Jacinto, Alamo, Great White Fleet, Imperialism, Areas the United States Imperialized	

Outcome 7: World War I	Q2
-------------------------------	-----------

Outcome Essential Question: Does technology make warfare obsolete?		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.7.1 <i>SS.9-12.H.1</i> <i>SS.9-12.H.2</i>	Explain European military leadership and traditions prior to and during WWI.	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8 Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</i></p>
SS.AW.7.2 <i>SS.9-12.H.1</i> <i>SS.9-12.H.2</i>	Explain American military leadership and traditions prior to WWI.	
SS.AW.7.3 <i>SS.9-12.H.1</i> <i>SS.9-12.H.2</i> <i>SS.9-12.H.12</i>	Examine WWI battles prior to America's entry into the conflict to determine their transformative impact on the American military.	
SS.AW.7.4 <i>SS.9-12.H.4</i> <i>SS.9-12.H.12</i> <i>SS.9-12.H.14</i>	Examine the key campaigns undertaken by the American military during WWI (tactics, location, and results).	
SS.AW.7.5 <i>SS.9-12.H.4</i>	Analyze new technology utilized by Allied and Central Armed Forces to determine their impact during WWI (air, sea, and land).	
SS.AW.7.6 <i>SS.9-12.H.4</i>	Explain the evolution of medical science during WWI.	
SS.AW.7.7 <i>SS.9-12.H.3</i> <i>SS.9-12.H.9</i>	Analyze propaganda to determine mass media's impact during WWI.	
SS.AW.7.8 <i>SS.9-12.H.2</i> <i>SS.9-12.H.14</i>	Evaluate tactics, technology, and culture in the final battles of WWI to determine continuity in future conflicts (WWII).	

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
<p>Common Terminology</p>	<p>Reasons for WWI: Alliance System, WWI Technology: Machine Gun, Mustard Gas, Dazzle Camo, Airplanes, Tanks, Zeppelin, Big Bertha, U-boats, Convoy System, WWI Fighting Tactics: Trench Warfare, Gas, Red Baron, Dough Boys, American Impact on WWI: Schlieffen Plan, Woodrow Wilson, John Pershing, Battle of Marne, Verdun, Somme</p>	

<p>Outcome 8: World War II</p>	<p>Q2</p>
<p>Outcome Essential Question: <i>Is there ever a time when warfare is justified?</i></p>	

<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.8.1 <i>SS.9-12.H.3</i> <i>SS.9-12.H.7</i>	Identify the many personalities that made WWII unique from military leaders to political leaders.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.AW.8.2 <i>SS.9-12.H.2</i> <i>SS.9-12.H.4</i>	Compare WWII technology with that of previous conflicts.	
SS.AW.8.3 <i>SS.9-12.H.13</i>	Analyze the preparation for D-Day and the reasons for its success.	
SS.AW.8.4 <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Identify the order of battles and the significance of each.	
SS.AW.8.5 <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Compare and contrast warfare in Europe with warfare in the Pacific.	
SS.AW.8.6 <i>SS.9-12.H.4</i> <i>SS.9-12.H.13</i>	Analyze why the decision was made to use the atomic bomb and the impact it caused.	
SS.AW.8.7 <i>SS.9-12.H.13</i>	Examine the end of WWII and how war criminals were prosecuted.	

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
--	--	--

Common Terminology	<p>People: Adolf Hitler, Benito Mussolini, Joseph Stalin, Winston Churchill, Hirohito, Harry Truman, Franklin Roosevelt, Hideki Tojo, George Patton, Dwight Eisenhower, Erwin Rommel</p> <p>Battles: Britain, Normandy Stalingrad, France, Leningrad, Bulge, Iwo Jima, Hiroshima, Nagasaki, Pearl Harbor</p> <p>Technology/Strategy: Paratrooper, Holocaust, German experiments, Island hopping, Torpedoes, Tank warfare, Atomic Bomb</p>
---------------------------	--

Outcome 9: Korean War	Q2
------------------------------	-----------

Outcome Essential Question: Can a war be fought without a shot being fired?		
<i>Students will...</i>		<i>Inquiry Skills</i>
SS.AW.9.1 <i>SS.9-12.H.1 SS.9-12.H.2 SS.9-12.H.13</i>	Examine the impact WWII had in Korea leading to the beginning of the Cold War.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p>
SS.AW.9.2 <i>SS.9-12.H.4</i>	Compare aerial technology utilized by the USSR and United States in Korea and Cuba.	
SS.AW.9.3 <i>SS.9-12.H.12 SS.9-12.H.13</i>	Analyze the importance of Cuba to the national security of the United States and the relationship between the USSR and Cuban leadership.	
SS.AW.9.4 <i>SS.9-12.H.4</i>	Compare and contrast technological advancements between the United States and USSR.	
SS.AW.9.5 <i>SS.9-12.H.12 SS.9-12.H.13 SS.9-12.H.14</i>	Identify why the United States Military became involved in Vietnam.	
SS.AW.9.6 <i>SS.9-12.H.3 SS.9-12.H.4</i>	Examine the unique fighting methods of the Vietcong.	
SS.AW.9.7 <i>SS.9-12.H.5 SS.9-12.H.13</i>	Examine public opinion during Vietnam and the eventual withdrawal from Vietnam by the United States Military.	

		<p><i>Communicating Conclusions SS.9-12.IS.9 Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</i></p> <p><i>Critiquing Conclusions SS.9-12.IS.10 Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</i></p> <p><i>Taking Informed Action SS.9-12.IS.11 Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</i></p> <p><i>Taking Informed Action SS.9-12.IS.12 Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</i></p> <p><i>Taking Informed Action SS.9-12.IS.13 Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</i></p> <p><i>Taking Informed Action SS.9-12.IS.14 Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</i></p> <p><i>Taking Informed Action SS.9-12.IS.15 Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</i></p>
Common Terminology	Reasons for Korean War, Communism, Kim Il Sung, Mig - 15, F - 86 Sabre, DMZ	

Outcome 10: Cold War	Q2
Outcome Essential Question: <i>What makes an enemy?</i>	
<i>Students will...</i>	<i>Inquiry Skills</i>

SS.AW.10.1 <i>SS.9-12.H.12</i> <i>SS.9-12.H.13</i> <i>SS.9-12.H.14</i>	Identify reasons for instability in the Middle East during the late 20th Century.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.AW.10.2 <i>SS.9-12.H.12</i> <i>SS.9-12.H.13</i>	Examine why the United States became involved in conflicts in the Middle East, specifically after Iraq.	<i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.AW.10.3 <i>SS.9-12.H.7</i> <i>SS.9-12.H.1</i> <i>SS.9-12.H.13</i>	Examine how the September 11th attacks led to the return of The United States Military to the Middle East.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.AW.10.4 <i>SS.9-12.H.12</i> <i>SS.9-12.H.13</i>	Examine the results of the conflict in Iraq and its impact on current events.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.AW.10.5 <i>SS.9-12.H.1</i> <i>SS.9-12.H.2</i>	Compare and contrast the conflicts in Iraq and Afghanistan after the September 11th attacks.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.
SS.AW.10.6 <i>SS.9-12.H.7</i>	Identify various terrorists and their pursuit by the United States.	<i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.
SS.AW.10.7 <i>SS.9-12.H.12</i> <i>SS.9-12.H.13</i>	Analyze the results of the conflicts in the Middle East and how they led to the current occupation by terrorist groups (i.e. ISIS).	<i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. <i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems. <i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.

		<p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>	<p>Cold War, Red Scare - Project Venona, Rosenbergs, McCarthy, Space Race, AK 47, Sputnik, H Bomb, A Bomb</p>	

Contemporary Global Studies

Course: Contemporary Global Studies

Course Essential Question(s):

- *How are people in the global community interdependent?*
- *How do we view world events through the lens of our Democratic Values?*

Outcome 1: Media Literacy	Q1
----------------------------------	-----------

Outcome Essential Question(s):

- *What are the various forms of mass media and are some more reliable than others?*

<i>Students will...</i>	<i>Inquiry Skills</i>
-------------------------	-----------------------

Component Code	Component and Standard	
SS.CGS.1.1 <i>SS.9-12.IS.3</i>	Distinguish between four types of issues (public policy, factual, definitional, values/ethical) and use those questions in the analysis of sources.	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p>
SS.CGS.1.2 <i>SS.9-12.IS.4</i>	Distinguish and classify sources according to the type of source, reliability of the source, and fact versus opinion.	<p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p>
SS.CGS.1.3 <i>SS.9-12.IS.7</i>	Evaluate and analyze the role of media in policy-making within a variety of government systems.	<p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
<p>Common Terminology</p>		<p>Media, bias, reliable sources, credibility, democratic values (authority, equality, loyalty, order, truth, liberty, life, property, law, consent of the governed, dignity, welfare, contract, trust), public policy issues, factual issues, definitional issues, values/ethical issues</p>

Outcome 2: Economics/Development		Q1
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>What should the model be for economic development?</i> • <i>How does the economy influence the government?</i> • <i>Why does the economy have such a major role in individual lives?</i> 		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p>
SS.CGS.2.1 <i>SS.9-12.EC.13</i>	Explain and evaluate various economic structures and models for economic development. (Core-Periphery, International Trade, Self-Sufficiency, Laissez-Faire)	
SS.CGS.2.2 <i>SS.9-12.EC.12</i> <i>SS.9-12.EC.13</i>	Evaluate the impact of globalization on the world's economy (global division of labor, relationships between nations)	
SS.CGS.2.3 <i>SS.9-12.EC.13</i> <i>SS.9-12.H.12</i>	Evaluate ongoing issues or events related to economics and development.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
--	--	---

Common Terminology	Development, globalization, economy, trade
---------------------------	--

Outcome 3: Government/Politics		Q1
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>How do differences in governments impact international relations and relationships amongst people?</i> • <i>How do competing interests influence government action?</i> 		
Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.CGS.3.1 <i>SS.9-12.CV.5</i>	Compare and contrast global trends in politics. (e.g. the Rise of the New Right in the second half of the 2011 decade)	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p>
S.CGS.3.2 <i>SS.9-12.H.1</i>	Explain and analyze how a nation's history impacts its political system and climate.	
SS.CGS.3.3 <i>SS.9-12.H.14</i>	Explain how the governments of the world interact with each other to promote unity and/or cause conflict.	
SS.CGS.3.4 <i>SS.9-12.IS.3</i>	Evaluate ongoing issues related to government and politics.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p>
--	--	---

		<i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.
Common Terminology	Government, politics, globalization, governmental systems (i.e. democracy, autocracy, communism, etc), political ideologies (liberal/conservative), political actors (leaders, parties, etc.)	

Outcome 4: Conflict		Q2
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>What causes conflict?</i> • <i>How does conflict lead to change?</i> 		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens. <i>Constructing Supporting Questions SS.9-12.IS.2.</i> Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process. <i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender). <i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.CGS.4.1 <i>SS.9-12.H.12</i>	Evaluate the causes and effects of conflict around the world.	
SS.CGS.4.2 <i>SS.9-12.H.1</i>	Explain how the international community influences and response to conflict in specific parts of the world.	
SS.CGS.4.3 <i>SS.9-12.H.1</i>	Analyze the impact of international conflict on domestic affairs.	
SS.CGS.4.4 <i>SS.9-12.IS.3</i>	Evaluate ongoing issues related to international conflict.	

		<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local,</p>
--	--	---

		<p>regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Conflict, international community, domestic affairs, The Cold War, terrorism, civil war, border dispute	

Outcome 5: Social Issues/Humanitarian Concerns		Q2
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>How do people suffer when their human rights are denied; and how might these abuses be improved?</i> • <i>What is oppression and what are the root causes?</i> • <i>What is the relationship between humanitarian crises and the immediate needs of individuals?</i> 		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	<p>Determining Helpful Sources SS.IS.3.9-12: Develop new supporting and essential questions through investigations, collaboration, and using diverse sources.</p> <p><i>Taking Informed Action SS.IS.8.9-12:</i> Use interdisciplinary lenses to analyze the causes and effects of and identify solutions to local, regional, or global concerns.</p> <p><i>Constructing Essential Questions SS.IS.1.9-12:</i> Address essential questions that reflect an enduring issue in the field.</p>
SS.CGS.5.1 <i>SS.9-12.H.7</i>	Identify basic human rights.	
SS.CGS.5.2 <i>SS.9-12.H.7</i>	Evaluate the role of the international community and domestic governments in guaranteeing human rights.	
SS.CGS.5.3 <i>SS.9-12.H.7</i>	Analyze how instances of historical oppression towards specific groups influence modern social movements.	

SS.CGS.5.4 SS.9-12.IS.3	Evaluate ongoing issues related to human rights and social issues.	
Common Terminology	Human rights, oppression, crisis, individual rights, civil rights, social movements,	

Outcome 6: Independent Research		Q2
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>What are the driving forces that influence how the world functions?</i> • <i>How does the past impact the future?</i> • <i>What patterns or trends can be identified among a selection of arguments about an issue?</i> 		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.CGS.6.1 SS.9-12.IS.1	Research topics and issues related to a topic of choice within the course curriculum.	<i>Constructing Essential Questions SS.9-12.IS.1</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.CGS.6.2 SS.9-12.IS.7 SS.9-12.IS.8	Present researched information in an effective and engaging way.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.CGS.6.3 SS.9-12.IS.7	Synthesize course concepts and skills related to a topic of choice within the curriculum.	<i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i> <i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i>

		<p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p>
--	--	--

		<p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies and procedures to address local, regional, state, national, or global concerns, and take action in or out of school.</p> <p><i>Taking Informed Action SS.9-12.IS.14</i> Take measurable action to effect changes that bring about equity, inclusion, and the community good (and civic good).</p> <p><i>Taking Informed Action SS.9-12.IS.15</i> Evaluate the outcomes of informed action and reflect on successes and failures of interventions or informed action that will lead to increased equity, inclusion, and community and civic good.</p>
Common Terminology	Related terms, vocabulary, and concepts from the course curriculum.	

Economics

Outcome 1: Economic Decision Making	Q1
<p>Outcome Essential Question(s):</p> <ul style="list-style-type: none"> ● <i>What must be considered in order to make an informed decision?</i> ● <i>How do self-interest and selfishness affect economies?</i> 	

Students will...		Inquiry Skills
Component Code	Component and Standard	
SS.EC.1.1 <i>SS.9-12.EC.1</i> <i>SS.9-12.EC.FL.2</i> <i>SS.9-12.EC.FL.7</i>	Analyze how the scarcity of various resources (such as land, labor, and capital) influences how decisions are made in an economy.	<i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i>
SS.EC.1.2 <i>SS.9-12.EC.2</i> <i>SS.9-12.EC.FL.1</i> <i>SS.9-12.EC.FL.4</i>	Evaluate significant decisions made by players (i.e. consumers, producers, governments, etc.) in an economy using marginal costs and marginal benefits.	<i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i>
SS.EC.1.3 <i>SS.9-12.EC.6</i> <i>SS.9-12.EC.10</i>	Evaluate the impact of decisions made by larger entities, such as governments and private businesses, on smaller communities and individuals.	<i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i>
SS.EC.1.4 <i>SS.9-12.EC.7</i>	Discuss the ways different factors (i.e. needs/wants, incentives, profit, benefit) influence the decisions made about what to produce in an economy.	<i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i>
SS.EC.1.5 <i>SS.9-12.EC.FL.5</i> <i>SS.9-12.EC.FL.8</i>	Analyze the risks and returns of various methods of investments, including those made by individuals and communities.	<i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i> <i>Developing Claims and Using Evidence SS.9-12.IS.7: Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</i>

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
<p>Common Terminology</p>	<p>Economics, Scarcity, Positive Incentives, Negative Incentives, Positive Externalities, Negative Externalities, Basic Questions of Economics, Marginal Costs, Marginal Benefits, Cost/Benefit Analysis, Tradeoffs, Opportunity Costs, Production Possibilities Frontier, Risk Disposition, Opportunity Recognition, Factors of Production, Land, Labor, Human Capital, Physical Capital</p>	

<p>Outcome 2: Markets & Exchange</p>	<p>Q1</p>
<p>Outcome Essential Question:</p> <ul style="list-style-type: none"> How does competition influence the price of goods and services, as well as the decisions made by consumers? 	

<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.EC.2.1 <i>SS.9-12.EC.1</i> <i>SS.9-12.EC.7</i>	Explain how decisions regarding production and price are made when considering the presence of various resources and the amount of competition.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.EC.2.2 <i>SS.9-12.EC.3</i>	Compare and contrast different market structures, including: perfect competition, monopolistic competition, oligopolies, and monopolies.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.EC.2.3 <i>SS.9-12.EC.4</i>	Analyze the amount and impact of competition in each of the different market structures, including: perfect competition, monopolistic competition, oligopolies, and monopolies.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.EC.2.4 <i>SS.9-12.EC.11</i>	Analyze how advances in technology and innovation are influenced by competition and impact both production and price.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.EC.2.5 <i>SS.9-12.EC.6</i> <i>SS.9-12.EC.13</i>	Evaluate the ways government policies and international trends have influenced prices and competition in markets.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
<p>Common Terminology</p>	<p>Price, Competition, Supply, Demand, Equilibrium, Supply Curve, Demand Curve, Supply Shift, Demand Shift, Supply Shock, Demand Shock, Price Ceiling, Price Floor, Market Structure, Perfect Competition, Commodities, Monopolistic Competition, Oligopolies, Monopolies, Non-Price Competition, Complements, Substitutes</p>	

<p>Outcome 3: Economic Systems Take Form</p>	<p>Q1</p>
<p>Outcome Essential Question(s):</p> <ul style="list-style-type: none"> How does a community or group organize in order to meet the broad goals of economics? 	

- *What is the most effective or efficient economic system?*

<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.EC.3.1 <i>SS.9-12.EC.1 SS.9-12.EC.FL.2 SS.9-12.EC.FL.7</i>	Explain what factors are considered when making decisions under different economic systems	<p><i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</p> <p><i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</p> <p><i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p>
SS.EC.3.2 <i>SS.9-12.EC.1 SS.9-12.EC.FL.2 SS.9-12.EC.FL.7</i>	Explain where decision-making authority lies under different economic systems.	
SS.EC.3.3 <i>SS.9-12.EC.2 SS.9-12.EC.5</i>	Using cost/benefit analysis, evaluate how well different economic systems are able to meet the broad goals of economics	
SS.EC.3.4 <i>SS.9-12.EC.9</i>	Compare the benefits and problems of different economic systems, including: capitalism, socialism, and communism.	
SS.EC.3.5 <i>SS.9-12.EC.8 SS.9-12.EC.13</i>	Evaluate the current state of the American economy using data and knowledge about the business cycle.	
SS.EC.3.6 <i>SS.9-12.EC.6</i>	Evaluate the impact different degrees of government intervention have on the outcomes of different economic systems	
SS.EC.3.7 <i>SS.9-12.EC.7</i>	Understand the limitations placed on different types of markets (monopolies, oligopolies, competition, etc.) under different economic systems.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
<p>Common Terminology</p>	<p>Free Market, Centrally Planned, Economic Continuum, Thomas Malthus, Karl Marx, Adam Smith, John Maynard Keynes, Friedrich Hayek, Milton Friedman, Communism, Socialism, Free Enterprise, Capitalism, Invisible Hand, Business Cycle, Recession, Depression, Expansion, Peak, Trough, Circular Flow Model</p>	

<p>Outcome 4: Economic Indicators & Inefficiencies</p>	<p>Q2</p>
<p>Outcome Essential Question(s):</p>	

- How do we determine how well an economy is addressing existing inefficiencies?
- What are the most pressing, current economic issues facing the United States?

<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.EC.4.1 <i>SS.9-12.EC.11</i> <i>SS.9-12.EC.13</i>	Identify what data and economic indicators are most often used to measure the economy and evaluate their effectiveness in doing so.	<i>Constructing Essential Questions SS.9-12.IS.1.</i> Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.
SS.EC.4.2 <i>SS.9-12.EC.8</i>	At various points in history, evaluate the American economy using data and economic indicators.	<i>Constructing Supporting Questions SS.9-12.IS.2</i> Develop culturally informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.
SS.EC.4.3 <i>SS.9-12.EC.3</i> <i>SS.9-12.EC.7</i> <i>SS.9-12.EC.FL.3</i>	Analyze how changes in various economic indicators impact the choices made by consumers within the economy.	<i>Determining Helpful Resources SS.9-12.IS.3</i> Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).
SS.EC.4.4 <i>SS.9-12.EC.5</i> <i>SS.9-12.EC.6</i>	Evaluate the current government policies in place to address the inefficiencies created by different economic challenges.	<i>Gathering and Evaluating Sources SS.9-12.IS.4:</i> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
SS.EC.4.5 <i>SS.9-12.EC.9</i>	Propose a solution to address a current economic challenge using knowledge about economic indicators and government policy.	<i>Gathering and Evaluating Sources SS.9-12.IS.5</i> Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. <i>Developing Claims and Using Evidence SS.9-12.IS.6</i> Analyze evidence and identify counter perspectives to revise or strengthen claims. <i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence

		<p>from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
<p>Common Terminology</p>	<p>Structural Unemployment, Frictional Unemployment, Cyclical Unemployment, Seasonal Unemployment, Underemployed, Unemployment Rate, Labor Force Participation Rate, Inflation, Deflation, Nominal Wages, Real Wages, Inflation Rate, Consumer Price Index, Market Basket, Gross Domestic Product, Final Goods, Intermediate Goods, Poverty, Workfare Programs</p>	

Outcome 5: National & International Economics		Q2
Outcome Essential Question(s): <ul style="list-style-type: none"> • <i>How is our economy impacted by the intervention of the government and interactions with other countries' economies?</i> • <i>Should the American government provide more or less regulation in the economy?</i> 		
<i>Students will...</i>		<i>Inquiry Skills</i>
Component Code	Component and Standard	
SS.EC.5.1 <i>SS.9-12.EC.10</i> <i>SS.9-12.EC.13</i>	Explain what factors are considered by the government when deciding on policies that would impact the economy.	<p><i>Constructing Essential Questions SS.9-12.IS.1. Create actionable, student-driven (or student-informed) questions that lead to social studies investigations beyond one's immediate cultural environment or lens.</i></p> <p><i>Constructing Supporting Questions SS.9-12.IS.2. Develop culturally-informed, student-driven supporting questions that contribute to inquiry and evaluate the purpose of supporting questions in the research and inquiry process.</i></p> <p><i>Determining Helpful Resources SS.9-12.IS.3 Develop new supporting and essential questions by primary and secondary investigation, collaboration, and use of sources that reflect diverse perspectives (e.g., political, cultural, socioeconomic, race, religious, gender).</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.4: Determine the kinds of sources that will be helpful in answering compelling and supporting questions, takes into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</i></p> <p><i>Gathering and Evaluating Sources SS.9-12.IS.5 Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups.</i></p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.6 Analyze evidence and identify counter perspectives to revise or strengthen claims.</i></p>
SS.EC.5.2 <i>SS.9-12.EC.12</i> <i>SS.9-12.EC.13</i>	Analyze how government policies and continued globalization have impacted the outcomes and growth of an economy.	
SS.EC.5.3 <i>SS.9-12.EC.11</i> <i>SS.9-12.EC.13</i>	Analyze how government policies (i.e. Fiscal and monetary) have impacted the decisions made by and rights of citizens in an economy.	
SS.EC.5.4 <i>SS.9-12.EC.1</i> <i>SS.9-12.EC.FL.7</i>	Evaluate how current government policies influence the decisions made by individuals and communities in an economy.	
SS.EC.5.5 <i>SS.9-12.EC.3</i> <i>SS.9-12.EC.FL.9</i>	Explain the limitations and freedoms government policies place on private businesses within various market structures.	
SS.EC.5.6 <i>SS.9-12.EC.5</i> <i>SS.9-12.EC.9</i>	Measure the impact government policies have had on the outcomes of an economy using marginal costs and marginal benefits.	
SS.EC.5.7 <i>SS.9-12.EC.2</i> <i>SS.9-12.EC.6</i> <i>SS.9-12.EC.8</i>	Devise a policy using marginal costs and marginal benefits to address one or more economic challenges currently faced by multiple communities.	

		<p><i>Developing Claims and Using Evidence SS.9-12.IS.7:</i> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases.</p> <p><i>Developing Claims and Using Evidence SS.9-12.IS.8</i> Evaluate evidence to construct arguments and claims that use reasoning and account for multiple perspectives and value systems.</p> <p><i>Communicating Conclusions SS.9-12.IS.9</i> Develop and prepare communication by identifying stakeholders (or audiences) and evaluating what messages and media are likely to result in stakeholder support or opposition.</p> <p><i>Critiquing Conclusions SS.9-12.IS.10</i> Solicit feedback from stakeholder representatives and revise communication and action plans accordingly.</p> <p><i>Taking Informed Action SS.9-12.IS.11</i> Use interdisciplinary lenses to identify local, regional, state, national, or global concerns and anticipate the outcome possible solutions might have on all impacted communities, including marginalized communities.</p> <p><i>Taking Informed Action SS.9-12.IS.12</i> Analyze existing structures, systems, and methodologies to determine what types of interventions or informed action will lead to increased equity, inclusion, and community and civic good.</p> <p><i>Taking Informed Action SS.9-12.IS.13</i> Use deliberative processes and apply appropriate civic engagement strategies</p>
<p>Common Terminology</p>	<p>Fiscal Policy, Contractionary Policy, Expansionary Policy, Monetary Policy, Currency, Federal Reserve, National Debt, Deficit, Federal Budget, Proportional Tax, Progressive Tax, Regressive Tax, Sales Tax, Income Tax, Social Security Tax, Medicare and Medicaid Tax, Comparative Advantage, Import, Export, Globalization</p>	

