

Social Studies 8: The Interconnected World and Modern America

CURRICULUM/CONTENT AREA	COURSE LENGTH
<i>Social Studies</i>	<i>1 year</i>
GRADE LEVEL	DATE LAST REVIEWED
<i>8</i>	<i>2021</i>
PREREQUISITE(s) if applicable	BOARD APPROVAL DATE
<i>N/A</i>	<i>July 2021</i>

PRIMARY RESOURCE if applicable

The use of primary and secondary sources are built in each unit to support the priority standards. The inquiry priority standards require students to evaluate the quality, credibility, and reliability & relevance of different information sources and perspectives and derive supportable conclusions

-and-

Discovery Education, approved and adopted 6/13/17

DESIRED RESULTS

COURSE DESCRIPTION AND PURPOSE

8th Grade Social Studies: The Interconnected World and Modern America

8th grade Social Studies historians learn how the contributions of modern America impact societies, both past and present in our interconnected world. Through the integrated study of economics, geography, history, political science and the behavioral sciences, students apply skills of inquiry, collaboration, decision making and problem solving. The curriculum covers United States history from the Industrial Revolution to the present.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CULTURE: Human beings create, learn, share, and adapt to culture. Cultures are dynamic and change over time.	What is culture? What roles does culture play in human and societal development?
TIME, CONTINUITY, AND CHANGE: Studying the past makes it possible for us to understand the human story across time. Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of periods in which they took place.	Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?
PEOPLE, PLACES, AND ENVIRONMENTS: The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	How do geography, climate, and resources affect the way people live and work?
INDIVIDUAL DEVELOPMENT AND IDENTITY: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.	How do individuals develop over time? How do external factors influence our identity and behavior?
INDIVIDUALS, GROUPS, AND INSTITUTIONS: Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs.	How am I influenced by institutions? How do institutions change? What is my role in institutional change?
POWER, AUTHORITY, AND GOVERNANCE: The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires the knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Through the study of dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life.	How do different political and economic systems affect civic life?
PRODUCTION, DISTRIBUTION, AND CONSUMPTION:	What impacts a person's way of life or standard of living?

People have wants that often exceed the limited resources available to them.	How do scarcity and competition influence decision-making at the personal, business, and government levels?
	What is the relationship between decision-making and economic outcomes?
SCIENCE, TECHNOLOGY, AND SOCIETY: Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	How does technology influence social and cultural change in a global society?
GLOBAL CONNECTIONS: Global connections have intensified and accelerated the changes faced at the local, national, and international levels	How does diversity impact society?
CIVIC IDEALS AND PRACTICE: Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good.	What knowledge and skills are needed to participate effectively in our political system?
	What is the role of the citizen in the community and the nation, and as a member of the world community?
PRIORITY CONTENT STANDARDS	PRIORITY INQUIRY STANDARDS: DISCIPLINARY SKILLS
Standard SS.BH1: Wisconsin students will <i>examine</i> individual cognition, perception, behavior, and identity (Psychology). (K-2 ONLY)	Standard SS.Inq1: Wisconsin students will <i>construct</i> meaningful questions that <i>initiate</i> an inquiry
Standard SS.BH3: Wisconsin students will <i>assess</i> the role that human behavior and cultures play in the development of social endeavors (Anthropology).	Standard SS.Inq2: Wisconsin students will <i>gather</i> and <i>evaluate</i> sources
Standard SS.Econ1: Wisconsin students <i>use</i> economic reasoning to understand issues.	Standard SS.Inq3: Wisconsin students will <i>develop</i> claims using evidence to <i>support</i> reasoning.
Standard SS.Geog1: Wisconsin students will <i>use</i> geographic tools and ways of thinking to <i>analyze</i> the world. (K-8 ONLY)	Standard SS.Inq4: Wisconsin students will <i>communicate</i> and <i>critique</i> conclusions.
Standard SS.Hist1: Wisconsin students will use historical evidence for <i>determining cause and effect</i> .	Standard SS.Inq5: Wisconsin students will <i>be civically engaged</i> .
Standard SS.PS2: Wisconsin students will <i>examine and interpret</i> rights, privileges, and responsibilities in society. (K-5 ONLY)	
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	

Priority Standards Unit Reference		Unit 1: The Rise of Industrial America	Unit 2: Coming to America	Unit 3: Expanding our Frontiers	Unit 4: A Modern Nation Emerges	Unit 5: A Search for Better Times	Unit 6: We the People
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	SS.BH3.a: Social Interactions I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.	X	X	X	X		
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world.	SS.Geog1.a: Tools of Geography I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.	X	X	X	X		
	SS.Geog1.b: Spatial Thinking (map interpretation) I can analyze how various map projections distort shape, area, distance and direction.	X	X	X	X		
	SS.Geog1.c: Mental Mapping and Maps from Memory I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.		X	X	X		
	SS.Geog1.c: Mental Mapping and Maps from Memory I compare mental maps shaped by individual perceptions of people, places, regions, and environments.			X	X	X	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture.	X	X	X	X	X	X
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.	X	X	X	X	X	X
	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can organize applicable evidence into coherent arguments across time periods, events or cultures.	X	X	X	X	X	X
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can predict the opportunity costs of various decisions.	X	X	X	X		
	SS.Econ1.a: Choices and Decision Making I can explain why the opportunity cost might differ from person to person or in different situations.	X	X	X	X		
	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries	X	X	X	X	X	X
	SS.Econ1.b: Incentives I evaluate how incentives impact individual and/or household decision-making.					X	X
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a.Argumentation I develop an argument utilizing multiple sources of information.			X	X	X	X
	SS.PS4.b.Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).			X	X	X	X
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)							
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry.	X	X	X	X	X	X
	SS.inq1.b. Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.	X	X			X	X
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.	X	X	X	X	X	X
	SS.Inq2.b Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.	X	X	X	X	X	X
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SSInq3.a Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources.	X	X	X	X	X	X
	SSInq3.b Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.	X	X	X	X	X	X
	SSInq3.c Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.	X	X	X	X	X	X
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SSInq4.a Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).	X	X	X	X	X	X
	SSInq4.a Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.	X	X	X	X	X	X
Standard SS.Inq5: Wisconsin students will be civically engaged.	SSInq5.a Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.	X	X	X	X	X	X

Unit One: The Rise of Industrial America	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? How do Geography, Climate, and Resources affect the way people live and work? How do external factors influence our identity and behavior? How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. (K-8 ONLY).	I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	I can analyze how various map projections distort shape, area, distance and direction. I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	I can predict the opportunity costs of various decisions. I can explain why the opportunity cost might differ from person to person or in different situations. I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
SS.Inq1.a Develop questions based on a topic	I can formulate open-ended questions that initiate further inquiry.
SS.Inq1.b. Plan an Inquiry	I can utilize the formulated open-ended question to support and guide the inquiry.
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I can determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
SS.Inq3 Develop claims to an inquiry question.	I can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I can cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. I can analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
SS.Inq4.a Communicate Conclusion	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
SS.Inq5.a. Civic engagement	I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Social Stratification and Civilization	Gilded Age Economic development Invention and innovation Living Conditions and daily life Cities/tenement houses Workplace safety, hours, unions Industrialization Upsides: Benefits in America/for the world Downsides: Industrial statesmen or robber baron
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
SS.Geog2.b.Reasons people move	I analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
SS.Geog2.c.Impact of movement	I use regions in the world to analyze the role of population shifts in why places change over time.
SS.Geog3.b.Networks	I evaluate the impact of migration on the place of origin and the place of settlement. I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
COMPELLING UNIT QUESTION	
Was the industrialization of the United States good for the people?	
SUPPORTING QUESTION 1	SUPPORTING QUESTION 2
What were the major changes from the 1st Industrial Revolution (18th Century)?	What are the causes of the 2nd Industrial Revolution (19th Century)?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Hist1 Organize and explain changes to America from the 1st Industrial Revolution. (Simulation, Close reading of sources w/focused note taking) Organize and explain which change in the 1st Industrial Revolution was the most significant. (Simulation) Geog1 Ask and answer questions regarding population changes. (Map Analysis, QFT, QAR, Jigsaw, Think-Pair-Share) Analyze maps that demonstrate the location of resources. (Map Analysis, Presentation, Gallery Walk)	Inq1.a Formulate a open ended questions. (QFT, QAR, Costa's Levels, Close Reading) Hist1 Organize and explain changes to America post-reconstruction. (Close reading of sources w/focused note taking) BH3 Analyze the connections between the people and changes from the 1st to 2nd Industrial Revolution. (Annotated Timeline, Sequence Organizer, Venn-Diagram, 2 Column Notes, Wagon Wheel)
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)
Types of Claims - Purdue OWL Urban Game - Seth Dixon(version)	Discovery Techbook US History Civil War to Present - Concept 3.1* -Urbanization in 1900 map -Assembly Line video segment Discovery Techbook US History Civil War to the Present - Chapter 4* Urban Game - Seth Dixon(version) Library of Congress -The Industrial Revolution in the United States
SUPPORTING QUESTION 3 (if applicable)	SUPPORTING QUESTION 4 (if applicable)

How did the industrialization of the United States change urban life in the early 20th Century?	
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
<u>Econ1</u> Explain the changes to United States caused by industrialization. (Concept Web, presentation, jigsaw, podcasting) <u>Hist 1</u> Infer the effects industrialization post 2nd Industrial Revolution. (Sequencing Chart, Annotated Timeline) <u>Econ1</u> Assess the role of the Robber Baron on life in the cities. (Socratic Seminar, Fishbowl, Debate, Philosophical Chairs)	
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook US History Civil War to the Present Chapter 4*	
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric(s)
Was the industrialization of the United States good for the people? Construct an argument (e.g., detailed outline, poster, essay, and/or multimedia) that supports whether or not industrialization was good for the people using specific claims and relevant evidence from sources while acknowledging competing views. SS.Inq4	
Civic Engagement	
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values so that our country continues to grow? (Engagement based on key unit content and compelling question) SS.Inq5. Options may include: A. Investigate the challenges of an economic boom/bust in the community by researching a company, business, factory, etc. that recently moved in or out of the region. B. Weigh the positive and negative impacts for various stakeholders (e.g., laborers, company owners, government employees) that come with the company or factory's moving in or moving out.	

Unit Two: Coming to America	
ESSENTIAL QUESTION	
What is culture? What roles does culture play in human and societal development? How do Geography, Climate, and Resources affect the way people live and work? How do external factors influence our identity and behavior? How does diversity impact society?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. (K-8 ONLY).	I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps. I can analyze how various map projections distort shape, area, distance and direction. I construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	I can predict the opportunity costs of various decisions. I can explain why the opportunity cost might differ from person to person or in different situations. I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
SS.Inq1.a Develop questions based on a topic	I can formulate open-ended questions that initiate further inquiry.
SS.Inq1.b. Plan an Inquiry	I can utilize the formulated open-ended question to support and guide the inquiry.
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I can determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
SS.Inq3 Develop claims to an inquiry question.	I can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. I can cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. I can analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
SS.Inq4.a Communicate Conclusion	I communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Movement of People and Migration	<u>Push and Pull Factors</u> Push: Conditions and events in other countries that spurred emigration Pull: Qualities of/Opportunities in America that spurred immigration <u>Waves</u> 1880-1920 (Industrialization) 1920-1960 (Great Migration to the North, Midwest, West) Immigration policy Immigrant Contributions
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
SS.Geog2.b.Reasons people move	I analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.
SS.Geog2.c.Impact of movement	I use regions in the world to analyze the role of population shifts in why places change over time.
SS.Geog3.b.Networks	I evaluate the impact of migration on the place of origin and the place of settlement. I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
COMPELLING UNIT QUESTION	
What era/decade/time period, post reconstruction, was the best time to be an immigrant/migrant?	
SUPPORTING QUESTION 1	SUPPORTING QUESTION 2
What led to the increase of migration?	Why do people move?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Geog1 Construct maps using data. (Map creation, map synthesis, data analysis) Ask and answer questions using geographic tools that demonstrate migration streams(dates and locations). (Map creation, map synthesis, data analysis, leveled questions) BH3 Analyze the immigration policies of the United States and their effect on immigration. (Timeline, Storyboard, Sequence Chart) Inq3.a Develop a claim (of value) explaining a reason for the increase of migration. (Claim writing, claim types, concept webs)	Inq1.a Formulate a open ended questions. (Question Formulation Technique) Econ1 Identify reasons why people move. (Close Reading, Concept Webs, outline notetaking.) Hist1 Explain examples of migration while inferring implied causes for migration. (Concept Web, presentation, jigsaw, podcasting) Inq2 Gather sources regarding multiple perspectives regarding migration. (Jigsaw, Gallery Walk) Inq3 Cite evidence supporting why people move. (Primary vs. Secondary Source)
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)

Types of Claims - Purdue OWL Discovery Techbook US History Civil War to Present Section 3.3* Trends in Migration to the US Explore Immigration Data DOCS Teach.com (Naturalization Act of 1855) PBS - Voices of the Vietnamese Refugee Experience	The New Colossus - Emma Lazarus American Progress painting - John Gast Statue of Liberty Political Cartoon - Fred Packer The Voices of Ellis Island - Primary Sources
SUPPORTING QUESTION 3 (if applicable)	SUPPORTING QUESTION 4 (if applicable)
What are the effects of migration?	How has migration changed over time?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
Econ1 Explain the changes to United States caused by the influx of immigration. (Concept Web, presentation, jigsaw, podcasting) BH3 Analyze the effects of the Great Migration on the urban areas in the north. (Journey of Migrant Narrative) Inq4.a Communicate conclusion while considering the perspective of those who migrated away from the south during the Great Migration. (Journey of Migrant Narrative)	Geog1 Construct a map that analyzes the population patterns of migration over time. (Migration movements on a map w/the 5w's for groups - multiple migration streams) Hist1 Infer why migration has changed over time? (Sequencing Chart, Annotated Timeline) Inq2.b Evaluate credibility and applicability of provided sources. (Analyzing Primary Sources, ACAPS, Jigsaw Inquiry, Colaborative Inquiry, Historical Investigations)
FEATURED SOURCE(s) (may include)	FEATURED SOURCE(s) (may include)
Jim Crow and The Great Migration Article - NEWS.ELA People of the Great Migration excerpt - Smithsonian Magazine	DOCS Teach.com (The Refugee Act of 1980) Trends in Migration to the US Migration Maps
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric(s)
What era/decade/time period, post reconstruction, was the best time to be an immigrant/migrant? Construct an argument (e.g., detailed outline, poster, essay, and/or multimedia) that justifies the era/decade/time period that is best for being a migrant using specific claims and relevant evidence from sources while acknowledging competing views. SS.Inq4	
CIVIC ENGAGEMENT	
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values so that our country continues to grow? (Engagement based on key unit content and compelling question) SS.Inq5. Options may include: A. Explore the present-day issue of income inequality related to regional, racial, gender, and/or socioeconomic factors in the United States. B. Determine the degree to which specific government actions or inactions would affect income inequality in the United States.	

Unit Three: Expanding our Frontiers	
ESSENTIAL QUESTION	
How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? How do governments develop and evolve over time? What is the relationship between decision-making and economic outcomes? How do governments develop and evolve over time?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. (K-8 ONLY).	I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps. I can analyze how various map projections distort shape, area, distance and direction. I can construct a mental map of regions, and locate the major regions of the world and their physical and cultural features including continents, cities, countries, bodies of water, landforms, mountain ranges, and climate zones. I can compare mental maps shaped by individual perceptions of people, places, regions, and environments.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	I can predict the opportunity costs of various decisions. I can explain why the opportunity cost might differ from person to person or in different situations. I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	I develop an argument utilizing multiple sources of information. I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
SS.Inq1.a Develop questions based on a topic	I can formulate open-ended questions that initiate further inquiry.
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I can determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
SS.Inq2.b Evaluate sources.	I can evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
SS.Inq3.a Develop claims to an inquiry question.	I can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
SS.Inq4.a Communicate Conclusion	I can communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
America's Role in the World: Conflict and Globalization	Imperialism Spanish American War World War I Cause, Major events, major people, result League of Nations/UN Roaring 20s World War II Cause, Major events, major people, result Dropping the Bomb
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Geog5.b.Interdependence	I can analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
SS.Geog3.b.Networks	I analyze spatial patterns of social and economic development in a variety of regions in the world. I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
SS.Econ4.d.Impact of government interventions	I analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy
SS.Econ4.a.Economic systems and allocations of resources.	I compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
SS.Hist3.b.Perspective	I apply historical perspectives to describe differing viewpoints of current events.
SS.Hist4.d.Point of View	I explain how the POV of the author can influence the meaning of a primary or secondary source.
SS.PS2.b. Fundamentals of citizenship	I analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). I synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
COMPELLING UNIT QUESTION	
To what extent should America have a role in the world?	
SUPPORTING QUESTION 1	SUPPORTING QUESTION 2
In what ways did the United States begin to expand its influence in the world?	How and why did the United States involve themselves in WWI and WWII?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)

Geog.1 Illustrate the expansion of the United States using a chronological series of maps. (Transparency overlays of map progression) Compare maps from different time periods during the US expansion. (Transparency overlays of map progression) Inq2.g Determine the cartoonist perspective of American Imperialism in a variety of political cartoons. (Annotation of Political Cartoon, QFT) Hist.1 Explain the lands acquired by the United States (colonies, protectorates and spheres of influence). (3-Column Chart, Triple-Venn) BH3 Analyze the American impact on the globe following the Spanish American War and the Treaty of Paris. (Timeline, Storyboard, Sequence Chart) Inq3.g Construct a claim for or against American imperialism in the 19th century. (Power of Squaring) Inq4.g Construct a counterargument for imperialism while investigating the perspective of the American Anti-Imperialist League. (Philosophical Chairs, Fish Bowl, Socratic Seminar)	Hist.1 Organize and explain the causes of WWI. (Mnemonic, Concept Web) Econ.1 Infer the change of the global role in WWI of the United States without American Imperialism. (Venn-Diagram, ACAPS, Jigsaw, Collaborative Inquiry) Inq1.a and Inq2.g Summarize, Synthesize and Ask Questions about the United States entry into WWI. Econ.1 Assess the cost and benefits of the US entry into WWI. (Socratic Seminar, Fishbowl, Debate, Philosophical Chairs) Predict an alternative to the US entry into WWI. (Concept maps) PS4 Provide examples of diplomacy, consensus building and pluralism in Wilson's role at the conclusion of WWI. (Think, Pair, Share, Concept Webs, Presentations) Inq1.a Formulate questions about the Japanese motives for the attack on Pearl Harbor. (QAR, QFT, Level of questions) Inq3.g Construct a claim for or against the entry of the United States into WWII. (Claim writing, claim types, concept webs) Econ.1 Assess the cost and benefits of the US Entry and involvement in WWII. (Socratic Seminar, Fishbowl, Debate, Philosophical Chairs) Explain the changes in the US economy due to their involvement in WWII. (3-Column Chart, Triple-Venn) BH3 Analyze the reason for the United States using the Atomic Bomb. (Synthesis Journal, Engaging Notes, Dornell Notes, Storyboarding) Analyze the effects of the use of the Atomic bomb on Japan. (Synthesis Journal, Engaging Notes, Dornell Notes, Storyboarding) Inq4.g Communicate the reasons for using the atomic bomb its effects taking into consideration the Japanese perspective. (Debate, Oral Essay, Meeting of the Minds, Fish Bowl, Essay, On-Demand)
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook US History Civil War to the Present Concept 5.1 Library of Congress-Monroe Doctrine EDSITEment!-Open-Door Policy	Discovery Techbook US History Civil War to the Present Concept 5.2, 8.1 and 8.5 Today's Document: World War II Treaty of Versailles and the End of World War I EDSITEment!-Uncovering a World at War-WWI Stanford History Education Group-The Atomic Bomb
SUPPORTING QUESTION 3 <i>(if applicable)</i>	SUPPORTING QUESTION 4 <i>(if applicable)</i>
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric(s)
To what extent should America have a role in the world? Construct an argument (e.g., detailed outline, poster, essay, and/or multimedia) that qualifies the extent to which the US should intervene in world affairs. SS.Inq4	
CIVIC ENGAGEMENT	
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values so that our country continues to grow? (Engagement based on key unit content and compelling question) SS.Inq5. Options may include: A. Determine which people in the local community are affected by a recent military intervention abroad by the United States. B. Hold a forum about America's role in the world and invite local experts, members of the armed forces, and/or representatives of a community organization related to the recent military intervention. --- A. Identify a current issue where people may have varying perspectives. B. Interview individuals with varying perspectives and publish these interviews.	

Unit Four: A Modern Nation Emerges	
ESSENTIAL QUESTION	
How do the tools historians use help us understand relationships between people, places, ideas, and events of the past? How do governments develop and evolve over time? What is the relationship between decision-making and economic outcomes? How do governments develop and evolve over time?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.BH3: Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).	I can analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
Standard SS.Geog1: Wisconsin students will use geographic tools and ways of thinking to analyze the world. (K-8 ONLY).	I can ask and answer geographic questions about patterns, purpose, and implications when using paper and digital maps.
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	I can analyze how various map projections distort shape, area, distance and direction.
	I can explain multiple causes and effects within a time period, event or culture.
	I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	I can organize applicable evidence into coherent arguments across time periods, events or cultures.
	I can predict the opportunity costs of various decisions.
	I can explain why the opportunity cost might differ from person to person or in different situations.
Standard SS.PS4: Wisconsin students will <i>develop and employ</i> skills for civic literacy.	I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries
	I develop an argument utilizing multiple sources of information.
	I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
SS.Inq1.b. Plan an Inquiry	I can utilize the formulated open-ended question to support and guide the inquiry.
SS.Inq1.a Develop questions based on a topic	I can formulate open-ended questions that initiate further inquiry.
SS.Inq2.a Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry	I can determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
SS.Inq2.b Evaluate sources.	I can evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
SS.Inq3 Develop claims to an inquiry question.	I can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
SS.Inq4.a Communicate Conclusion	I can cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim.
	I can determine the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
I can communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).	
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
Responsibilities and Diversity	Economic Growth/Innovation as a World Power Responsibilities to Groups of People Native Americans Holocaust Japanese Internment Camps
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
BH2.a.Relationship of people and groups	I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Geog5.b.Interdependence	I can analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
SS.Geog3.b.Networks	I analyze spatial patterns of social and economic development in a variety of regions in the world.
SS.Econ4.d.Impact of government interventions	I identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
SS.Econ4.a.Economic systems and allocations of resources.	I analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy
SS.Hist3.b.Perspective	I compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
SS.Hist4.d.Point of View	I apply historical perspectives to describe differing viewpoints of current events.
SS.PS2.b. Fundamentals of citizenship	I explain how the POV of the author can influence the meaning of a primary or secondary source.
	I analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws).
	I synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
COMPELLING UNIT QUESTION	
What are the roles and responsibilities of a modern nation?	
SUPPORTING QUESTION 1	SUPPORTING QUESTION 2
What was the effect of US economic policy as we expanded our global influence?	In what ways has our role as a world power changed from the post World War era to present day?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)

Econ1 Explain the opposing economic policies with in the Cold War. (Socratic Seminar, Fishbowl, Debate, Philosophical Chairs) Hist1 Organize and explain varying moments of US economic and militarial involvement after WWII and through the Cold War. (Timeline, Concept Web) Inq1a and Inq2a Summarize, synthesize and ask questions about the United States and the Cold War. (Leveled Questions) Inq3a Develop a claim surrounding a position on the US policy of Containment. (Power of Squaring, Collaborative Tweet, World Cafe) Hist1 Infer how the US involvement in global affairs from WII and into the Cold War has changed. (Concept maps, ACAPS, Jigsaw, Collaborative Inquiry) PS4 Provide examples of diplomacy, pluralism and consensus building during the Cold War. (Think, Pair, Share, Concept Webs, Presentations)	Hist1 Infer and hypothesize the causes of our change in role in the world. (Concept maps, ACAPS, Jigsaw, Collaborative Inquiry)
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook US History Civil War to the Present Concept 7.1 and 9.1* Truman Doctrine Marshall Plan	Discovery Techbook US History Civil War to the Present Concept 12.2*
SUPPORTING QUESTION 3	SUPPORTING QUESTION 4
Has the United States role as a modern world power changed its treatment of specific groups of people?	What is the current role and responsibility of a world power to bring awareness to marginalized groups?
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
BH3 Analyze the consequences of our action or inaction of specific groups of people. (Annotated Timeline, 2-Column Notes, Socratic Seminar, Political Cartoon Analysis) Hist1 Infer and hypothesize the effect of our action or inaction toward specific groups of people. (Costas Levels, Close notes, Annotation, Source Comparison) Econ1 Explain the opportunity costs that existed with our action or inaction toward specific groups of people. (Concept Web, presentation, jigsaw, podcasting) Inq2.b Evaluate credibility and applicability of provided sources. (Analyzing Primary Sources, ACAPS, Jigsaw Inquiry, Colaborative Inquiry, Historical Investigations)	BH3 Analyze the role and responsbilityof world powers. (Annotated Timeline, 2-Column Notes, Socratic Seminar, Political Cartoon Analysis) Hist1 Infer and hypothesize the causes for marginalization of specific groups.(Costas Levels, Close notes, Annotation, Source Comparison) Econ1 Explain the opportunity costs that existed with our action or inaction toward specific groups of people. (Concept Web, presentation, jigsaw, podcasting) Inq2.b Evaluate credibility and applicability of provided sources. (Analyzing Primary Sources, ACAPS, Jigsaw Inquiry, Colaborative Inquiry, Historical Investigations)
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
The Munson Report Executive Order 9066	Wisconsin Historical Society -Wisconsin Survivors of the Holocaust S.Res. 458
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubric(s)
Should world powers be held accountable for the lack of degree of action or inaction to support marginalized groups? Construct an argument (e.g., detailed outline, poster, essay, and/or multimedia) that qualifies the extent to which the US should intervene in world affairs. SS.Inq4	
CIVIC ENGAGEMENT	
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values so that our country continues to grow? (Engagement based on key unit content and compelling question) SS.Inq5. Options may include: A. Research the current state of the relationship between [name of country] and the United States including their respective influence on world affairs. B. Assess the concerns expressed by both powers in terms of their economic and geopolitical role. --- A. Identify and research a modern ethnic or religious persecution. B. Evaluate the policies taken by the international community and ordinary citizens to address the persecution. C. Create an educational video addressing the persecution that considers the role of ordinary citizens. --- A. Investigate a current threat caused by differing ideas/theories focusing on one or more groups of people. B. Examine the extent to which the current threat is successful and state one's personal perspective on the justification of the threat.	

Unit Five: A Search For Better Times	
ESSENTIAL QUESTION	
Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? How am I influenced by institutions? How do institutions change? What is my role in institutional change? How do different political and economic systems affect civic life? How does diversity impact society? What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries. SS.Econ1.b: Incentives I can evaluate how incentives impact individual and/or household decision-making.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information. SS.PS4.b: Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry. SS.Inq1.b: Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Inq2.b: Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a: Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.b: Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SS.Inq3.c: Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a: Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Inq4.a: Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a: Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
American Identity Government Role Movement of People	Great Depression -Dust Bowl New Deal Space Race Communism v Democracy American Dream (Life in the 50's) -Baby Boom -Opportunities -Jobs -Growth in the suburbs
SS.Hist3.b.Perspective	I apply historical perspectives to describe differing viewpoints of current events.
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
SS.Econ4.d.Impact of government interventions	I analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy
SS.Econ4.a.Economic systems and allocations of resources.	I compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
SS.Hist4.d.Point of View	I explain how the POV of the author can influence the meaning of a primary or secondary source.

BH2.a.Relationship of people and groups		I categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
SS.PS2.b. Fundamentals of citizenship		I analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). I synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
COMPELLING UNIT QUESTION		
In what ways did innovation arise from conflict?		
SUPPORTING QUESTION 1		SUPPORTING QUESTION 2
How does being united through strife lead to a better life within our democracy?		How did prosperity lead to the growth of the American dream and patriotism?
FORMATIVE ASSESSMENT TASK (may include)		FORMATIVE ASSESSMENT TASK (may include)
<u>Hist1</u> Infer the effects of strife on the unity of the people of a democracy. (Close reading of sources w/focused note taking, concept maps) <u>Econ1</u> Explain what a "better life" looks like when individuals make sacrifices for the whole. (Descriptive writing, thesis writing, primary source rewrite) <u>PS4</u> Provide examples of diplomacy, consensus building and pluralism to achieve a "better life" within a democracy. (Summarizing, concept mapping, analyzing print documents, discussions)		<u>Econ1</u> Predict how prosperity or the lack of prosperity would affect the American dream. (Descriptive writing, thesis writing, primary source rewrite) <u>Hist1</u> Organized how the American dream and patriotism has changed overtime. (Close reading of sources w/focused note taking, concept maps)
FEATURED SOURCE(s) (may include)		FEATURED SOURCE(s) (may include)
Stanford History Education Group:The New Deal SAC Library of Congress-Primary Source Set-New Deal Library of Congress-Brother, Can you Spare a Dime		Discovery Techbook (Chp 16)*
SUPPORTING QUESTION 3 (if applicable)		SUPPORTING QUESTION 4 (if applicable)
FORMATIVE ASSESSMENT TASK (may include)		FORMATIVE ASSESSMENT TASK (may include)
FEATURED SOURCE(s) (may include)		FEATURED SOURCE(s) (may include)
SUMMATIVE ASSESSMENT		
Task(s)		Standards Based Rubric(s)
Make an argument with evidence that allows you to trace the search for "better times" (eg. detailed outline/timeline, poster, essay, multimedia, socratic seminar, skit) from the onset of the Great Depression to the prosperity of Post World War II America. and argue how innovation arose from "better times".		
CIVIC ENGAGEMENT		
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values so that our country continues to grow? (Engagement based on key unit content and compelling question). Options may include: A. Determine which issues are most important to students in the debate over the extent to which government should take care of its people. B. Conduct a survey of public officials about the role of government in taking care of its people.		

Unit Six: We The People	
ESSENTIAL QUESTION	
Why is the past important to us today? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions? How am I influenced by institutions? How do institutions change? What is my role in institutional change? How do different political and economic systems affect civic life? How does diversity impact society? What knowledge and skills are needed to participate effectively in our political system?	
PRIORITY CONTENT STANDARDS AND LEARNING TARGETS	
Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.	SS.Hist1.a: Cause & SS.Hist1.b: Effect I can explain multiple causes and effects within a time period, event or culture. I can infer and hypothesize the causes and effects of an issue or event within a time period, event or culture. I can organize applicable evidence into coherent arguments across time periods, events or cultures.
Standard SS.Econ1: Wisconsin students use economic reasoning to understand issues.	SS.Econ1.a: Choices and Decision Making I can assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries I evaluate how incentives impact individual and/or household decision-making.
Standard SS.PS4: Wisconsin students will develop and employ skills for civic literacy.	SS.PS4.a: Argumentation I develop an argument utilizing multiple sources of information. SS.PS4.b: Compromise, Diplomacy, and Consensus Building I provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).
PRIORITY INQUIRY STANDARD(s)- DISCIPLINARY SKILL(s)	
Standard SS.Inq1: Wisconsin students will construct meaningful questions that initiate an inquiry.	SS.Inq1.a: Develop Questions Based on a Topic I formulate open-ended questions that initiate further inquiry. SS.Inq1.b: Plan an Inquiry I utilize the formulated open-ended question to support and guide the inquiry.
Standard SS.Inq2: Wisconsin students will gather and evaluate sources.	SS.Inq2.a: Gather diverse sources (electronic, digital, print, and other mass media) applicable to the inquiry I determine multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry. SS.Inq2.b: Evaluate sources I evaluate credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
Standard SS.Inq3: Wisconsin students will develop claims using evidence to support reasoning.	SS.Inq3.a: Develop claims to answer an inquiry question I develop a debatable claim based upon the analysis of sources. SS.Inq3.b: Cite evidence from multiple sources to support a claim I cite with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media) to support a claim. SS.Inq3.c: Elaborate how evidence supports a claim I analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
Standard SS.Inq4: Wisconsin students will communicate and critique conclusions.	SS.Inq4.a: Communicate conclusions I communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages). SS.Inq4.a: Critique conclusions I critique the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
Standard SS.Inq5: Wisconsin students will be civically engaged.	SS.Inq5.a: Civic engagement I engage in opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
DISCIPLINARY CONCEPT	KEY UNIT CONTENT
American Identity: Human Rights and Democracy	Urban poverty Women's rights Suffrage Native Americans Civil Rights Movement Segregation Jim Crow Worker's rights Little Rock 9 Plessy V. Ferguson Brown V. Board of Education
COMPELLING UNIT QUESTION	
What do we mean when we say "We"?	
SUPPORTING CONTENT STANDARDS AND LEARNING TARGETS	
enter supporting content standard	enter learning targets
SUPPORTING QUESTION 1	SUPPORTING QUESTION 2
What rights are all people guaranteed?	How have rights of people change over time in the United States?
FORMATIVE ASSESSMENT TASK (may include)	FORMATIVE ASSESSMENT TASK (may include)
BH3 Assess rights of people and cultures. (Think-Pair-Share, analyzing print documents, focused notes)	Hist1 Explain the cause for changes of rights over time. (Close reading of sources w/focused note taking, concept maps) Econ1 Explain the motives and sacrifice of those who have upheld or violated the rights of people. (Descriptive writing, thesis writing, primary source rewrite) Hist1 Organize evidence of changes that have occurred within Human Rights. (Timeline, Concept Web, Story Board, 2 or 3 Column Notes)

FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook (Chp.17.4)* -LBJ Signing Civil Rights Act image	Discovery Techbook (Chp.13.1, 17.1, 17.4)* -Brown v. Board video -EEOC video
SUPPORTING QUESTION 3 <i>(if applicable)</i>	SUPPORTING QUESTION 4 <i>(if applicable)</i>
How has America succeeded or failed to live up to the ideals in our founding documents?	
FORMATIVE ASSESSMENT TASK <i>(may include)</i>	FORMATIVE ASSESSMENT TASK <i>(may include)</i>
Hist1 Explain cause/effect of policies and changes in the United States. <i>(Close reading of sources w/focused note taking, concept maps)</i> BH3 Analyze the connections and consequence of success and failures of living up to the ideals of the founding documents. <i>(Close reading of sources w/focused note taking, reflective journal)</i> Econ1 Descriptive writing, thesis writing, primary source rewrite PS4 summarizing, concept mapping, analyzing print documents, discussions	
FEATURED SOURCE(s) <i>(may include)</i>	FEATURED SOURCE(s) <i>(may include)</i>
Discovery Techbook (Chp.17.4)*	
SUMMATIVE ASSESSMENT	
Task(s)	Standards Based Rubrics
Make an argument for and create an exhibit that demonstrates your understanding of a topic related to the unit "We the People. Use evidence from the unit to support the purpose and importance of your exhibit. A short oral presentation will be included to explain your exhibit. Inq4	
CIVIC ENGAGEMENT	
The United States of America is the land of opportunity, resources, and progress. Therefore, how can we, as Americans, advocate and support these values (as present in the unit "We the People" so that our country continues to grow? (Engagement based on key unit content and compelling question) Inq5	