“... I have a dream that one day this nation will rise up, live out the true meaning of its creed: We hold these truths to be self evident, that all men are created equal.”

— Martin Luther King
1963
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East Grand Rapids Public Schools

K-12 Social Studies Curriculum Committee

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DISTRICT PHILOSOPHY

Social Studies education in East Grand Rapids Public Schools prepares students to be informed and responsible citizens of our democratic society, our world, and our global community.

OVERVIEW and RATIONALE

The K-5 and 9-12 Social Studies Curriculum Committee was convened in January 2007 (the middle school social studies department had met a year and a half earlier, revisited curriculum, and purchased some textbooks). The original purpose of the committee was to realign specific units with minor modifications; however, as we began to unfold the last curriculum and reviewed the proposed Grade Level Content Expectations (GLCE) and High School Content Expectations (HSCE), it was evident that additional work would be needed.

Midway through our committee work, we asked the Middle School Social Studies Department to participate so that our final document would have a smooth alignment K-12. The work of the Diversity Curriculum Committee was also integrated at this time. The result of these additions was the opportunity for the middle school to review their year and a half old curriculum and make any necessary midway adjustments.

To ensure that we thoroughly examined the K-12 curriculum, we committed to:

- Reviewing our current curriculum document with the intention of assessing and aligning K-8 Grade Level Content Expectations (GLCE) and the High School Content Expectations (HSCE) recently released from the Michigan Department of Education
- Reviewing the state and national standards
- Reviewing the Cross Cultural Competencies (CCC) and Kent Intermediate School District Curriculum
- Merging the Diversity Curriculum and Social Studies Curriculum Committees to reach a better understanding of Cross Cultural Competencies
- Researching and reviewing new social studies texts and trade books that support the unit development at the elementary level
- Ensuring that a professional development plan is in place
- Aligning K-5 report cards to standard based report card
- Printing K-5 curriculum cards in a user-friendly format
9-12 SCOPE and SEQUENCE

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<tr>
<th>Grade Level</th>
<th>Area of Study</th>
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<tr>
<td>Ninth</td>
<td>World History, Geography</td>
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<td>Tenth</td>
<td>United States History, Geography, Economics</td>
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<tr>
<td>Eleventh</td>
<td>Government, Economics</td>
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<tr>
<td>Twelfth</td>
<td>Government, Economics</td>
</tr>
</tbody>
</table>

CROSS CULTURAL COMPETENCY

*The skills and the ability to establish authentic relationships across differences*

The Social Studies Curriculum Committee and the Diversity Curriculum Committee are proud to have integrated the Cross Cultural Competencies (CCC) into the new K-12 Social Studies Curriculum. The cross cultural competencies involve teaching with a multicultural mindset.

We have provided the Cross Cultural Competency flipbook for each teacher for use as a reference, supporting the cccs listed through the curriculum.

RECOMMENDATIONS

**High School Social Studies Program**

The High School representatives have prioritized their textbook needs with the highest need being World History, Economics, and US History textbooks. The recommended vendors and associated cost can be found in the budget portion of this document. A wish list for purchase at a later date has been prioritized as follows:

- AP Government Last updated in 2000
- Psychology Last updated in 2000
- AP U.S. History Last updated in 2001
- Government Last updated in 2002
- AP World History Last updated in 2003

STAFF DEVELOPMENT PLAN

**School Year 2007-2008**

Staff development opportunities during the school year to integrate differentiation strategies throughout the curriculum.
Core Values of American Constitutional Democracy
Middle School/High School

Fundamental Beliefs

Life
The individual’s right to life should be considered inviolable except in certain highly restricted and extreme circumstances, such as the use of deadly force to protect one’s own life or the lives of others.

Liberty
The right to liberty is considered an unalterable aspect of the human condition. Central to this idea of liberty is the understanding that the political or personal obligations of parents or ancestors cannot be legitimately forced on people. The right to liberty includes personal freedom: the private realm in which the individual is free to act, to think and to believe, and which the government cannot legitimately invade; political freedom: the right to participate freely in the political process, choose and remove public officials, to be governed under a rule of law; the right to a free flow of information and ideas; open debate and right of assembly; and economic freedom: the right to acquire, use, transfer and dispose of private property without unreasonable governmental interference; the right to seek employment wherever one pleases; to change employment at will; and to engage in any lawful economic activity.

The Pursuit of Happiness
It is the right of citizens in the United States constitutional democracy to attempt to attain—“pursue”—happiness in their own way, so long as they do not infringe upon the rights of others.

Common Good
The public or common good requires that individual citizens have the commitment and motivation—that they accept their obligation—to promote the welfare of the community and to work together with other members for the greater benefit of all.

Justice
People should be treated fairly in the distribution of the benefits and burdens of society, the correction of wrongs and injuries, and in the gathering of information and making of decisions.

Equality
All citizens have: Political equality and are not denied these rights unless by due process of law; legal equality and should be treated as equals before the law; social equality so as there should be no class hierarchy sanctioned by law: economic equality which tends to strengthen political and social equality for extreme economic inequality tends to undermine all other forms of equality and should therefore be avoided.

Diversity
Variety in culture and ethnic background, race, lifestyle, and belief is not only permissible but desirable and beneficial in a pluralist society.

Truth
Citizens can legitimately demand that truth-telling as refraining from lying and full disclosure by government be the rule, since trust in the veracity of government constitutes an essential element of the bond between governors and governed.
Popular Sovereignty
The citizenry is collectively the sovereign of the state and holds ultimate authority over public officials and their policies.

Patriotism
Virtuous citizens display a devotion to their country, including devotion to the fundamental values and principles upon which it depends. They should exhibit a reasoned commitment to the core democratic values in their words and deeds.

CONSTITUTIONAL PRINCIPLES

Rule of Law
Both government and the governed should be subject to the law.

Separation of Powers
Legislative, executive, and judicial powers should be exercised by different institutions in order to maintain the limitations placed upon them.

Representative Government
The republican form of government established under the Constitution is one in which citizens elect others to represent their interests.

Checks and Balances
The powers given to the different branches of government should be balanced, that is roughly equal, so that no branch can completely dominate the others. Branches of government are also given powers to check the power of other branches.

Individual Rights
Fundamental to American constitutional democracy is the belief that individuals have certain basic rights that are not created by government but which government should protect. These are the right to life, liberty, economic freedom, and the “pursuit of happiness.” It is the purpose of government to protect these rights, and it may not place unfair or unreasonable restraints on their exercise. Many of these rights are enumerated in the Bill of Rights.

Freedom of Religion
There shall be full freedom of conscience for people of all faiths or none. Religious liberty is considered to be a natural inalienable right that must always be beyond the power of the state to confer or remove. Religious liberty includes the right to freely practice any religion or no religion without government coercion or control.

Federalism
Power is shared between two sets of governmental institutions, those of the states and those of the central of federal authorities, as stipulated by the Constitution.

Civilian Control of the Military
Civilian authority should control the military in order to preserve constitutional government.
High School Social Studies

- Economics (130 books) ....................... $7,600
- U.S. History (190 books) ................. 11,400
- World History (210 books) ............... 12,800

Subtotal ................................................. $31,800

Shipping (approximate) .................... 2,000

Total ...................................................... $33,800
Philosophy
The Social Studies department expects students to develop the following skills: critical thinking, writing, research, discussion, and reading to help them create a body of knowledge, awareness, interest, curiosity and to understand and respect diversity. The students will become independent thinkers who can present arguments, articulate their ideas along a continuum of life long learning while considering the local state, national and world issues of yesterday and today.

Writing in the Content Area
Why Writing Should be Taught in Social Studies
Writing in the content area encourages students to obtain a greater understanding of social studies. The writing process allows for students to make connections, draw conclusions, and support their opinions. Writing invites students to synthesize information from a variety of sources, including students’ own prior knowledge and experiences.

Preparing students for all aspects of a social studies or history course at the college/university level, is an integral aspect of the social studies courses. To help students to be successful, it is important to introduce the students to the different types of writing, available sources, and variety of parenthetical references. The writing requirements help fulfill this goal for all students.

A formal essay for each class will be required and is a crucial part of the writing curriculum. Several types of evidence will also be required for each subject area.

• U.S. History and Geography: Primary Documents
• Economics: Statistics
• Government: Position/Policy Paper
• World History and Geography: Charts, graphs, and maps

The required length for students in grades 9 and 10 will be 2-3 pages. The required length for students in grades 11 and 12 will be 3-5 pages.

Parenthetical Reference Guide Requirements

• World History and Geography: Modified MLA parenthetical reference
• Economics: Modified MLA parenthetical reference
• Government: APA
• U.S. History and Geography: Chicago Manual Style

Teaching a systematic approach to content area writing enables students to focus their thoughts, expand their ideas, evaluate their analysis, improve their mechanics, and express their opinions precisely. This systematic approach includes:
• Developing a thesis
• Researching and organizing information
• Writing a first draft
• Revising and editing
• Producing a final essay
Reading in the Content Area

Why Reading should be taught in Social Studies
Reading skills are essential to the learning of content area subjects. In social studies and history, students must read to learn. Struggling readers risk learning less that those who are proficient in reading in the content area. The combination of literacy strategies with social studies and history content actively engages students in learning. Students who learn to internalize reading strategies, such as visualizing, predicting, and making connections, become better social studies and history students, as well as, more advanced readers.

Teaching students to learn through reading focuses on the development of the skills and strategies necessary for content area comprehension. These skills and strategies include:

- **Identifying Words and Building Vocabulary:** strategies include focusing on the reading of unfamiliar words, determining the meaning of unfamiliar words, and recognizing words’ meanings across subjects.

- **Reading for a Reason:** strategies include determining purpose of reading and the rate and depth at which certain text should be read. These strategies include scanning, skimming, and careful reading.

- **Reading for Understanding:** includes strategies for pre-reading, during reading, and after reading to maximize comprehension.

- **Reflecting on Content Being Read:** strategies include interpreting, inferring, drawing conclusions and considering a perspective bias, distinguishing fact from opinion, evaluating, and synthesizing.

- **Understanding Text Structure:** strategies include an understanding of the pattern of organization of a piece of writing, such as comparison and contrast, cause and effect, problem and solution, and sequence reading.

- **Reading for Research:** strategies include developing skill acquisition in how to obtain information from a wide array of resources and the organization of information. Using a variety of reading material to develop and comprehend diverse perspectives.
The question of the relation of the States to the federal government is the cardinal question of our constitutional system. At every turn of our national development we have been brought face to face with it, and no definition either of statesmen or of judges has ever quieted or decided it. It cannot, indeed, be settled by the opinion of any one generation, because it is a question of growth, and every successive state of our political and economic development gives it a new aspect, makes it a new question.

— Woodrow Wilson
Constitutional Government in the United States, 173 (1908)
Focus Questions
1. How do Historians and geographers organize their way of thinking about the word? What does habits of mind mean?
2. How did Mesolithic and Neolithic Revolutions lead to the development of the River Valley Civilizations?
3. How did geography influence the development of ancient civilizations?
4. What circumstances led to the evolution from polytheistic to monotheistic belief systems?
5. How did political/social interaction help to develop organized society in the ancient world?
6. What impact did international trade have on ancient civilizations?
7. What developments in Mesopotamia have earned it the title of “The Cradle of Civilization” as opposed to India or China?
8. What role did the development of drama, art, and the Olympic Games play in the creation of an “interactive” Greece?
9. What is the meaning of the expression “All roads lead to Rome?”
10. How does the role of dynasty define the rise of China?

High School Content Expectations (HSCE)
- F1 World Historical and Geographical “Habits of Mind” and Central Concepts
- F2 Systems of Human Organizations
- F3 Growth and Development of World Religions
- F4 Regional Interactions

<table>
<thead>
<tr>
<th>Themes</th>
<th>Key Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belief Systems</td>
<td>Mesolithic and Neolithic Revolutions</td>
</tr>
<tr>
<td>o Characteristics that distinguish this time period from the others</td>
<td></td>
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<tr>
<td>o Functions of a belief system in a society</td>
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<tr>
<td>Civilizations</td>
<td>Great River Valley Civilizations</td>
</tr>
<tr>
<td>o Definition and factors of a “civilization”</td>
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<tr>
<td>o Importance of agriculture to the development of civilization</td>
<td></td>
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<tr>
<td>o List the accomplishment of each civilization and explain how those accomplishments differentiate the various civilizations.</td>
<td></td>
</tr>
<tr>
<td>Government and Politics</td>
<td>Emergent Belief Systems</td>
</tr>
<tr>
<td>o Political rulers’ means to gain and justify authority</td>
<td></td>
</tr>
<tr>
<td>Culture</td>
<td>Mesopotamian Peoples</td>
</tr>
<tr>
<td>o Artistic, literary, scientific, and intellectual accomplishments of these civilizations and comparison between them</td>
<td></td>
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<tr>
<td>o Belief systems and how they perceive their world</td>
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<tr>
<td>Geographic Perspective</td>
<td>Greek Dynasties</td>
</tr>
<tr>
<td>o Role that geography plays in the formation, rise, and fall of these civilizations</td>
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<td></td>
<td>Greece and Rome</td>
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<td></td>
<td>India</td>
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<tr>
<td></td>
<td>Revolution</td>
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<td>Change</td>
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<tr>
<td></td>
<td>Interaction</td>
</tr>
</tbody>
</table>
### Relevant Names and Examples

- Homo sapiens
- Neanderthal
- Cro-Magnon
- Mesopotamia
- Fertile Crescent
- Indus
- Tigris and Euphrates
- Nile
- Hebrews
- Phoenicians
- Hammurabi
- Cuneiform
- Hieroglyphics
- Hatshepsut
- Ramses
- Tutankhamen
- Akhenaton
- *Epic of Gilgamesh*
- Indian Caste System
- Mohenjo-Daro
- Harappa
- Monotheism
- Polytheism
- Judaism
- Moses
- Abraham
- Christianity
- Jesus
- Paul of Tarsus
- Siddhartha Gautama
- Lao Tze
- Hinduism
- Brahma
- Vishnu
- Shiva
- 10 Commandments
- Torah
- Messiah
- Dao
- Karma
- Upanishads
- Buddhism
- Four Noble Truths
- Eightfold Path
- Bhagavad-Gita
- Nirvana
- Pericles
- Alexander (the Great)
- Hellenistic Age
- Homer
- Socrates
- Plato
- Aristotle
- Plato’s *Republic*
- Homer’s *Iliad* and *Odyssey*
- Olympic Games
- Julius Caesar
- Caesar Augustus
- Constantine
- Consul
- *Pax Romana*
- Patricians
- Stages of Roman Government
  - Republic/Senate
  - Emperor
  - E/W Split
- Confucius
- Dynasty
- Calligraphy
- Civil Service
- “Mandate of heaven”
- The Great Wall
- Huang He

### Common Core

<table>
<thead>
<tr>
<th>Common Core</th>
<th>Documents</th>
<th>Activities</th>
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</thead>
</table>
| RH.9-10.6   | “Code of Hammurabi”  
An Egyptian father wants his son to be a scribe about 2000BC. | Comparison to Egyptian’s Letter to His Son, Comparison to Hebrew Law. Small group work comparing life in both cultures, how cities are organized and punishment administered. |
| RH.9-10.8   | “Was Farming a Good Idea?” | Class Discussion |
| RH.9-10.1   | Epic of Gilgamesh | Analyze Mesopotamia's cultural values |
| RH.9-10.1   | Poem of Mulan | Analysis of time period-War with the Xiongnu |
| RH.9-10.1   | Ban (Pan) Zhao - Women in Classical China | Class Discussion of Chinese Gender Roles |
| RH.9-10.1   | Urban II: The Opening of the Crusades | Analyze how Urban II justified/motivated participation in the Crusades. |

### Additional Activities

2. Study the code of Hammurabi and interpret its significance.
3. Study the Roman Empire’s legions, laws, and language.
Unit 2: Post-Classical Period  
600 – 1450 CE

Focus Questions
1. How did the rise of nation-states and empires change the political structure of Europe, India, the Middle East, and East Asia?
2. How did the Christian Church maintain a sense of unity in Europe after the fall of Rome?
3. How did Islam develop both as a powerful religion and influential empire?
4. What long-term impact did the Byzantine Empire have on European culture?
5. What were the sophisticated accomplishments of the Aztec, Pueblo, Inca, Mayan empire and Eastern woodland peoples?
6. How did the accomplishments of the Islamic Empire, China, and the Renaissance constitute a cultural revolution?
7. What was the impact of the separation of the Christian Church into Orthodoxy and Catholicism?
8. How do the Crusades create beneficial economic interaction between the Christians and Muslims while concurrently creating a climate of religious intolerance?

High School Content Expectations (HSCE)
4.1 Cross-temporal or Global Expectations
   4.1.1 Crisis in the Classical World
   4.1.2 World Religions
   4.1.3 Trade Networks and Contacts

4.2 Interregional or Comparative Expectations
   4.2.1 Growth of Islam and Dar al-Islam
   4.2.2 Unification of Eurasia under the Mongols
   4.2.3 The Plague

4.3 Regional Expectations
   4.3.1 Africa to 1500
   4.3.2 The Americas to 1500
   4.3.3 China to 1500
   4.3.4 The Eastern European System and the Byzantine Empire to 1500
   4.3.5 Western Europe to 1500

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<tbody>
<tr>
<td>• Belief Systems</td>
<td>• Maya</td>
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<tr>
<td>o Developments of Christianity</td>
<td>• Byzantine Empire</td>
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<tr>
<td>o Growth and spread of Islam</td>
<td>• Islam</td>
</tr>
<tr>
<td>• Civilizations</td>
<td>• Mogul India</td>
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<tr>
<td>o Religion becomes a unifying characteristic of empire</td>
<td>• Feudal/Medieval Europe</td>
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<tr>
<td>• Government and Politics</td>
<td>• Crusades</td>
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<tr>
<td>o Rise of the nation-state</td>
<td>• East Asia</td>
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<td>• Culture</td>
<td>• Mongols</td>
</tr>
<tr>
<td>o Renaissance</td>
<td>• Hinduism</td>
</tr>
<tr>
<td>o Humanism</td>
<td>• African civilizations</td>
</tr>
<tr>
<td>o Islamic scientific accomplishments</td>
<td>• Mesa American civilizations</td>
</tr>
<tr>
<td>o Chinese accomplishments</td>
<td></td>
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<tr>
<td>• Geographic Perspective</td>
<td></td>
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<tr>
<td>o Definition of borders</td>
<td>• Revolution</td>
</tr>
<tr>
<td>o Movement of people, ideas, goods, disease, etc.</td>
<td>• Change</td>
</tr>
<tr>
<td>o Spread of world religions</td>
<td>• Interaction</td>
</tr>
<tr>
<td>o Demographic effect of the plague</td>
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<tr>
<td>o Patterns of Mongol conquest</td>
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</table>
## Relevant Names and Examples

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<th>Names and Examples</th>
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</thead>
<tbody>
<tr>
<td>Maya</td>
<td>Dar al-Islam</td>
<td>Leif Ericsson</td>
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<tr>
<td>Mayan calendar, architectural accomplishments</td>
<td>Trans-Saharan trade</td>
<td>Pope Urban II</td>
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<tr>
<td>Justinian and Theodora</td>
<td>Bantu</td>
<td>Crusades</td>
</tr>
<tr>
<td>excommunicate</td>
<td>Qu’ran (Koran)</td>
<td>Lord/vassal/serf</td>
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<tr>
<td>Justinian’s Code</td>
<td>Hajj</td>
<td>Chivalry</td>
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<td>Great Schism</td>
<td>Jihad</td>
<td>Guilds</td>
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<tr>
<td>Petrarch</td>
<td>Sufi</td>
<td>Genghis Khan</td>
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<td>Dante</td>
<td>5 Pillars of Islam</td>
<td>Khubilai Khan</td>
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<td>Chaucer</td>
<td>Clovis</td>
<td>Tamerlane</td>
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<td>Mohammed</td>
<td>Charlemagne</td>
<td>Yuan Dynasty</td>
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<td>Sunni and Shi’a/Shiite</td>
<td>Marco Polo</td>
<td>Mongol Technological and Cultural Accomplishments</td>
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<td>Bedouin</td>
<td>William of Normandy</td>
<td>Bubonic Plague (Black Death)</td>
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<td>Mosque</td>
<td>King John</td>
<td>Sultanate of Delhi</td>
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<td>Caliph</td>
<td>100 year war</td>
<td>Babylonian captivity</td>
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<td>Imam</td>
<td>Magna Carta</td>
<td>Fief</td>
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<td>Ramadan</td>
<td>Parliament</td>
<td>Manor</td>
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<tr>
<td>Silk Roads</td>
<td>Thomas Aquinas</td>
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<td>Joan of Arc</td>
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## Common Core

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<th>Common Core</th>
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<tr>
<td>RH.9-10.1/2</td>
<td>Rihla: Ibn Battuta</td>
<td>Three Points of Cultural Differences</td>
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<tr>
<td>RH.9-10.8</td>
<td>Summary of Essay by Lynda Shaffer titled “Southernization”</td>
<td>Debate: Should World History texts recognize the importance of South Asia on European development?</td>
</tr>
<tr>
<td>RH.9-10.5/9</td>
<td>Mongol Empire Builders: Fiend from Hell or Culture brokers</td>
<td>Weigh conflicting accounts/perceptions of Mongol leaders, culture, etc. Write an essay, “What made the Mongols a success?”</td>
</tr>
</tbody>
</table>

## Additional Activities

1. Prepare Power Point on Mongolian architecture.
2. Study and prepare Power Point on the Silk Road.
Unit 3: Early Modern Period
1450 – 1750 CE

Focus Questions
1. How did the Protestant Reformation challenge the theology and political influence of the Catholic Church on the European continent?
2. In what ways were the American polytheistic beliefs different than the monotheistic European faiths?
3. How do the feudal systems of the Japan compare to those of the Europe?
4. What circumstances of power allowed European countries to rise while others declined, were decimated, or became isolated?
5. Why were the English moving toward liberalism while the rest of the world remained mired in absolutism?
6. What were the main obstacles confronting those engaged in the Scientific Revolution, and how were they able to overcome those impediments?
7. What were the motivating factors that made exploration attractive to so many countries?
8. How did the advances of technology allow the first steps toward geographic globalization?
9. What were the effects of the Columbian exchange?
10. Examine the impact of the migration of world religions.
11. What labor systems, including slavery, existed and influenced Trans-African and Trans-Atlantic economic systems?

High School Content Expectations (HSCE)
5.1 Cross-temporal or Global Expectations
   5.1.1 Emerging Global System
   5.1.2 World Religions

5.2 Interregional or Comparative Expectations
   5.2.1 European Exploration/Conquest and Colombian Exchange
   5.2.2 Trans-African and Trans-Atlantic Slave Systems

5.3 Regional Content Expectations
   5.3.1 Ottoman Empire through the 18th Century
   5.3.2 East Asia through the 18th Century
   5.3.3 South Asia/India through the 18th Century
   5.3.4 Russia through the 18th Century
   5.3.5 Europe through the 18th Century
   5.3.6 Latin America through the 18th Century
### Themes

- **Belief Systems**
  - Protestant Reformation
  - American Polytheistic Societies

- **Civilizations**
  - Continuation of Feudal Systems
  - Clash of societies between Europe and the Americas
  - Foundation of European superpowers

- **Government and Politics**
  - Absolutism
  - English Republicanism

- **Culture**
  - Scientific Revolution
  - Enlightenment
  - Renaissance Art
  - Bushido

- **Geographic Perspective**
  - “Discovery” of the Americas
  - Russian isolation
  - Movement of world religions
  - Development of Atlantic and African trade systems
  - Expansion and decline of the Ottoman Empire

### Key Concepts

3 Weeks
- Renaissance Europe
- Age of Exploration and Colonization
- Aztec/Inca (pre- and post-colonization)

**Semester Break**

4 Weeks
- Ottoman
- Ming/Qing China
- Tokugawa Japan
- Sub-Saharan Africa
- Russia

### Relevant Names and Examples

- Aztecs
- Incas
- Montezuma
- Iroquois
- Pueblos
- Christopher Columbus
- Herman Cortés
- Francisco Pizarro
- Montezuma
- Atahualpa
- Ferdinand Magellan
- Bartolomeu Dias
- Marco Polo
- Ibn Battuta
- Vasco da Gama
- Creoles
- Mestizos
- Mulattos
- Astrolabe
- Circumnavigate
- Trade winds
- Smallpox
- Janissaries
- Süleyman the Magnificent
- Capture/Fall of Constantinople
- Block-printing
- Foot binding
- Samurai
- *Shogun*
- Grand Canal
- Angkor Wat
- Raphael
- Leonardo da Vinci
- Michelangelo Buonarroti
- Zheng He
- Johann Gutenberg
- Nicoló Machiavelli
- Nicholas Copernicus
- Johannes Kepler
- Galileo Galilei
- Martin Luther
- Henry VIII
- Ignatius of Loyola / Jesuits
- Louis XIV
- Absolutism
- Capitalism
- Deism
- Divine Right of Kings
- Indulgences
- Theocracy
- Heliocentric
- Catholic (Counter) Reformation
- Peace of Augsburg
- Edict of Nantes
- Council of Trent
- 30 Years War
- Spanish Armada
- Glorious (Bloodless) Revolution
- English Bill of Rights (1689)
- Bantus
- Mansa Musa
- Peter the Great
## Common Core

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<thead>
<tr>
<th>Common Core</th>
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<tbody>
<tr>
<td>RH.9-10.2</td>
<td>Macartney Letter (Qianlong’s Response to Britain) 1795</td>
<td>1421: Zheng He (Gavin Menzies)</td>
</tr>
<tr>
<td>RH.9-10.2</td>
<td>Act of Seclusion - Japan 1636</td>
<td>Analyze motives for isolation, critique effectiveness</td>
</tr>
<tr>
<td>RH.9-10.7</td>
<td>The Urban Game</td>
<td>Essay on how life was affected by the Industrial Revolution.</td>
</tr>
</tbody>
</table>

## Additional Activities

1. Compare and contrast Byzantine and Renaissance Art.
2. Reading and study of Mansa Musa’s pilgrimage to Mecca
3. Comparative study of Japanese and European feudalism and the study of the code of chivalry and bushido
4. Readings from the *Tales of Gengi*
5. Mapping activity on each region
Unit 4: Modern Period
1750 – 1914 CE

Focus Questions
1. What was the effect of Deism and Secular Humanism on political thought and religious beliefs?
2. How does the “white man’s burden” affect the survival of indigenous people’s civilizations?
3. Why do socialism and communism form to challenge capitalism?
4. What political conditions in Europe created the climate for the rapid escalation of militarism in the 19th century?
5. How does the rise of militarism change the power structure of Europe and the world?
6. What were the revolutionary aspects of the Industrial Revolution in regard to politics, economics, and society?
7. How did the lack of geographic barriers invite the colonization of Asia and Africa?

High School Content Expectations (HSCE)
6.1 Global or Cross-temporal Expectations
   6.1.1 Global Revolutions
   6.1.2 World-wide Migrations and Population Changes
   6.1.3 Increasing Global Interconnections
   6.1.4 Changes in Economic and Political Systems
   6.1.5 Interpreting Europe’s Increasing Global Power

6.2 Interregional or Comparative Expectations
   6.2.1 Political Revolutions
   6.2.2 Growth of Nationalism and Nation-states
   6.2.3 Industrialization
   6.2.4 Imperialism

6.3 Regional Content Expectations
   6.3.1 Europe
   6.3.2 East Asia
   6.3.3 Africa

Themes
- Belief Systems
  - Deism
  - Secular Humanism
- Civilizations
  - Supplanting Indigenous Peoples
  - Imperialism
- Government and Politics
  - Socialism
  - Communism
  - Capitalism
  - Democracy
  - Militarism
- Culture
  - Political Philosophies
  - Inventions
- Geographic Perspective
  - African Colonization
  - Asian Colonization
  - Causes and consequences of colonization
  - Encounters between imperial powers and indigenous people

7 Weeks
- Enlightenment and Romanticism
- Political Revolutions
- Industrial Revolution
- Imperialism
- Migration

Key Concepts
- Revolution
- Change
- Interaction
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<th>Relevant Names and Examples</th>
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<td>• Sir Isaac Newton</td>
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<td>• Adam Smith</td>
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<td>• John Locke</td>
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<tr>
<td>• Thomas Hobbes</td>
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<tr>
<td>• Baron de Montesquieu</td>
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<tr>
<td>• Voltaire (François-Marie Arouet)</td>
</tr>
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<td>• Jean-Jacques Rousseau</td>
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<tr>
<td>• Constitutional monarch</td>
</tr>
<tr>
<td>• Catherine the Great</td>
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<tr>
<td>• Simón Bolívar</td>
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<td>• José de San Martin</td>
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<td>• George Washington</td>
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<td>• Toussaint L’ouverture</td>
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<td>• Metternich</td>
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<td>• Otto von Bismarck</td>
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<td>• Maximilien Robespierre</td>
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<td>• Louis XVI</td>
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<td>• Napoleon Bonaparte</td>
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<tr>
<td>• Nationalism</td>
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<td>• Divine Right of Kings</td>
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<tr>
<td>• “Blood and iron”</td>
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<tr>
<td>• “Liberty, equality, and fraternity”</td>
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<tr>
<td>• Conservative / moderate / liberal</td>
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<tr>
<td>• The Declaration of the Rights of Man and the Citizen</td>
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<td>• Declaration of the Rights of Woman and the Female Citizen</td>
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<td>• Reign of Terror</td>
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<td>• Congress of Vienna</td>
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<td>• Battle of Waterloo</td>
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<td>• Luddites</td>
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<td>• Karl Marx and Friedrich Engels</td>
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<td>• James Watt</td>
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<td>• Thomas Malthus</td>
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<td>• Proletariat</td>
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<td>• Bessemer converter/process</td>
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<td>• Communist Manifesto</td>
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<td>• Cecil Rhodes</td>
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<td>• Rudyard Kipling</td>
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<td>• “White Man’s Burden”</td>
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<td>• Social Darwinism</td>
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<td>• Sepoy Mutiny</td>
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<td>• Suez Canal</td>
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<td>• Berlin Conference, 1884-8</td>
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<tr>
<td>• Ming</td>
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<tr>
<td>• Qing</td>
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<tr>
<td>• White Lotus Society</td>
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<td>• British East India Company</td>
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<td>• Opium Wars</td>
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<td>• Taiping Rebellion</td>
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<td>• Boxer Rebellion</td>
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<td>• Meiji Restoration</td>
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<td>• British India</td>
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<td>• Decline of the Ottoman Empire</td>
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<td>• Persia</td>
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<th>Common Core</th>
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<tr>
<td>RH.9-10.6</td>
<td>Declaration of the Rights of Man &amp; Citizen. Declaration of the Rights of Woman.</td>
<td>Analyze “human rights” as claimed in the Rights of Man, and speculate why women were not included.</td>
</tr>
<tr>
<td>RH.9-10.3/5</td>
<td>Declaration of Independence (U.S.)</td>
<td>Jigsaw w/ Questions</td>
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<td>RH.9-10.6</td>
<td>Jamaica Letter - Bolivar</td>
<td>Compare Latin America's challenges to political independence to US &amp; France</td>
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<td>RH.9-10.4</td>
<td>Excerpts from Adam Smith’s Wealth of Nations</td>
<td>Introduction of capitalism and economic vocabulary</td>
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<td>RH.9-10.4</td>
<td>Child Labor in the Mines</td>
<td>Newspaper Article</td>
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<td>RH.9-10.5/8</td>
<td>Excerpts of Communist Manifesto</td>
<td>Critique Marx's Interpretation of History = ‘Class Struggle’</td>
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<tr>
<td>RH.9-10.4</td>
<td>“White Man's Burden”</td>
<td>Poem Analysis and discussion</td>
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<td>RH.9-10.5</td>
<td>Gunga Din</td>
<td>Comparison to “White Man's Burden”</td>
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<td>RH.9-10.2</td>
<td>Private Company Rule in the Congo</td>
<td>Outline of process of colonization</td>
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<tr>
<td>1. Race for Africa</td>
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<td>2. Industrial Revolution simulation</td>
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<td>3. Read and interpret the Sepoy mutiny diaries.</td>
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<td>4. Term paper on industrialization</td>
</tr>
</tbody>
</table>
Focus Questions

1. How did nationalism, the arms race, the alliance system and ethnic strife cause World War I?
2. Examine how the Treaty of Versailles directly contributes to the future conflicts between nations in
   Europe, the Middle East and other regions.
3. Analyze the rise of dictatorships and fascism in relation to causing World War II.
4. Examine the communist revolutions of Russia and China and how they developed as political and
   military superpowers.
5. In what ways did the United Nations attempt to address the issues of de-colonization, disarmament,
   poverty, human rights and conflict resolution?
6. Why did the “Cold War” end and examine the changes which were wrought from this?
7. How does growing consumerisms lead to the spread of transnational corporation and what is the effect
   on indigenous cultures?
8. How do religious beliefs and secularism influence the modern world?
9. How did the Treaty of Versailles “organize” Europe and the Middle East?
10. Why was Wilson’s vision of a more democratic world unsuccessful?
11. What were the causes of World War II?
12. What were the components which led to the rise of fascism?
13. Examine the communist revolution of China.
14. Why did the Communist countries of the U.S.S.R. and China fail in achieving a communist Utopia?
15. How does the U.N. address issues of decolonization, disarmament, poverty, human rights, and conflict
   resolution?
16. What factors contributed to the advent of radical Islamism?
17. Why did the “Cold War” end and what changes were wrought from this?
18. How does globalization, terrorism, 3rd World debt, and genocide present new challenges for the 21st
   century?

High School Content Expectations (HSCE)

7.1 Global or Cross-temporal Expectations
   7.1.1 Increasing Government and Political Power
   7.1.2 Comparative Global Power
   7.1.3 Twentieth Century Genocide
   7.1.4 Global Technology
   7.1.5 Total War

7.2 Interregional or Comparative Expectations
   7.2.1 World War I
   7.2.2 Inter-war Period
   7.2.3 World War II
   7.2.4 Revolutionary and/or Independence Movements

7.3 Regional Content Expectations
   7.3.1 Russian Revolution
   7.3.2 Europe and Rise of Fascism and Totalitarian States
   7.3.3 Asia
   7.3.4 The Americas
   7.3.5 Middle East
8.1 Global and Cross-temporal Expectations
   8.1.1 Origins of the Cold War
   8.1.2 Cold War Conflicts
   8.1.3 End of the Cold War
   8.1.4 Mapping the 20th Century

8.2 Interregional or Comparative Expectations
   8.2.1 The Legacy of Imperialism
   8.2.2 Independence, Decolonization, and Democratization Movements
   8.2.3 Middle East

**Contemporary Global Issues**

| CG1 | Population |
| CG2 | Resources |
| CG3 | Patterns of Global Interactions |
| CG4 | Conflict, Cooperation, and Security |

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<td>o Secularism</td>
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<td>• Civilizations</td>
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<td>o Clash of Cultures</td>
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<td>o De-colonization</td>
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<td>o Transnational Corporations</td>
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<td>• Culture</td>
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<td>o Decline of Indigenous Culture</td>
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<td>o Consumerism</td>
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<td>• Geographic Perspective</td>
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<td>o Migration and Movement, Voluntary and Involuntary</td>
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<td>o Environmental Impact</td>
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<td>o Creation of New States/ nationalism</td>
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<td>o Economic geography</td>
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<td>o The causes and consequences of population change</td>
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<td>7 Weeks</td>
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<td>• Distribution of Natural resources</td>
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<td>• World War I</td>
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<td>• Between the Wars</td>
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<td>• World War II</td>
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<td>• Cold War</td>
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<td>• Post-Colonization</td>
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<td>• Globalization</td>
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<td>• Global technology</td>
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</table>

| | Revolution |
| | Change |
| | Interaction |
### Relevant Names and Terms

- Kaiser William II (Wilhelm II)
- Mustafa Kemal “Ataturk”
- Nicholas II
- Vladimir Lenin
- Woodrow Wilson
- autocrat
- Malthus theory of population
- armistice
- reparations
- Self-determination
- Bolshevik Revolution
- Treaty of Versailles
- mandate
- League of Nations
- Wilson’s 14 Points
- John Maynard Keynes
- Joseph Stalin
- Benito Mussolini
- Adolf Hitler
- Mohandas Gandhi
- Sun Yat-sen
- Chiang Kai-shek
- Mao Zedong
- Deng Xiaoping
- Collectivization
- Satyagraha
- Fascism
- Anti-Semitism
- Great Depression
- Stalin’s Five-Year Plans
- Nuremberg Laws
- Mein Kampf
- the “Long March”
- Francisco Franco
- Winston Churchill
- Franklin D. Roosevelt
- Harry Truman
- Appeasement
- Blitzkrieg
- Greater East Asia Co-prosperity Sphere
- “Comfort women”
- “Final Solution”
- Munich Conference
- Yalta Conference
- United Nations
- Truman Doctrine
- Marshall Plan
- NATO
- Warsaw Pact
- Richard Nixon
- Nikita Khrushchev
- Mikhail Gorbachev
- Nicolae Ceaucescu
- containment
- nonalignment
- domino theory
- Glasnost
- Perestroika
- Superpower
- Korean War
- Berlin Wall 1961-89
- Solidarity
- Nelson Mandela
- Mohandas Gandhi
- Taliban
- Ayatollah Khomeini
- Yasser Arafat
- Juan and Eva Perón
- Ho Chi Minh
- Saddam Hussein
- apartheid
- Persian Gulf War 1990-91
- Great Leap Forward
- Cultural Revolution
- Tiananmen Square Rebellion
- Ethnic Cleansing
- Rwanda

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<tr>
<td>RH.9-10.6</td>
<td>In Flander’s Field: John McCrae</td>
<td>Conjunction with Owen; “Glory” of war</td>
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<tr>
<td>RH.9-10.6</td>
<td>Dulce et Decorum Est: Wilfred Owen</td>
<td>Conjunction with McCrae; &quot;Horror&quot; of war</td>
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<tr>
<td>RH.9-10.9</td>
<td>WWI Propaganda posters from around the world</td>
<td>Analyze how ‘modern’ war affected the relationship between citizens and their government.</td>
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<td>RH.9-10.3</td>
<td>Wilson’s 14 Points</td>
<td>Analyze how the 14 Points did not influence the Treaty of Versailles.</td>
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<td>RH.9-10.7</td>
<td>German Election results</td>
<td>Compare Nazi popularity before/after Great Depression</td>
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<td>RH.9-10.3</td>
<td>Schools of thought: Causes of World War I</td>
<td>Examine how Nationalism, Industrialism, Imperialism, Militarism, &amp; secret treaties all contributed to WWI.</td>
</tr>
<tr>
<td>RH.9-10.2</td>
<td>“UN Declaration of Universal Human Rights”, 1948</td>
<td>Analyze rights stated, &amp; compare to Wilson’s 14 Points</td>
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<tr>
<td>RH.9-10.10</td>
<td>Excerpts from Thomas Friedman’s <em>The World is Flat</em></td>
<td>Work in groups to analyze one of Friedman’s ten flatteners. Each group should research its flattener by collecting, evaluating, and employing information from multiple sources.</td>
</tr>
</tbody>
</table>

### Additional Activities

1. Study alliances through the WWI simulation.
2. View and respond to *Schindler’s List*.
3. Study the decision to drop the atomic bomb.
4. “We Didn’t Start the Fire” study
UNITED STATES HISTORY AND GEOGRAPHY

Unit 1: Exploration, Colonization, and the American Revolution
1450-1789

Focus Questions
1. What were the motives and methods of European explorers?
2. Why did political, religious, social, and economic differences develop in the British colonies?
3. How “revolutionary” was the American Revolutionary?

High School Content Expectations (HSCE)
F1 Political and Intellectual Transformations of America to 1877
F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
V. Conflict resolution: TLW will understand the discrimination against those from other cultural groups.

Key Concepts
- Christopher Columbus
- Jamestown/ John Smith
- Pilgrim/ Puritans
- “City Upon a Hill”
- Anne Hutchinson
- John Winthrop
- Trial of John Peter Zenger
- 1st Great Awakening
- King Philip’s War
- Mercantilism
- Types of Colonies
- French and Indian War
- Ben Franklin
- George Washington
- John Adams
- Thomas Jefferson
- Stamp Act
- Boston Massacre
- Boston Tea Party
- Concord and Lexington
- Battle of Saratoga
- Loyalists/ Tories
- Yorktown
- Treaty of Paris, 1783

Common Core

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<td>RH.11-12.3</td>
<td>Disease reading, Jared Diamond- secondary</td>
<td>Questions- role of disease on populations</td>
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<td>RH.11-12.4</td>
<td>“Sinners in the Hands of an Angry God”</td>
<td>Discussion and summary</td>
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<td>RH.11-12.8</td>
<td>“Declaration of Independence”</td>
<td>Essay: refutation from the British point of view</td>
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<td>RH.11-12.5</td>
<td>“The Crisis”</td>
<td>Analysis &amp; reading questions</td>
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<tr>
<td>WHST.11-12.1.b</td>
<td>American Revolution Timeline</td>
<td>Perspectives for and against</td>
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</tbody>
</table>

Additional Activities
1. Newspaper front pages of the causes of the American Revolution
2. Timeline of the causes of the American Revolution
3. Revolutionary Obituary and Recruitment Advertisement
Unit 2: Constitution and Civics
1787-1790

Focus Questions
1. What were the failures of the Articles of Confederation which necessitated a new government?
2. Explain the different arguments of the Federalists and the Anti-Federalists in their opinions of the role of the federal government.
3. How does the Constitution establish the principles of popular sovereignty, limited government, checks and balances, and separation of powers?

High School Content Expectations (HSCE)
FI Political and Intellectual Transformations of America to 1877
F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Cross Cultural Competencies (CCC)
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts
• Articles of Confederation
• Shay’s Rebellion
• Constitutional Convention
• James Madison
• Virginia Plan
• New Jersey Plan
• Great Compromise
• 3/5 Compromise
• Preamble
• Electoral College
• Federalists
• Anti-Federalists
• Constitution Ratification
• Bill of Rights: For and Against
• Thomas Jefferson
• Alexander Hamilton
• Federalism
• Limited Government
• Separation of Powers
• Checks and Balances
• Popular Sovereignty
• Judicial Review
• Amendment Process
• Bank controversy

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<td>RH.11-12.9</td>
<td>The Federalist Papers</td>
<td>Analysis of two “papers”</td>
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<tr>
<td>RH.11-12.6</td>
<td>Arguments for &amp; against the Bill of Rights</td>
<td>Compare and contrast Federalists &amp; Anti-Federalists</td>
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<tr>
<td>RH.11-12.6</td>
<td>Hamilton &amp; Jefferson roles of the gov’t &amp; bank</td>
<td>Comparison of banking policies of the two parties</td>
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<tr>
<td>RH.11-12.2</td>
<td>Articles of Confederation</td>
<td>Homework- primary document analysis</td>
</tr>
<tr>
<td>RH.11-12.5</td>
<td>Bill of Rights</td>
<td>Justify the Bill of Rights in relation to the Articles of Confederation</td>
</tr>
<tr>
<td>RH.11-112.2</td>
<td>Shay’s Rebellion</td>
<td>Primary document questions- role of the national government</td>
</tr>
</tbody>
</table>

Additional Activities
1. Create an advertising campaign to “sell” the national bank, debt, and tariff.
2. Research essay on the Bill of Rights.
Unit 3: The New Nation
1790-1860

Focus Questions
1. How did political parties emerge in the U.S?
2. Examine and evaluate the issues that divided the nation along regional lines and along federal versus state government lines.
3. What events led to eventual political, social, cultural, and economic divisions in the nation?
4. What were the forces which led to the expansion of the U.S.?
5. Examine the major causes of the Civil War. What prevented the resolution of these issues without war?

High School Content Expectations (HSCE)
F1 Political and Intellectual Transformations of America to 1877
F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Cross Cultural Competencies (CCC)
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individual and our society.
V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.

Key Concepts
- Jeffersonian Republicans
- Federalists
- Whiskey Rebellion
- Alien and Sedition Acts
- Election of 1800
- Lewis and Clark
- War of 1812
- Treaty of Ghent
- Missouri Compromise
- Agrarian vs. Industrial economy
- Monroe Doctrine
- Sectionalism
- Slavery System
- Nat Turner
- Abolitionist Movement
- William Lloyd Garrison
- Underground Railroad
- Election of 1824
- Oregon Trail
- Wilmot Proviso
- Nullification Crisis
- Trail of Tears
- Temperance Movement
- Manifest Destiny
- Sam Houston
- Mexican-American War
- Treaty of Guadalupe Hidalgo
- Jacksonian Democrats
- Urban vs. Rural Life

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<tr>
<th>Common Core</th>
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<tbody>
<tr>
<td>RH.11-12.7</td>
<td>Lowell Girls</td>
<td>Primary document analysis-working conditions, social lives</td>
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<tr>
<td>RH.11-12.1</td>
<td>“South Carolina Exposition and Protest”</td>
<td>Reading and discussion</td>
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<tr>
<td>RH.11-12.2</td>
<td>Jackson's “1st Inaugural”</td>
<td>Discussion questions</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Policies of Jackson-secondary</td>
<td>Use of presidential power analysis</td>
</tr>
<tr>
<td>RH.11-12.1</td>
<td>Seneca Falls Convention</td>
<td>Reading “Declaration of Sentiments”, similarities with the Declaration of Independence</td>
</tr>
</tbody>
</table>

Additional Activities
1. Abolitionist Newspaper
2. African-American Culture Research Essay
3. Debate the reasons for and against the Mexican-American War using primary documents and political cartoons.
Unit 4: Civil War and Reconstruction
1860-1877

Focus Questions
1. What were the main arguments of the South for secession?
2. Explain the different strategies used by the North and South in the Civil War. What enabled the North to win the war? Why did the South lose?
3. Examine the impact of Lincoln’s Presidency.
4. Examine the economic, political, and social goals of Reconstruction.
5. Why did Reconstruction fail?

High School Content Expectations (HSCE)
F1 Political and Intellectual Transformations of America to 1877
F2 Geographic, Economic, Social, and Demographic Trends in America to 1877

Cross Cultural Competencies (CCC)
III. Contributions: TLW identify and explain examples of important contributions of specific men and women and different cultural groups to history.

Key Concepts
- Causes of the War
- Compromise of 1850
- Kansas-Nebraska Act
- Uncle Tom’s Cabin
- Republican Party
- John Brown
- Dred Scott Decision
- Abraham Lincoln
- Harper’s Ferry
- Secession
- Border States
- Fort Sumter
- Ulysses S. Grant
- Robert E. Lee
- Emancipation Proclamation
- Battle Gettysburg
- Battle of Vicksburg
- Gettysburg Address
- Reconstruction
- Freedmen’s Bureau
- Lincoln’s Plan
- 13th Amendment
- Black Codes
- Johnson’s Plan
- 14th Amendment
- Radical Republicans
- Military Reconstruction Act of 1867
- Impeachment of Johnson
- 15th Amendment
- Sharecropping
- Compromise of 1877
- Plessy v. Ferguson
- Booker T. Washington
- Jim Crow
- W.E.B. DuBois
- NAACP
- Poll tax
- Literacy test

Common Core

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<tbody>
<tr>
<td>WHST.11-12.1</td>
<td>Abolitionist Newspaper</td>
<td>Project: editorial, articles, obituaries</td>
</tr>
<tr>
<td>RH.11-12.7</td>
<td>Slavery from the southern perspective</td>
<td>Chart, graph analysis</td>
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<tr>
<td>RH.11-12.6</td>
<td>Lincoln-Douglas Debates</td>
<td>Evaluation questions</td>
</tr>
<tr>
<td>RH.11-12.3</td>
<td>Lincoln’s “1st &amp; 2nd Inaugural Addresses”</td>
<td>Reading analysis-goals, perspective on the South</td>
</tr>
<tr>
<td>RH.11-12.7</td>
<td>Civil War Battle project</td>
<td>Analysis of the battle in relation to the war as a whole</td>
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<tr>
<td>RH.11-12.1</td>
<td>Dred Scott Decision</td>
<td>Analysis of the view of slavery &amp; rights</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Emancipation Proclamation</td>
<td>Discussion on the meaning of freedom</td>
</tr>
<tr>
<td>RH.11-12.1</td>
<td>Plessy v. Ferguson</td>
<td>Analysis of rights and “Jim Crow”</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>“Ethics of Living Jim Crow” by Richard Wright</td>
<td>Questions- de facto segregation</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>“Atlanta Exposition” &amp; “Niagara Address”</td>
<td>Comparison and contrast-Civil Rights perspectives</td>
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<td>Additional Activities</td>
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<tr>
<td>1. Reconstruction Diary</td>
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</tbody>
</table>
Focus Questions
1. What were the factors necessary for industrialization?
2. What problems arose from the rapid expansion of industrialization and the cities?
3. How did the labor movement attempt to address the inequalities within the industrial system?
4. Evaluate the goals, methods, and effectiveness of the variety of Progressive movements.
5. How did the physical geography of the U.S. aid the expansion of industry?
6. List the factors contributing to the development of major urban centers in the country.
7. Explain how the rising tide of immigration from Southeast Europe and Asia contributed to the racial and class tensions in the United States.
8. Evaluate the quality of life in urban centers amongst immigrant communities.
9. Evaluate the role of reform organizations, movements and individuals in promoting change.

High School Content Expectations (HSCE)
6.1 Growth of an Industrial and Urban America
   6.1.1 Factors in the American Industrial Revolution
   6.1.2 Labor’s Response to Industrial Growth
   6.1.3 Urbanization
   6.1.4 Population Changes

6.3 Progressivism and Reform
   6.3.1 Social Issues
   6.3.2 Causes and Consequences of Progressive Reform
   6.3.3 Women’s Suffrage

Cross Cultural Competencies (CCC)
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

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<tr>
<th>Key Concepts</th>
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<td>- Factors for Industrialization</td>
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<tr>
<td>- Andrew Carnegie</td>
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<tr>
<td>- John D. Rockefeller</td>
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<td>- Horizontal Integration</td>
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<td>- Vertical Integration</td>
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<td>- Social Darwinism</td>
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<td>- Monopoly</td>
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<td>- Sherman Anti-Trust Act</td>
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<td>- Clayton Anti-Trust Act</td>
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<td>- Pure Food and Drug Act</td>
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<td>- Workers’ life</td>
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<td>- Workers’ rights</td>
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<td>- Knights of Labor</td>
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<td>- AFL</td>
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<td>- Advancements in communication</td>
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<td>- Panic of 1893</td>
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<td>- Coxeys Army</td>
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<tr>
<td>- Late 19th Century strikes</td>
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<tr>
<td>- Reasons of Immigration</td>
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<tr>
<td>- Ellis Island</td>
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<tr>
<td>- “Yellow Peril”</td>
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<td>- Political Machines</td>
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<td>- Theodore Roosevelt</td>
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<td>- Nativism</td>
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<tr>
<td>- Jane Addams and Hull House</td>
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<td>- Angel Island</td>
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<td>- Assembly Line</td>
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<td>- “Boss” Tweed</td>
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<td>- Henry Ford</td>
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<td>- Child labor laws</td>
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<td>- Muckrakers</td>
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<td>- Progressivism</td>
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<td>- Social Gospel</td>
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<td>- Political Reforms-initiative</td>
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<td>- Workplace reform</td>
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<td>- Bob LaFollette</td>
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<td>- 16th Amendment</td>
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<td>- 17th Amendment</td>
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<td>- 18th Amendment</td>
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<td>- 19th Amendment</td>
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<td>- Bessemer Steel process</td>
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<td>- United Mine Workers</td>
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<td>- Temperance movement</td>
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<td>- Chinese Exclusion Act</td>
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### Common Core

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<tbody>
<tr>
<td>RH.11-12.2</td>
<td>“The Jungle” by Upton Sinclair</td>
<td>Analysis of workers' conditions and rights</td>
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<td>RH.11-12.2</td>
<td>“Acres of Diamonds”</td>
<td>Reading-justification of “Robber Barons”</td>
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<tr>
<td>RH.11-12.8</td>
<td>Chinese Exclusion Act Renewal, 1892</td>
<td>Reading and discussion of anti-immigrant rationales</td>
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<tr>
<td>RH.11-12.2</td>
<td>Horatio Alger- secondary</td>
<td>Reading &amp; discussion-wealth accumulation</td>
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<tr>
<td>RH.11-12.2</td>
<td>Gospel of Wealth</td>
<td>Analysis questions-19th century philanthropy</td>
</tr>
<tr>
<td>RH.11-12.3</td>
<td>Late 19th Century Ads</td>
<td>Analysis: gender roles, fears &amp; aspirations</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>History of the Standard Oil Co by Ida Tarbell</td>
<td>Analysis of Rockefeller's business methods</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>Shame of the Cities by Lincoln Steffens</td>
<td>Reading &amp; discussion</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>“Preamble to the Knights of Labor”</td>
<td>Primary document analysis-goals of labor</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>“Robber Barons”</td>
<td>Research-evaluation of Rockefeller and Carnegie</td>
</tr>
</tbody>
</table>

### Additional Activities

1. Research the immigration patterns by examining records from Ellis Island and Angel Island and subsequent policies dealing with the restriction of immigration.
2. Create pamphlets to attract new members to the labor unions of the late 19th century.
3. Using the Michigan automobile industry as a case study, analyze the causes and consequences of this major industrial change including:
   a. the availability of natural resources
   b. development of suburban life
   c. changes in the employment industry
   d. workers’ satisfaction and quality of life
   e. migration patterns
Focus Questions
1. What were the major conflicts between Native Americans and whites during the late 19th century?
2. What attempts were made to “resolve” the tensions?
3. Examine the grievances of the farmers and how they organized to address these issues.
4. Analyze the role of the transcontinental railroad in the development of the West.

High School Content Expectations (HSCE)
6.1 Growth of an Industrial and Urban America
   6.1.1 Factors in the American Industrial Revolution
   6.1.2 Labor’s Response to Industrial Growth

Cross Cultural Competencies (CCC)
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts
• Helen Hunt Jackson
• Chief Joseph
• Nez Perce
• Battle of Little Big Horn
• Indian Wars
• Transcontinental Railroad
• Bryan’s “Cross of Gold” speech
• Wounded Knee
• The Grange
• Panic of 1873
• “Free Silver”
• Farmers Alliance
• Populism
• Populist party
• Ocala Demands
• William Jennings Bryan
• Elections of 1892 and 1896
• Interstate Commerce Act
• Interstate Commerce Commission

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<td>RH.11-12.9</td>
<td>Sand Creek massacre</td>
<td>Primary sources-congressional hearings</td>
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<td>RH.11-12.3</td>
<td>“Farmer Green’s Reaper”</td>
<td>Reading-causes of farmer’s financial issues</td>
</tr>
<tr>
<td>RH.11-12.8</td>
<td>Song-“Bury my Heart at Wounded Knee”</td>
<td>Critique of government policies towards Native Americans</td>
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<tr>
<td>RH.11-12.2</td>
<td>Wizard of Oz article-secondary</td>
<td>Reading-correlation with the Populist movement</td>
</tr>
<tr>
<td>RH.11-12.6</td>
<td>Historiography-Populists</td>
<td>Summary-major historical interpretations</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>“Cross of Gold” speech</td>
<td>Reading and questions, “trickle-down” economics</td>
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</tbody>
</table>

Additional Activities
1. Trace the path of the Nez Perce and write an interview with Chief Joseph
2. Evaluate the goals and successes of the Populists
Focus Questions
1. Explain the reasons why the United States became an imperial nation
2. What were the arguments against imperialism?
3. How did the foreign policy of the United States reflect the tenets of imperialism and redefine the nation’s influence around the globe?
4. Evaluate the causes of European and American involvement in WWI.
5. Analyze the domestic impact of WWI on the growth of the government, the expansion of the economy, the restrictions on civil liberties and the expansion of women’s suffrage.
6. How did the Treaty of Versailles redraw the boundaries of Europe and the Middle East which created geopolitical tensions that continue to this day?

High School Content Expectations (HSCE)
6.2 Becoming a World Power
   6.2.1 Growth of U.S. Global Power
   6.2.2 WWI
   6.2.3 Domestic Impact of WWI
   6.2.4 Wilson and His Opponents

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts
- Arguments for Imperialism
- “White Man’s Burden”
- “Social Darwinism”
- New Manifest Destiny
- Spanish-American War
- Henry Cabot Lodge
- Arguments against Imperialism
- Henry Borah
- “Yellow Press”
- Philippine Revolution
- War Industries Board
- “Remember the Maine”
- Teller Amendment
- Emilio Aguinaldo
- Platt Amendment
- European Causes of World War I
- U.S. Neutrality
- Lusitania
- Arabic/Sussex Pledges
- Zimmermann Telegram
- Panama Canal
- Women’s Suffrage movement
- “Fourteen Points of Light” speech
- Declaration of War
- Woodrow Wilson
- Role of Propaganda
- Herbert Hoover
- Domestic Dissidents
- Sedition Acts
- Armistice
- Treaty of Versailles
- Senate Ratification
- Open Door Policy
- League of Nations

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<td>RH.11-12.6</td>
<td>Arguments for &amp; against imperialism</td>
<td>Reading and summary of issues with evidence</td>
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<td>RH.11-12.7</td>
<td>Political cartoon analysis</td>
<td>Analysis-lead U.S. to war</td>
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<td>RH.11-12.7</td>
<td>WW1 propaganda</td>
<td>Analysis-women, finance, hatred of Germany</td>
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<td>RH.11-12.2</td>
<td>Alien &amp; Sedition Acts</td>
<td>Analysis questions</td>
</tr>
<tr>
<td>RH.11-12.5</td>
<td>14 Points &amp; Treaty of Versailles</td>
<td>Similarities and differences analysis</td>
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<tr>
<td>RH.11-12.2</td>
<td>“Banana Republic”</td>
<td>Reading &amp; questions</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>“No Compromise”- secondary</td>
<td>Reading and summary-opposition the Treaty of Versailles</td>
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<td>Additional Activities</td>
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<tr>
<td>1. Read Beveridge’s “America’s Destiny” and identify the arguments for imperialism.</td>
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<tr>
<td>2. Read “The Anti-Imperialists” and identify the arguments against imperialism.</td>
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<td>3. Using primary sources, write a Declaration of War speech for the Spanish-American War.</td>
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<td>4. Debate the pros and cons of the Platt Amendment.</td>
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<td>5. Using a map of U.S. territories, locate Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone, Guam and the dates of their acquisition.</td>
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<tr>
<td>6. Using pre and post World War I European maps, identify the major boundary changes enacted by the Treaty of Versailles.</td>
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Unit 8: The 1920’s

Focus Questions
1. What were the most significant cultural changes of the 1920s?
2. How did the cultural changes of the 1920’s reflect the conflict between “traditional” and “modern” America?
3. How did the restrictive policies affecting immigration impact the nation?
4. Examine how race relations changed in the 1920s regarding the Great Migration, race riots, the creation of the UNIA and the rise of the KKK.

High School Content Expectations (HSCE)
7.1 Growing Crisis of Industrial Capitalism and Responses
   7.1.1 The Twenties
6.1 Growth of an Industrial and Urban America
   6.1.5 A Case Study of American Industrialism

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.

Key Concepts
• “Flappers”
• Charles Lindbergh
• “Red Scare”
• A. Mitchell Palmer
• Prohibition
• “Babe” Ruth
• F. Scott Fitzgerald
• Harlem Renaissance
• The Scopes “Monkey” Trial
• Harlem Renaissance
• KKK
• Zora Neale Hurston
• Warren G. Harding
• Sacco and Vanzetti
• Langston Hughes
• “lost generation”
• Teapot Dome Scandal
• Radio
• Films -“Talkies”
• 19th Amendment
• Immigration Restriction
• Great Migration

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<td>RH.11-12.3</td>
<td>Sacco and Vazetti Trial</td>
<td>Mock trial</td>
</tr>
<tr>
<td>RH.11-12.9</td>
<td>Great Migration</td>
<td>Primary document project- poetry, art, “The Crisis”</td>
</tr>
<tr>
<td>RH.11-12.5</td>
<td>Advertisement analysis</td>
<td>Project with primary documents</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>“Red Summer”- secondary</td>
<td>Reading and discussion-race riots, 1919</td>
</tr>
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<td>RH.11-12.6</td>
<td>Warren Harding- “To Tell the Truth”</td>
<td>Analysis of presidency</td>
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<td>RH.11-12.8</td>
<td>Inherit the Wind</td>
<td>Evaluation of the Scopes trial-film clips &amp; readings</td>
</tr>
<tr>
<td>RH.11-12.3</td>
<td>Bonus Army March- video &amp; documents</td>
<td>Critique of government response</td>
</tr>
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</table>
Additional Activities

Unit 9: The Great Depression and New Deal
1929- 1940

Focus Questions
1. What were the main causes of the Great Depression?
2. How did the Great Depression affect families, the relationship between employer and employee, the American way of life, faith in the U.S. government and the “American System”?
3. What were the major programs of the New Deal and how did they attempt to address the problems in banking, agriculture, employment, and industry?
4. Was the “New Deal” successful in ending the Great Depression?
5. How did the “New Deal” change the fundamental relationship between the citizens of the U.S. and the U.S. government?

High School Content Expectations (HSCE)
7.1 Growing Crisis of Industrial Capitalism and Responses
7.1.2 Causes and Consequences of the Great Depression
7.1.3 The New Deal

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts
- Causes of the Great Depression
- The Crash of 1929
- Hoover’s Response
- “Bonus” Army
- Dust Bowl
- Election of 1932
- Franklin D. Roosevelt
- New Deal
- Wagner Act

- AAA
- NRA
- CCC
- TVA
- FDIC
- WPA
- Social Security
- John L. Lewis
- Walter Reuther
- Sit-Down Strikes
- “Packing the Court”
- Liberty League
- Huey Long
- “Fireside Chats”
- Eleanor Roosevelt
- Literature

Common Core
| WHST.11-12.1& 8 | Oral History Essay | Analytical essay- food, housing, faith in the American System |
| WHST.11-12.7 | Photo Essay | Analysis of specific Great Depression events |
| WHST11-12.1 | New Deal Chart | Project- employment, banking, industry, agriculture |
| RH.11-12.5 | “Every Man a King but No One Wears a Crown” | Project with questions |

Additional Activities
1. Read Women in the Breadlines and explain how the Depression impacted women.
2. Create a poster for the “Share Our Wealth” club.
3. Read Steinbeck’s Grapes of Wrath and examine its historical accuracies.
Unit 10: World War II
1921-1945

Focus Questions
1. What were the European and Asian causes of World War II?
2. How did Pearl Harbor play a pivotal role in overcoming American isolationism toward the war?
3. In what ways did civilians, particularly women and minorities, contribute to the war effort?
4. Explain the mobilization of economical, military, and social resources in the war effort.
5. How was the U.S. able to fight a two-front war?
6. How important were the war conferences in creating a winning military strategy?
7. Evaluate the response of the Allies to the atrocities of WWII in the treatment of “war criminals” at the Nuremberg Trials.

High School Content Expectations (HSCE)
7.2 World War II
7.2.1 Causes of WWII
7.2.2 U.S. and the Course of WWII
7.2.3 Impact of WWII on American Life
7.2.4 Responses to Genocide

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
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V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.
VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts
- Washington Conference
- Kellogg-Briand Pact
- Rise of Mussolini, Hitler, and Franco
- Munich Conference
- Neutrality Acts
- Joseph Stalin
- Hideki Tojo
- Invasion of Manchuria
- “Rape” of Nanking
- Lend-Lease Acts
- Genocide
- Invasion of Poland
- Atlantic Charter
- Pearl Harbor
- Casablanca Conference
- “Four Freedoms”
- Winston Churchill
- “Germany First” policy
- European Theater, military battles
- Pacific Theater, military battles
- “Big Three”
- D-Day
- Battle of Midway
- Japanese Internment
- “Rosie the Riveter”
- A. Philip Randolph
- V-E Day
- Manhattan Project
- V-J Day
- The Holocaust
- Nuremberg Trials
- “Final Solution”
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<tr>
<td>RH.11-12.7</td>
<td>Propaganda Analysis</td>
<td>Isolationism &amp; events leading to the war</td>
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<td>RH.11-12.4</td>
<td><em>Atlantic Charter</em></td>
<td>Reading and summary- goals of WW II</td>
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<tr>
<td>RH.11-12.2</td>
<td>Nuremberg Laws</td>
<td>Reading and summary</td>
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<td>RH.11-12.10</td>
<td>Decision to drop the Atomic Bomb</td>
<td>Reading &amp; discussion</td>
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<td>RH.11-12.8</td>
<td>Internment- Al Hida</td>
<td>Analysis- issue of race during wartime</td>
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<tr>
<td>RH.11-12.1</td>
<td>Nuremberg Trial</td>
<td>War crimes analysis and discussion</td>
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<td>WHST.11-12.2</td>
<td>World War II Project</td>
<td>Research- military, civilian contributions,</td>
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<td>domestic life</td>
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**Additional Activities**

1. Examine U.S. anti-German propaganda to create a poster of original propaganda.
2. View *Schindler’s List* and write an essay evaluating Schindler’s role as a “hero” vs. a German bystander role.
3. Dictator chart.
Unit 11: Cold War and Vietnam
1945-1991

Focus Questions
1. Explain how the Soviets and the U.S. contributed to causing the Cold War.
2. Compare and contrast the U.S. and Soviet governments in the areas of civic values, politics, economy, and post-WWII foreign policies.
3. Explain how the Cold War policies led to indirect conflicts in specific regions in the world.
4. Examine the role of domestic dissent during the HUAC Hearings, McCarthy, and Vietnam eras.
5. What was the impact of the media during the Vietnam conflict?
6. How did the Cold War end?

High School Content Expectations (HSCE)
8.1 Cold War and the United States
  8.1.1 Origins and Beginnings of Cold War
  8.1.2 Foreign Policy during the Cold War

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
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VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts
- Cold War, causes
- Potsdam Conference
  - “Iron Curtain”
- “Iron Curtain”
- United Nations
- Containment Policy
- Truman Doctrine
- Marshall Plan
- NATO
- Mao Zedong
- NSC-68
- John Foster Dulles
- Department of Defense
- CIA
- Berlin
- Korean War
- Ho Chi Minh
- Dien Bien Phu
- Warsaw Pact
- Domino Theory
- Ngo Dinh Diem
- HUAC
- Rosenbergs
- Joseph McCarthy
- Eisenhower’s Farewell Address
- Nikita Khrushchev
- Bay of Pigs
- Cuban Missile Crisis
- Totalitarian
- Peace Corps
- Viet Cong
- Gulf of Tonkin Resolution
- William Westmoreland
- Tet Offensive
- Soldiers’ views
- My Lai Massacre
- Pentagon Papers
- Yalta Conference
- Arms Race
- Anti-War Movement
- Vietnamization
- Cambodia
- Henry Kissinger
- Latin America
- Mikhail Gorbachev
- Ronald Reagan
- Fall of Eastern Europe
- Fall of the U.S.S. R.

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<td>RH.11-12.2</td>
<td>“Gulf Tonkin” Resolution</td>
<td>Reading &amp; summary- rationale for U.S. involvement in Vietnam</td>
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<td>WHST.11-12.9</td>
<td>HUAC Transcripts, testimony</td>
<td>Reading &amp; discussion- “Cold War” hysteria</td>
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<td>RH.11-12.2</td>
<td>U-2 Spy Incident</td>
<td>Reading &amp; discussion</td>
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<td>RH.11-12.9</td>
<td>Vietnam Gallup Poll</td>
<td>Analysis</td>
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<tr>
<td>RH.11-12.6</td>
<td>Eisenhower’s “Farewell Address”</td>
<td>Analysis- military industrial complex</td>
</tr>
</tbody>
</table>
### Additional Activities

2. Examine the Bay of Pigs and the impact it had on shaping U.S. and Soviet relations.
3. Read the “Gulf of Tonkin” Resolution and critique the goals outlined for the Vietnam War.
4. Watch Stanley Karnow’s *Vietnam: A Television History*, “Tet” episode, and examine how this event changed the course of the war.
Focus Questions
1. What was the impact of the Brown v. Topeka Board of Ed decision?
2. Why was southern resistance to integration so strong?
4. Examine the rise of the violent Civil Rights movement.
5. In what ways was the militant Civil Rights movement a reaction to the failures of Civil Rights legislation?
6. What problems of racial discrimination were found in the North?
7. What remaining evidence of racial discrimination exists in society today?

High School Content Expectations (HSCE)
8.3 Civil Rights and the Post-WWII Era
   8.3.1 Civil Rights Movement
   8.3.2 Ideals of the Civil Rights Movement
   8.3.5 Tensions and Reactions to Poverty and Civil Rights

Cross Cultural Competencies (CCC)
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Key Concepts
- NAACP
- Martin Luther King, Jr.
- Brown v. Board of Ed
- Little Rock
- Lunch counter sit-ins
- SNCC
- SCLC
- Involvement of minorities and women in the military
- George Wallace
- University of Mississippi
- March on Washington, 1963
- Malcolm X
- Nation of Islam
- “Freedom Summer”
- Freedom rides
- Civil Rights Act 1964
- Voting Rights Act 1965
- Black Panthers
- Fair Housing Act 1968
- King Assassination
- Forced Busing
- Nation of Islam

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<th>Activities</th>
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<td>RH.11-12.4</td>
<td>Brown v. Topeka Board of Ed</td>
<td>Homework assignment- analysis of the 14th Amendment</td>
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<tr>
<td>RH.11-12.2</td>
<td>1965 Alabama Literacy Test</td>
<td>Analysis of voting rights</td>
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<tr>
<td>RH.11-12.2</td>
<td>Letter from Birmingham, MLK, Jr.</td>
<td>Reading &amp; discussion- role of MLK</td>
</tr>
<tr>
<td>RH.11-12.7</td>
<td>Film, The Help</td>
<td>Questions &amp; comparison</td>
</tr>
<tr>
<td>WHST.11-12.8</td>
<td>Civil Rights Project</td>
<td>Research- leader and current issue comparison</td>
</tr>
</tbody>
</table>
### Additional Activities

1. Civil Rights research project correlating a person from the 50s and 60s movement to the present day.
2. Compare and contrast the “moderate” movement of the 50s with the more “militant” movement of the 60s.
3. Compare and contrast the ideals of Martin Luther King to those stated in the Declaration of Independence, the Seneca Falls Resolution and the Gettysburg Address.
4. Compare the civil unrest in the Detroit riots with one major American city. (e.g. Los Angeles, Cleveland, Chicago, Atlanta, Newark.)
Unit 13: Post – WWII Domestic Society

Focus Questions
1. How did the “Baby Boom” generation affect U.S. legislation and domestic policies?
2. In what ways did television impact politics, sports, the role of women, advertising, and news?
3. Evaluate the role and impact of the Warren Court.
4. Evaluate the policy decisions and legislative actions to meet the domestic challenges of poverty, health care, immigration, and the environment.
5. In what way did the “Great Society” expand the role of the Federal Government?
6. Examine the beginnings of the Hispanic, Native American and Women’s Rights movement.

High School Content Expectations (HSCE)
8.2 Domestic Policies
   8.2.1 Demographic Changes
   8.2.2 Policy Concerning Domestic Issues
   8.2.3 Comparing Domestic Policies
   8.2.4 Domestic Conflicts and Tensions
8.3 Civil Rights in the Post-WWII Era
   8.3.3 Women’s Rights
   8.3.4 Civil Rights Expanded

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
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V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.
VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts

<p>| • Growth of suburbs         | • Baker v. Carr                  | • Jack Kerouac                |
| • Truman’s “Fair Deal”      | • Betty Friedan                 | • Elvis Presley              |
| • 1956 Federal Highway Act | • ERA                            | • The Beatles                |
| • Television               | • NOW                           | • Counterculture             |
| • 1960 Election            | • “War on Poverty”              | • Rachel Carson             |
| • Gideon v. Wainwright     | • “Great Society”               | • Cesar Chavez              |
| • Miranda v. Arizona       | • Lyndon B. Johnson             | • AIM                       |
| • Griswold v. Connecticut  | • NASA                          | • Reverse migration          |
| • Roe v. Wade              | • “Sunbelt”                     | • American Disabilities Act |
| • Population distribution  | • Women in the workforce        | • Gay and Lesbian Rights    |</p>
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<td>WHST.11-12.7</td>
<td>1960s Music Project</td>
<td>Research-song with analysis</td>
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<tr>
<td>RH.11-12.2</td>
<td>Levittown Article- secondary</td>
<td>Reading and summary-suburbanization</td>
</tr>
<tr>
<td>RH.11-12.1</td>
<td>“None of this is Fair” by Richard Rodriguez</td>
<td>Reading &amp; discussion-Latino rights</td>
</tr>
<tr>
<td>RH.11-12.1</td>
<td>“ERA RIP” by Phyllis Schlafly</td>
<td>Reading &amp; discussion-failure of the women’s rights movement</td>
</tr>
<tr>
<td>RH.11-12.2</td>
<td>“Good Houskeeping” Article</td>
<td>Analysis of gender roles</td>
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**Additional Activities**

1. “Great Society” Chart
2. Analyze the effect of the Warren Court decisions on American politics.
Unit 14: Nixon and Watergate

Focus Questions
1. What were Nixon’s major foreign policy achievements regarding China and the U.S.S.R?
2. Examine the timeline of the Watergate events and how it became a constitutional crisis.
3. Why did Nixon choose to resign in 1974?

Cross Cultural Competencies (CCC)
IV. Prejudice and Discrimination, TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts
- Mao Zedong
- Henry Kissinger
- Détente
- Leonid Brezhnev
- SALT I
- Oil Embargo
- War Powers Act
- Break-in
- Woodward and Bernstein
- “The Plumbers”
- Halderman and Ehrlichman
- Sam Ervine
- Hearings
- Tapes
- CREEP
- Impeachment
- Resignation
- Ford’s Pardon of Nixon

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<td>RH.11-12.2</td>
<td>Nixon &amp; Clinton Impeach Charges</td>
<td>Comparison questions</td>
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<td>RH.11-12.7</td>
<td>Cartoon Analysis</td>
<td>Analysis of Nixon’s impeachment</td>
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<td>RH.11-12.7</td>
<td>All the President’s Men</td>
<td>Questions, timeline, &amp; summary</td>
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Additional Activities
1. Newspaper reports on Foreign Policy highlighting the developments with China and the Soviet Union.
2. Examine and discuss the impact of Ford’s pardon of Nixon.
### Unit 15: Presidents Ford, Carter, Reagan, and Bush

**Focus Questions**
1. What were the domestic and international accomplishments of each president?
2. What were the major economic problems of the era and how did each president attempt to deal with these issues?
3. Examine the significant foreign policy events which challenged the role of the U.S. in the world.

**High School Content Expectations (HSCE)**
- 8.1 Cold War and the United States
  - 8.1.3 End of the Cold War
- 9.1 The Impact of Globalization on the United States
  - 9.1.1 Economic Changes
  - 9.1.2 Transformation of American Politics

**Cross Cultural Competencies (CCC)**
1. *Knowledge of one’s own culture*, TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
2. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
3. *Contributions*, TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

### Key Concepts
- SALT II
- Helsinki Accords
- Gerald R. Ford
- 1976 election
- Economic Problems
- *Bakke v. UC Davis*
- Panama Canal Treaty
- Oil Crisis
- Camp David Accords
- Evangelical movement
- Iran Hostage Crisis
- Jimmy Carter
- Election of 1980
- Ronald Reagan
- “War on Drugs”
- Savings and Loan Scandal
- AIDS
- MTV
- Supply-side economics
- Partisan politics
- Deficit
- Iran-Contra
- Mikhail Gorbachev
- Election of 1988
- George H.W. Bush
- End of the “Cold War”
- Berlin
- Desert Storm
- Conservative movement
- Sectionalism in party politics

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<td>RH.11-12.1</td>
<td>Reagan Revolution</td>
<td>Project - terms and categories</td>
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<td>RH.11-12.2</td>
<td>Desert Storm articles- secondary</td>
<td>Questions &amp; timeline</td>
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<tr>
<td>RH.11-12.2</td>
<td>“Contract with America”</td>
<td>Reading and questions</td>
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### Additional Activities
1. Analyze the 1988 Republican Presidential Advertising campaign using the scripts from the “Boston Harbor”, “Turn-style”, and “Dukakis tank” ads.
2. Interview veterans from the “Desert Storm” conflict.
3. Examine the impact of the changing media culture of the 1980s focusing on MTV, rise of cable news, and films.
Focus Questions
1. What impact did Clinton’s presidency have on the economy, domestic issues and foreign policy in the 1990s?
2. Explain the advantages, disadvantages, and challenges of the United States as the super-power in the post-Cold War world.
3. Examine the controversies surrounding the election of 2000.
4. Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.
5. Evaluate the basis of the decision to invade Iraq in 2003.

High School Content Expectations (HSCE)
9.2 Changes in America’s Role in the World
   9.2.1 U.S. in the Post-Cold War World
   9.2.2 9/11 and Responses to Terrorism
9.3 Policy Debates

Cross Cultural Competencies (CCC)
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Key Concepts
- Election of 1992
- Ross Perot
- Health Care Initiative
- Bosnian War
- Religious Right
- NAFTA
- Patriot Act
- Welfare Reform
- Oslo Agreement
- Internet
- Bill Gates
- “Contract with America”
- Impeachment
- Homeland Security
- Election of 2000
- Colin Powell
- 9/11
- “Bush Doctrine”
- Invasion of Iraq
- Election of 2004

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<td>Ford-George W. Bush Project</td>
<td>Research project</td>
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<td>RH.11-12.2</td>
<td>Bush Doctrine</td>
<td>Reading and summary</td>
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<td>RH.11-12.9</td>
<td>“Beating a Dead Parrot”- secondary</td>
<td>Comparison- Vietnam &amp; Iraq wars</td>
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Additional Activities
1. Read the “Contract with America” and examine its appeal and how it demonstrated a power shift in Congress.
2. Examine a specific public policy issue (role of U.S. as a super-power, national economic policy, welfare policy, energy policy, health care, education, or civil rights) and justify the position with a reasoned argument using historical precedents, and constitutional principles.
3. Use the American automobile industry as a case study to evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication.
Focus Questions
1. How is the study of economics related to the presence of scarcity and choice?
2. What are the basic economic questions that all systems must answer and how does each system answer it?
3. What are the major characteristics, advantages, and disadvantages of market and command economies?
4. How do economies determine what is produced in both the public and private sectors?
5. What is the role of the public sector in the United States (e.g. protecting property rights, intervening in externalities, redistributing income) and what are the various viewpoints regarding the extent of this role?

High School Content Expectations (HSCE)
1.1 Individual, Business, and Government Choices
   1.1.1 Scarcity, Choice, Opportunity Cost, and Comparative Advantage
   1.4.2 Government and Consumers
   1.4.3 Government Revenue and Services
   1.4.4 Functions of Government

3.1 Economic Systems
   3.1.1 Major Economic Systems
   3.1.5 Comparing Economic Systems

Key Concepts
- Economics
- Scarcity
- Opportunity costs and benefits
- Market economies
- Command economies
- Traditional economies
- Mixed economies
- Public and private sectors
- Roles of public sector
- Externalities
- Free rider
- Property rights and contracts
- Lobbying and special interest groups
- Public goods

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<td>RST.11-12.6</td>
<td>“Freedom's Toll”</td>
<td>Questions, Article</td>
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<td>“Sick in America”</td>
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Additional Activities
1. Political Party Comparison Paper
2. Terra Island Simulation
3. Decision Making Model Group Activity
4. Economic Way of Thinking Worksheet
5. Economic Systems Exercise
6. Living in a Command Economy Exercise
7. Social/Individual Choice Test
8. Entrepreneur Test
9. Functions of the Public Sector Group Activity
10. Video – Big Sugar, Sweet Deal
11. Incentives Activity
12. Economic Philosophers Reading/Research Activity
Unit 2: Microeconomic Economic Concepts of Supply and Demand

Focus Questions
1. What are the laws of demand and supply and how are these graphically displayed?
2. What causes changes in demand (e.g., consumer attitudes, population of the market, substitute and complementary goods).
3. What causes changes in supply (e.g., number of producers, investment in the factors of production)?
4. How does a market arrive at an equilibrium price and how do changes in demand and supply affect this price?
5. How do government policies affect equilibrium in the market?
6. How do companies use the concept of marginal product to make hiring decisions, and how do diminishing marginal returns affect purchasing decisions?

High School Content Expectations (HSCE)
1.2 Competitive Markets
   1.2.3 Investment, Productivity, and Growth

1.3 Prices, Supply, and Demand
   1.3.1 Law of Supply
   1.3.2 Law of Demand
   1.3.3 Price, Equilibrium, Elasticity, and Incentive

4.1 Decision Making
   4.1.2 Marginal Benefit and Cost

Key Concepts
- Law of demand
- Law of supply
- Change in demand/supply
- Change in quantity demanded/supplied
- Equilibrium price
- Substitution effect
- Complementary products
- Elasticity of demand
- Diminishing marginal utility
- Diminishing marginal product
- Price ceilings and floors

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<td>RST.11-12.3</td>
<td>Penning Supply and Demand Curves</td>
<td>Supply/Demand Graphs, Experiment 2.B “Favorite Ways to Learn Economics”</td>
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Additional Activities
1. Video – *Kingdom of Mocha*
2. Advertising Exercise
3. Video – *Willy Wonka* (First Half)
Unit 3: Market Structure and Business Organization

Focus Questions
1. What are the advantages and disadvantages of various types of business organizations?
2. Why are corporations able to make more profit than other types of business organizations?
3. What do entrepreneurs do for the market? What risks and advantages are present for entrepreneurs?
4. What are the various types of business mergers and which are most scrutinized by the government?
5. What information should an investor have when making decisions on various types of stocks and bonds, and how does that provide personal economic incentive?
6. What are the characteristics of the various types of market structures and what are examples of each?
7. What market structures are most targeted for government regulation and why?
8. Why is it important to take into consideration the presence of externalities when making production decisions?
9. How does the supply and demand of labor affect the wage rate?
10. What nongovernmental market forces (e.g., labor unions) interfere with the equilibrium wage rate?
11. How and why does the government intervene in the labor market (e.g., minimum wage) and what consequences subsequently develop?

High School Content Expectations (HSCE)

1.1 Individual, Business, and Government Choices
   1.1.2 Entrepreneurship
1.2 Competitive Markets
   1.2.1 Business Structure
   1.2.2 Price in the Market
1.4 Role of Government in the Market
   1.4.1 Public Policy and the Market
   1.4.4 Functions of Government

Key Concepts
- Proprietorship, partnerships, and corporations
- Stocks and bonds
- Liability
- Articles of incorporation
- Multinational and nonprofit corporations
- Mergers
- Franchise
- Stock exchanges
- Perfect (pure) competition
- Monopolistic competition
- Pure oligopoly
- Differentiated oligopoly
- Monopoly
- Barriers to market
- Economic profit
- Natural monopoly
- Patent and copyrights
- Cartel
- Collusion
- Marginal private benefits and costs
- Marginal social benefits and costs
- Externalities
- Wage rate
- Civilian Labor Force
- Monopsony
- Labor unions
- Collective bargaining
- Subsidies

Common Core

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<thead>
<tr>
<th>Common Core</th>
<th>Documents</th>
<th>Activities/Resources</th>
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<tbody>
<tr>
<td>RST.11-12.5</td>
<td>“The Stock Market”</td>
<td>Questions, Stock Market Game-Detroit Free Press</td>
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Additional Activities
1. Stock Market Tutorials Online
2. Video – Tucker
3. “Who’s the Monopolist” Activity
4. Minimum Wage Online Activity
5. Video – Simpson’s Episode, Externalities
6. Labor Union Simulation
7. Life at Dismal Lake
8. “Working in the System” Activity
Unit 4: Personal Economics

Focus Questions
1. What are the five steps of making economic decisions and how do they reflect the presence of scarcity cost, and risk in personal decision making?
2. How does credit (e.g. loans, savings, retirement) function in a market economy and how does it affect action on micro and macroeconomic levels?
3. What are the advantages/disadvantages of credit, debit, and charge cards?
4. What factors help define interest rates? How does interest influence personal financial planning in regards to economic decisions and investment?
5. How can consumers protect themselves from increasing threats such as fraud and identity theft?

High School Content Expectations (HSCE)
4.1 Decision Making
  4.1.3 Personal Finance Strategy
  4.1.4 Key Components of Personal Finance
  4.1.5 Personal Decisions
  4.1.6 Risk Management Plan

Key Concepts
- Budget
- Credit
- Credit Score/Report
- Investment
- Portfolios
- Interest
- Credit Fraud
- Identity Theft
- Depreciation

Common Core

Additional Activities
1. Consumer 101 Activity
2. Maxed Out - documentary
3. Careful with Credit – video
4. Investment Scams: What Con Artists Don’t Want You to Know - video
Unit 5: Macroeconomic Indicators

Focus Questions
1. How are economic indicators used to measure our economic growth?
2. What are the drawbacks of using GDP to measure the economy?
3. How does money flow through the economy? How does the government alter this flow?
4. What characteristics most likely affect whether a person in the United States will live in poverty? What public policies are in place to combat poverty, and why are they controversial?
5. How do we calculate unemployment rates in the economy? What various types of unemployment do we experience, and how do they differ?
6. What is inflation? What are the different types of inflation, what are the ramifications, and how does the government try to control it?
7. How does the economy move in a cycle, and how can you recognize this on a graph?

High School Content Expectations (HSCE)
2.1 Understanding National Markets
   2.1.1 Income
   2.1.2 Circular Flow and the National Economy
   2.1.4 Money Supply, Inflation, and Recession
   2.1.5 Gross Domestic Product (GDP) and Economic Growth
   2.1.6 Unemployment
   2.1.7 Economic Indicators
   2.1.8 Relationship Between Expenditures and Revenue (Circular Flow)

2.2 Role of Government in the American Economy
   2.2.1 Federal Government and Macroeconomic Goals
   2.2.2 Macroeconomic Policy Alternatives

Key Concepts
- Factors of Production
- Aggregate Demand and Supply
- Frictional unemployment
- Land, labor, capital, entrepreneurship
- Macroeconomic equilibrium
- Structural unemployment
- Wages, rent, profit, interest (payments for factors of production)
- Gross Domestic Product
- Seasonal unemployment
- Product market
- Per capita GDP
- Cyclical unemployment
- Factor Market
- Constant dollar (real) GDP
- Inflation
- Capital Resources
- Distribution of income
- Consumer price index
- Human Resources
- Poverty
- Deflation
- Natural Resources
- Unemployment rate
- Demand-pull inflation
- Aggregate demand
- Civilian labor force
- Cost-push inflation
- Aggregate supply

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<td>RST.11-12.4</td>
<td>“Reteaching Activity: Federal Government Spending”</td>
<td>Read from Chapter 14, Section 3, then complete the handout questions, Economics: Concepts and Choices</td>
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</tbody>
</table>

Additional Activities
1. The Trial of Ann Flation
2. The Econo Game
4. Ups and Downs Activity
**Unit 6: Monetary and Fiscal Policy**

**Focus Questions**
1. What is the definition of money and what function does it serve?
2. How are interest rates determined? How does interest rate fluctuation affect individual consumers and industries?
3. What are the functions of the Federal Reserve?
4. What is monetary policy? How is it implemented, and what are the implications?
5. From what sources do federal and state governments receive their revenue? How and where is that revenue used by the government regarding major public welfare programs and services?
6. What is fiscal policy? What are the tools used to implement fiscal policy, and what are the implications of doing so?
7. How does fiscal policy compare to monetary policy in regards to incentives, implementation, and effect? Which is more effective?
8. What is the effect of a national debt on the economy?

**High School Content Expectations (HSCE)**
2.2 Role of Government in the American Economy
   2.2.5 Government Revenue and Services

1.4 Role of Government in the Market
   1.4.4 Functions of Government
   1.4.5 Economic Incentives and Government

2.1 Understanding National Markets
   2.1.3 Financial Institutions and Money Supply

2.2 Role of Government in the American Economy
   2.2.3 Fiscal Policy and its Consequences
   2.2.4 Federal Reserve and Monetary Policy

**Key Concepts**
- Federal Deposit Insurance Corporation
- Federal Reserve (Fed)
- Discount rate
- Loose (expansionary) monetary policy
- Tight (Contractionary) monetary policy
- Open market operations
- Reserve ratio
- Reserve requirement
- Expansionary fiscal policy
- Restrictive fiscal policy
- Progressive tax
- Regressive tax
- Proportional tax
- Benefit principle of taxation
- Ability to pay principle of taxation
- Direct tax
- Indirect tax
- Excise tax
- Income tax
- National debt
- Budget deficit
- Recession
- Depression
- Business cycle
- Crowding out
- Consumer goods
- Capital goods
- Production possibilities model

**Common Core**
- RST.11-12.2
- RST.11-12.7
- RST.11-12.9
- RST.11-12.8

**Documents**
- “The Federal Reserve System & Monetary Policy”
- “The President’s Dilemma”
- “Something D-O-O Econ”

**Activities/Resources**
- Questions-Capstone: NCEE Handout 5-4-3
- Project - students presented with economic problem that has to be solved / Interact, Buck Institute for Education
- Webquest-Washington Post.com
### Additional Activities

1. Federal Reserve 101 Tutorial Online Activity
2. US Budget Review Online Activity
3. Doughnut Sale Simulation
4. What is Money? Activity
5. What is a Fair Tax? Activity
Unit 7: Global Economics

Focus Questions
1. How has the concept of globalization (e.g., technology, communication, resources, outsourcing) changed the manner in which countries trade and interact?
2. What are the arguments both for and against free trade? How has this new discussion shown a change in international trade policies and actions?
3. What is the concept of comparative and absolute advantage and how does this explain why nations trade?
4. How is currency exchanged between countries? How does this fluctuation affect travelers, investors, and consumers?
5. How do the domestic financial decisions of individual countries affect international trade?
6. What are the three major trade agreements currently in force regarding the United States? What are the controversies surrounding these agreements?
7. What are the characteristics of a Less Developed Country? What barriers to economic growth do they face?
8. What correlations exist between GDP, standard of living, location, and developed economies as opposed to lesser developed or developing economies?
9. What Intergovernmental Organizations (IGO’s) and international trade agreements affect global trade patterns and development of industrializing nations?
10. Should the United States provide foreign aid to LDCs? What types of aid are available, and what are the advantages and disadvantages of these?

High School Content Expectations (HSCE)
2.1 Understanding National Markets
   2.1.9 American Economy in the World
3.1 Economic Systems
   3.1.2 Developing Nations
   3.1.3 International Organizations and the World Economy
   3.1.4 GDP and Standard of Living
   3.1.6 Impact of Transitional Economies
3.2 Economic Interdependence – Trade
   3.2.1 Absolute and Comparative Advantage
   3.2.2 Domestic Activity and World Trade
   3.2.3 Exchange Rates and World Trade
   3.2.4 Monetary Policy and International Trade
   3.2.5 The Global Economy and the Marketplace

Key Concepts
- Imports
- Exports
- Comparative advantage
- Absolute advantage
- Tariff
- Quota
- Interdependence
- Protectionism
- Infant industry
- Gold standard
- Bretton Woods Agreement
- Trade deficit
- Trade surplus
- IMF
- Flexible exchange rate
- Balance of trade
- Subsistence economy
- LDC
- Population density
- Dual economy
- WTO

Common Core

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<tr>
<td>&quot;North/South Business’&quot;</td>
<td>Reading Questions-International Relations textbook, Chapter 13</td>
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</table>
### Additional Activities

1. Global Trade Balance Online Activity
2. Should You Locate Here? Activity
3. Gang of 15 Activity
4. *The Global Economy* video
Focus Questions
1. How did governments and nations originate?
2. What are the different types of government?
3. What concepts define a democracy?
4. What are the roles of the citizen in American Democracy?

High School Content Expectations (HSCE)
1.1 Nature of Civic Life, Politics, and Government
   1.1.1 Roles citizens play
   1.1.2 Concepts of “power,” “legitimacy,” “authority,” and “sovereignty”
1.2 Alternative Forms of Government
   1.2.1 Forms of governmental structures including, anarchy, monarchy, military, etc.
   1.2.3 Similarities and differences in systems of government
2.1 Origins of American Constitutional Government
2.2 Foundational Values and Constitutional Principles of American Government
5.1 The Meaning of Citizenship in the United States of America
5.5 Dispositions of Citizenship
6.2 Participating in Civic Life
   6.2.1 Relationship between politics and individual and public goals

Cross Cultural Competencies (CCC)
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

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<thead>
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<td>• State</td>
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<td>• Mixed Economy</td>
<td>• Origins of the state</td>
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<td>• Laissez Faire</td>
<td>• Forms of Government</td>
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<td>• Presidential Government</td>
<td>• Basic Concepts of Democracy</td>
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<td>• Anarchy</td>
<td>• Social Contract Theory</td>
<td>• Economic Theories</td>
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<tr>
<td>• Capitalism</td>
<td>• Unitary Government</td>
<td>• Communist Theory</td>
</tr>
<tr>
<td>• Socialism</td>
<td>• Federal Government</td>
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</table>

Activities
2. Read John Locke’s Second Treatise’s on Civil Government and analyze his contributions to the formation of the U.S. system of government.
3. Create a chart comparing different types of government.
4. Read excerpts from The Communist Manifesto and examine the ideological foundations of the communist system and its influence in the revolutions in Russia, China, and Cuba.
5. Debate the advantages and disadvantages of a federal system.
Unit 2: The Constitution

Focus Questions
1. How are the basic principles of the democratic government demonstrated in the articles and amendments of the Constitution?
2. Examine how the amendment process reflects the practical application of democratic ideals.
3. What are the informal amendments and when are they used?
4. Analyze the division of powers and how it protects the ideas of federalism.

High School Content Expectations (HSCE)
3.1 Structure, Functions, and Enumerated Powers of National Government
   3.1.7 Enumerated power of federal government; reserved power of state government
3.2 Powers and Limits on Powers
3.3 Structure and Functions of State and Local Governments

Cross Cultural Competencies (CCC)
V. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts
- Popular Sovereignty
- Limited Government
- Separation of Powers
- Checks and Balances
- Three Branches
- Judicial Review
- Federalism
- Bill of Rights
- Basic Legislation
- Executive Action
- Court Decision
- Customs
- Delegated Powers
- Expressed Powers
- Inherent Powers
- Powers Denied – National and State
- Reserved Powers
- Exclusive Powers
- Concurrent Powers
- McCulloch v. Maryland
- Revenue Sharing
- Block Grants
- Methods of Amending the Constitution
- Basic Principals of the Constitution
- Formal Amendments
- Informal Amendments
- Powers of the National Government
- Powers of the State Government
- National government’s obligation to the states

Activities
1. Create a constitution for a city, school, classroom, or any organized body.
2. Read the Declaration of Independence and “sell” the concept to the colonists in a TV commercial, bumper sticker, and billboard advertisement
4. Using current newspapers and news magazines find and analyze examples of the various constitutional powers for each branch of government.
Unit 3: Civil Liberties

Focus Questions
1. Examine the definition of Civil Rights.
2. How have the clauses of the First Amendment been expanded or restricted through Supreme Court decisions?
3. Have Civil Rights developed and what cases, laws, and amendments have strengthened these ideals?
4. How do amendments protect the rights of persons accused of a crime?

High School Content Expectations (HSCE)
3.4 System of Law and Laws
   3.4.4 Considerations and criteria to deny, limit, or extend protection of individual rights
   3.4.5 Levels, responsibilities, and relationships of federal and state courts
5.2 Becoming a Citizen
5.3 Rights of Citizenship
5.4 Responsibilities of Citizenship
5.5 Dispositions of Citizenship
6.1 Civic Inquiry and Public Disclosure

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.
VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts
- Absolute
- 14th Amendment
- Due Process Clause
- First Amendment
- Separation of Church and State
- Excessive Entanglement
- Libel
- Slander
- Obscenity
- “Shield Laws”
- Symbolic Speech
- Radio and Television
- Sedition
- Assembly and Petition
- Procedural Due Process
- Substantive Due Process
- Police Power
- Second Amendment
- Third Amendment
- Fourth Amendment
- Exclusionary Rule
- Habeas Corpus
- Ex Post Facto Law
- 5th Amendment
- Double Jeopardy
- Grand Jury
- 6th Amendment
- Miranda Rule
- 8th Amendment
- Capital Punishment
- Barrow v. Barrow
- Incorporation Doctrine
- Bollinger v. University of Michigan
- Controversy of defining Civil Rights
- Importance and various interpretations of the 1st Amendment
- Rights of persons accused of a crime

Activities
1. Research the “Bakke” case and examine the issues concerning reverse discrimination.
2. Read the Miranda v. Arizona case and analyze the ideas behind the expansion of the 5th and 6th Amendments.
3. Studying selected Supreme Court cases, students in groups will assess hypothetical cases dealing with the same principals.
4. Defend or criticize the “flag-burning” symbolic speech case.
5. Interview a reporter about the importance of the 1st Amendment.
Unit 4: Elections and Politics

Focus Questions
1. How and why does the United States have a two party system?
2. What role do third parties have in the political process?
3. Examine the influences on voters in elections.
4. How does the electoral process function?
5. What is the role of public opinion and pressure groups in a democracy?
6. What are the responsibilities of citizens?
7. How can citizens take part in civil life?

High School Content Expectations (HSCE)
3.5 Other Actors in the Policy Process
5.4 Responsibilities
6.2 Participating in Civic Life

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts
- Major parties
- Plurality
- Minor parties
- Ideological parties
- Single-issue parties
- Economic protest parties
- Splinter parties
- National Convention
- National Committees
- Suffrage
- Qualifications to vote
- Civil Rights Act of 1964
- Voting Rights Act of 1975
- “Cannot voters”
- Political Socialization
- Sociological factors
- Psychological factors
- Closed Primary
- Open Primary
- Coattail effect
- PACs
- Campaign finance
- Campaign reform
- Public Opinion
- Mass Media
- Mandate
- Pressure Groups
- Straw vote
- Polling
- Propaganda
- Public interest groups
- Lobbying
- Functions of parties
- Evolution of the two-party system
- How a political party is organized
- Issue of nonvoting
- Voting behavior
- Nominating process
- Types of ballots
- Role of money in elections
- Types and role of special interest groups
- McCain-Feingold Act of 2002
- Public Policy

Activities
1. Research the Republican and Democratic parties on the issues affecting Americans today.
2. Develop a position on a problem or political issue and write a letter to the editorial page of the Grand Rapids Press.
4. In an election year, follow the campaign of a local, state, or national official and explain what made the candidate successful or unsuccessful.
Unit 5: Congress

Focus Questions
1. How is the U. S. Congress organized?
2. Examine the importance of the committee system in how legislation is passed.
3. How powerful is Congress?

High School Content Expectations (HSCE)
3.1 Structure, Functions, and Enumerated Powers of the National Government
   3.1.1 Article I of the Constitution
   3.1.5 Tensions between the three branches of government
   3.1.6 Major sources of revenue for the national government, including constitutional provisions for taxes

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

Key Concepts
- Bicameral
- Term – House and Senate
- Special Session
- Gerrymandering
- 17th Amendment
- Constituents
- Responsibilities
- Speaker of the House
- President Pro Tempore
- Majority and Minority Leaders
- Majority and Minority Whips
- Party Caucus
- Seniority Rule
- Committees: standing, rules, select, conference, subcommittee
- Bills: public, private, joint resolution
- Quorum
- Filibuster
- Cloture Rule
- Expressed Powers: Article I, Sec. 8. Clause 18
- Implied Powers
- Non-legislative Powers
- Congressional terms, apportionment, qualification
- Powers of positions in Congress
- Types of Bills
- Powers of Congress

Activities
1. Create a chart comparing the requirements and duties of both houses of Congress.
2. Recreate a mock Congressional session with writing Bills, debating in committee and the House or Senate, and the passage or defeat of the Bill.
3. Draw a series of maps, using the latest census information, on the process of apportionment and the effects of gerrymandering.
4. Locate news articles concerning members of Congress and evaluate the job they are doing.
Unit 6: The Presidency

Focus Questions
1. What are the roles of the president?
2. How is a president elected?
3. Examine the pros and cons of the Electoral College.
4. How are a president’s powers defined and restricted by the Constitution, Congress, the courts, public opinion, and international pressures?

High School Content Expectations (HSCE)
3.1 Structure, Functions, and Enumerated Powers of the National Government
   3.1.2 Article II of the Constitution
   3.1.4 Role of independent regulatory agencies in the federal bureaucracy
6.1 Civic Inquiry and Public Discourse

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

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<td>• Jobs of the Vice President</td>
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<td>• Sessions of the Convention</td>
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<td>• Executive office</td>
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<td>• OMB</td>
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<td>• NSC</td>
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<td>• National Drug Control Policy</td>
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Activities
• Essay on how the Electoral College works and its relationship to the popular vote.
• Locate and analyze newspaper articles describing the roles of the president.
• Create a chart listing the executive departments, the head of each department, and the principal duties of the department.
• Create the “perfect” presidential candidate and campaign including a convention acceptance speech, strategy to win, advertising campaign with commercials, Vice Presidential nominee, and election results.
Unit 7: The Judiciary

Focus Questions
1. Examine the role and importance of the Judiciary in a democracy.
2. What power does the Supreme Court have?
3. What are the differences between activist jurists and passive jurists and how important is that difference in the influence of the court on public policy?

High School Content Expectations (HSCE)
3.1.3 Article III of the Constitution

Cross Cultural Competencies (CCC)
1. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.

Key Concepts
- Judiciary
- Jurisdiction
- District Courts
- The Court of Appeals
- Supreme Court
- Judicial Review
- Marbury v. Madison
- The Federalist, Number 51
- Types of Federal Courts
- Types of special courts
- Selection of judges
- Majority Opinion
- Dissenting Opinion
- Concurring Opinion

Activities
1. Diagram and explain the Federal Court System and paths to the Supreme Court.
2. Research a current Supreme Court Justice and examine his or her decisions in at least three cases.
3. Participate in a mock trial.
4. Visit the closest Federal Court to observe the court system in action.
Unit 8: State and Local Governments

Focus Questions
1. How important are state and local governments in the daily lives of most Americans?
2. Examine the different types of local governments.
3. What impact would change in state and local governments have in your geographic area?
4. Are all politics “local?”

High School Content Expectations (HSCE)
3.3 Structure and Functions of State and Local Governments
6.2 Participating in Civic Life

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

Key Concepts
- Referendum
- Justice of the Peace
- Misdemeanor
- Bench Trial
- Mayor-council government
- County Manager Plan
- Common Law
- Precedent
- Injunction
- Recall
- Pardon
- Parole
- Charter
- Mayor
- Zoning
- The history of relevance of state constitutions
- The organization, power, and structure of state legislatures
- The roles and powers of the governor

Activities
1. Create lists of the services provided by state, county, and local governments.
2. Attend and report on a local governmental meeting. For example, a school board meeting, city council, or library board.
3. Interview a person working for the Governor and examine the role of the chief executive in the state of Michigan.
4. Research a local issue and examine how it is resolved through the mechanisms of local government.
Unit 9: World Governments

Focus Questions
1. What are the different types of governments in the world?
2. How are governments similar or different to the U. S.?
3. What effect will the varying governments have on U. S. foreign policy?

High School Content Expectations (HSCE)

Cross Cultural Competencies (CCC)
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.
VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

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<td>• Unwritten Constitution</td>
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<td>• President</td>
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<td>• Japan</td>
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| • Constitution |
| • National Diet |
| • JCP |
| • U.S.S.R. |
| • History |
| • Soviet Constitution |
| • Politburo |
| • Supreme Soviet |
| • Different types of governments |
| • Strengths and weaknesses of the different governments |

Activities
1. Research a country with a political system unlike the United States and examine the pros and cons of each system.
2. Write a speech to try and gather support for a Communist Revolution.
3. Locate and analyze articles about different world governments.
Unit 10: Civil Rights

Focus Questions
1. Examine the history of race from slavery to the 1950s.
2. What were the most significant events which impacted the Civil Rights movement?
3. What court cases demonstrated the progress of Civil Rights for all citizens?
4. How were women, Hispanic American and Native Americans influenced by their own struggles in the Civil Rights movement?

High School Content Expectations (HSCE)
3.4 System of Law and Laws
   3.4.2 What can happen in the absence or breakdown of the rule of law
   3.4.3 Meaning and importance of equal protection of the law

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: TLW be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
V. Conflict Resolution: TLW take appropriate actions to stop discrimination against those from other cultural groups.
VI. TLW participate in diversity-focused activities designed for their own learning and increasing social justice.

Key Concepts
- 13th Amendment
- 14th Amendment
  - Equal Protection Clause
- 15th Amendment
  - poll tax (24th Amendment)
  - white primary
  - literacy test
  - grandfather clause
  - intimidation/violence
- Plessy v. Ferguson
- Brown v. Topeka Board of Education
- Native Americans
  - Title II
  - AIM
  - NARF
- Hispanic Americans
  - MALDEF
- Asian Americans
  - Korematsu v. U.S.
- Women
  - Reed v. Reed
  - Seneca Falls
- 19th Amendment
  - Craig v. Boren
- ERA
  - Title IX of Education Act of 1972
- NOW
  - Comparable Worth
- EEOC
  - Sexual Harassment
- ADA
- de jure and de facto segregation
- Equal Pay Act of 1963
- Civil Rights Act of 1964
  - Title VII
- Voting Rights Act of 1965
- Open Housing Act of 1968
- Slavery
- Dred Scott Decision
- Jim Crow
- Lynchings
- Affirmative Action
- Bakke case
- Weber case
- OJ Simpson case
- Heterogeneous
- Segregation
- Reverse Discrimination
- “Mommy Track”
- Adarand case
- Rational Basis Test
- Strict Scrutiny Test
- Poposion 209
- Citizenship
- Naturalization
- Immigration

Activities
1. Debate on the pros and cons of Affirmative Action.
2. Watch the episode on the Northern Busing Controversy from the series, Eyes on the Prize
3. Timeline of major Civil Rights events.
Unit 11: Foreign Policy and National Security

Focus Questions
1. What is the role of the Congress in foreign policy?
2. What are the roles and powers of the President in creating foreign policy?
3. How do the various agencies, NGOs and government, affect foreign policy and national security issues?

High School Content Expectations (HSCE)
4.1 Formation and Implementation of U.S. Foreign Policy
4.2 U.S. Role in International Institutions and Affairs

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<td>2. Research essay on a current foreign policy topic.</td>
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<td>• Internationalism</td>
<td>3. Create a timeline of the significant foreign policy events from the Cold War to the present.</td>
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ADVANCED PLACEMENT WORLD HISTORY

Unit 1: Ancient and Classical Periods
(8000 BCE - 600CE)

Focus Questions
1. What are the characteristics that distinguish this time period from the others?
2. What function does a belief system hold in a society?
3. What are the definition and factors of a “civilization?”
4. How/why has agriculture important to the development of civilization?
5. List the accomplishment of each civilization and explain how those accomplishments differentiate the various civilizations.
6. How did political rulers gain and justify authority?
7. How do the artistic, literary, scientific, and intellectual accomplishments of these civilizations compare?
8. What role does geography play in the formation, rise, and fall of these civilizations?

Activities

1. Discuss the issues involved in using “civilization” as an organizing principle in world history?
2. Using China, India, Egypt and Mesopotamia, evaluate the relative importance of: Physical Geography; Demand for and available supply of specific resources; and Centralized political power.
3. Stage a debate among Confucian, Daoist, and Legalist supporters: Which philosophy would end the Era of Warring States?
4. Analyze the relationship between the growth of international trade and the spread of Christianity and Buddhism in the 3rd-6th centuries C.E.
5. Using jigsaw cooperative groups, examine the extent of trade, diplomacy, and intellectual exchanges among Roman, Mauryan/Gupta, and Han empires.
Unit 2: Post-Classical Period
600 – 1450 CE

Focus Questions
1. What are the divisions of Christendom into eastern and western Christian cultures?
2. Was there a world economic network in this period?
3. Examine the issues involved in using cultural areas rather than states as units of analysis.
4. Explain the impact of the Mongols.
5. What were the social, cultural, economic, and political patterns in the Amerindian world?
6. Explain the role of Dar al-Islam as a unifying cultural and economic force, Islamic caliphate, Islamic contributions to Arts, sciences, and technologies.
7. Examine the impact of the Crusades.
8. Compare European and Japanese feudalism.
9. Were there common patterns in the new opportunities available to and constraints placed on elite women in this period?
10. What were the consequences of plague pandemics in the 14th century?
11. Examine the growth and role of cities (e.g., the expansion of urban commercial centers in Song China and in the Aztec Empire.).
12. What was the Tang and Song cultural influence on Eastern Asia?
13. Assess the impact of nomadic migrations on Afro-Eurasia and the Americas (e.g., Aztecs, Mongols, Turks, Vikings, mid Arabs).
14. Describe the migration of agricultural peoples (e.g., Bantu migrations, European peoples to east/central Europe).

Activities

1. Make an advertisement for one scientific advancement of the Muslims.
2. Write a 1-2 paragraph journal entry about what it is like to be a woman in early Islamic society.
3. Given their technological accomplishments, analyze why Song China didn’t have an industrial revolution.
4. Compare different historical interpretations of the relative importance of the Mongols, India, and interregional trade in the post-classical era.
5. Evaluate the evidence that Chinese explorer Zheng. He was the first explorer to discover the Americas.
Unit 3: Early Modern Period
1450 – 1750 CE

Sub Units
1. How did religion’s role in society change during this period? (compare Christianity, Islam, Buddhism)
2. What were the Scientific Revolution and the Enlightenment?
3. How did different cultures practice and justify slavery?
4. Examine the slave systems and slave trade.
5. Compare the structural strengths and weaknesses
6. Examine the major empires: Ottoman, China, Portugal, Spain, Russia, France, England, Tokugawa, Mughal, and the characteristics of African empires in general.
7. Compare the global causes and impacts of cultural change.
8. What were the changes and continuities in Confucianism?
9. Assess the major developments and exchanges in the arts.
10. What demographic and environmental changes occurred? (diseases, new crops, population trends)
11. What was the impact of Columbian Exchange?

Activities
1. Write a set of educational recommendations in accordance with humanist ideals. Who should be educated and what should they learn?
2. Assume the role of a slave on a plantation and explain the ways in which you resist the institution of slavery.
3. Draft a statement to be sent throughout the Mughal Empire listing Akbar’s methods for creating harmony among the various groups he ruled.
Focus Questions
1. What were the changes in patterns of world trade?
2. How did the Industrial Revolution impact world economic patterns?
3. How did European and Asian societies differentiate men’s and women’s roles in society?
5. What are the debates over the nature of women’s roles in this period and how do these debates apply to industrialized areas and how do they apply in colonial societies?
6. Examine the rise of democracy and its limitations: reform; women; racism.
7. Explain the patterns of cultural and artistic interactions (compare Tokugawa v. Meiji Japan, Ming/Qing China).
8. Assess the demographic and environmental changes due to Industrial Revolution.

Activities

1. Compare the French, American, and Haitian Revolutions according the Crane-Brinton Revolutionary model.
2. Illustrate the impact of the Industrial Revolution on a small village from 1700-1850 C.E.
3. Role-play a “Meeting of the Minds” between western advisors and the leaders of Asian empires during the 19th century. (Ottoman, Russia, Mughal, Qing, Tokugawa) What kinds of advice would “the west” give, and how would the Asian empires receive this advice.
4. Debate the political, economic, religious, and military, and practical effects of imperialism before World War I.
Unit 5: Post-Modern Period
1914 CE - Present

Focus Questions
1. Assess different proposals for third world economic development and the social and political consequences.
2. Compare the effects of two revolutions (Russian, Chinese, Cuban, Iranian) on the roles of women.
3. Compare the nationalist ideologies and movements in contrasting European and colonial environments.
   a. Compare the patterns and results of decolonization in Africa and India.
4. Compare the effects of the World Wars on areas outside of Europe.
5. Examine the impact of:
   - World Wars
   - Holocaust
   - Cold War
   - Nuclear weaponry
   - International organizations
6. Is the world growing closer together (culturally, economically, politically) or farther apart?
7. Compare the impacts of Western consumer society on two civilizations outside of Europe.
8. Compare the reactions of different world regions to globalization.

Activities
1. Role-play representatives from the Middle East, South Asia, and East Asia. Compare and analyze their reaction to the Treaty of Versailles.
2. Analyze the methods and effectiveness of propaganda posters from World War I and World War II.
4. Compare the effects of the Iranian, Cuban, Russian, and Chinese revolutions on women.
5. Compare the independence/decolonization movement of Africa since 1945 to the American Revolution.
6. Evaluate the role of consumerism and globalization around the world.
ADVANCED PLACEMENT UNITED STATES HISTORY CURRICULUM

Unit I: Exploration, Colonization, and Colonial Society

Focus Questions
1. Examine the various European countries and their motives in exploration and colonization.
2. What role did religion have in the colonies (founding, development, and conflicts)?
3. How did the relationship between the colonists and the Native Americans develop? What were the consequences for each group?
4. Assess the economic philosophy of Mercantilism and examine the British Parliament’s attempts to bind the colonies to Great Britain.

Activities
2. Examine why Anne Hutchinson was such a threat? Was it because of the theological view she held; because she was a woman, or because she challenged the political authority of the colonies’ leaders?
3. How did the Navigation Acts, which were imperial regulatory measures, become a divisive political issue for the colonies?

Unit 2: The American Revolution

Focus Questions
1. How did the American colonies develop a distinct identity apart from the British?
2. How difficult was it for the colonies to put aside their political, geographic, social, and economic differences to form a united body against the British?
3. How was the “unity” of the colonies achieved?
4. Why was rebellion and armed revolution the best solution to the colonies’ grievances?

Activities
1. What are the thirteen arguments of the Americans in the Declaration of the Stamp Act Congress in October, 1765? In what ways are the colonists laying the foundation for independence? In what ways are they demonstrating their loyalty to Great Britain? What would the British object to the most? Why?
2. Would Thomas Paine’s Common Sense sway you to support the American Revolution? Cite specific evidence from the chapter.
3. Refute the Declaration of Independence from the British point of view using quotes from the document and evidence from the chapter.
4. Pre-American Revolution Timeline
Unit 3: The Constitution and Civics

Focus Questions
1. Why was a new government needed by 1787?
2. Examine the debate over the issue of state versus national power.
3. What issues divided the members of the Constitutional Convention? How do the compromises address these issues?
4. Examine the arguments of the Federalists and the anti-Federalists.
5. What are some of the “mistakes” the new nation made during this time?
6. How does the present U.S. government reflect the ideas of the original “founding fathers?”

Activities
1. Assess the persuasiveness of “The Federalists” #10. (Address the issues and arguments, not the style or tone of the essay.)
2. Questions, not an essay:
   - Outline Washington’s “Farewell Address.”
   - Considering the historical events of the ’1790s and early 1800s, what were Washington’s most immediate foreign policy concerns?
   - How important were these concerns for the new nation?

Unit 4: Age of Jefferson, Nationalism, and Economic Expansion

Focus Questions
1. Examine the beginnings of a unique American cultural identity.
2. What were the causes of the War of 1812?
3. How did the United States expand geographically?
4. How did the Supreme Court define and solidify their position in the national government?

Activities
1. Outline the Monroe Doctrine.
2. Compare and contrast the issues and ideas of Jefferson’s “First Inaugural Address” and John Marshall’s opinion in Marbury v. Madison.
**Unit 5: Age of Jackson, Northern Economic Expansion, and Creating an American Identity**

**Focus Questions**
1. How did “Jacksonian Democracy” change the American political scene?
2. What were the new political parties of this era?
3. Examine the Nullification Crisis.
4. How was the United States changing regarding immigration, transportation, industrialization, and the family?
5. Examine the new religious and utopian communities.
6. Evaluate the reform movements of this era.

**Activities**

1. Writing as a member of Congress in 1828, explain how you would vote either for or against the “Tariff of Abominations.” Cite the “South Carolina Exposition and Protest” at least twice and explain what influenced your decision.
2. Considering the issues of class differences and states’ rights, examine the appeal of Jackson’s “Bank Veto Message” of 1832.
3. Examine and analyze two arguments which support the rights of the Cherokee Nation as proposed in the “Appeal of the Cherokee Nation” (1830)
4. Read *seven* of the documents which describe life in the Lowell Mills during the early 19th century. List the positive and negative aspects of working in the factories. Write a report describing *two* of the working conditions, social lives, and the effects of the “system” on the workers of the Lowell Mills. Cite each document in the listing but not in the report.

**Unit 6: Territorial Expansion, Decade of Crisis, Slavery, and Sectionalism**

**Focus Questions**
1. How does the nation adopt the “Manifest Destiny” philosophy? What effect does this have on foreign relations with Mexico and Great Britain?
2. How does economic sectionalism develop during this time?
3. In what ways do slavery and the Abolitionist movement divide the nation?

**Activities**

1. Evaluate the influence of Thomas Hart Benton’s “The Destiny of the Race” on the idea/philosophy of “Manifest Destiny” in the 1840s.
2. Discuss the issue of rights as compared in David Walker’s “Appeal to the Colored citizens of the World” and the Dred Scott decision.
Unit 7: The Civil War, Reconstruction, and the New South

Focus Questions
1. Why was compromise unattainable to avoid the war?
2. Evaluate the issue of slavery during the war and in the immediate end of the conflict.
3. What were the goals of the Radical Republicans during Reconstruction?
4. Was Reconstruction a success or failure?

Activities
1. Assess the arguments of the Mississippi Resolution on Secession and cite specific historical events which the documents reference.
2. Examine and evaluate the goals and accomplishments of the Freedmen’s Bureau.
4. Thomas Nast’s “Reconstruction” political cartoon analysis

Unit 8: Industrialization, Labor, and the City

Focus Questions
1. What factors contributed to the industrialization of the U.S. in the late 19th century?
2. In what ways did industrialization affect workers? How did workers respond to their new economic position?
3. Why does immigration increase? What problems are created because of this?
4. What are the responsibilities of the city and state governments to the issues facing the urbanization of America? What are the responsibilities of charities? Society in general? Religious organizations?

Activities
1. Discuss the similarities in the use of propaganda in “Triumphant Democracy” and “The Jungle.”
2. Compare and contrast Andrew Carnegie’s “Triumphant Democracy” and Jacob Riis’ “How the Other Half Lived.”
Unit 9: Intellectual and Cultural Movements, the Gilded Ages, and Progressivism

Focus Questions
1. What are the different groups and interests which are defined as Progressive?
2. How did each president, Roosevelt, Taft, and Wilson, respond to the demands of the Progressive movement?
3. Examine the ways in which a uniquely “American” culture is forming.

Activities
1. Outline the Progressive Party Platform of 1912. List the similarities between the goals of the Progressives, Populists, and Labor. List the laws which were enacted which were based on the platform.
2. 19th Century Ads analysis

Unit 10: The New West and Agrarian Discontent

Focus Questions
1. What are the grievances of the farmers? How effective were they in attempting political, economic, or social solutions to their problems?
2. In what way did the farmers attempt to control their economic lives?
3. Examine the issues regarding the treatment of the Plains Indians.

Activities
1. Discuss the idea that class interests cut across racial lines in economic and political life as portrayed in “Populism in the South.”
2. Examine the issues in “Chief Joseph’s Story” and explain how they are supported in “A Century of Dishonor.”

Unit 11: Foreign Policy, Imperialism, and World War I

Focus Questions
1. What are the arguments of the imperialists and the benefits of an imperialist policy? What are the arguments of the anti-imperialists and disadvantages of pursuing an imperial policy?
2. How did the United States become an imperialist nation?
3. How did World War I begin in Europe? How did the United States get involved in WWI?
4. What were the failures of the Treaty of Versailles?

Activities
1. Examine and evaluate the expansionist/imperialist arguments presented by Albert Beveridge in “America’s Destiny” and identify historical events which demonstrate his ideas.
Unit 12: The 1920s

Focus Questions
1. What are the most dramatic political, social, and economic changes of the 1920s?
2. How did a new culture emerge in the 1920s? How did this new culture “clash” with the more traditional culture? (Examine the role of women; urban v. rural, and industrial v. agricultural.)
3. What ways did groups and people use to deal with the new way of life?

Activities
1. Immigration restriction became an intense and volatile issue in the 1920s. Considering the historical context of at least one event, examine the main arguments of the article, “The Alien in our Midst,” and explain how it would impact the National Origins Act of 1924 and at least one of the following
   - The rise of the KKK
   - “Red Scare”
   - Sacco and Vanzetti
   - The Scopes Trial.

Unit 13: Great Depression and New Deal

Focus Questions
1. How did Hoover and Roosevelt differ on their approaches to the problems created by the Great Depression?
2. How did the New Deal programs attempt to deal with the problems of unemployment? Agricultural prices? The banking crisis? Industry and labor?

Activities
1. Great Depression Oral History Paper
   Sources:
   - *The Great Depression*, a film
   - *What if Our Check Does Not Come?* by Ann Rivington
   - *Women on the Breadlines*, by Meridel Lesueur
   - Excerpt from *Judgment*, by James T. Farrell
   - Anonymous Letter
   - *No Help Wanted*, by E.W. Bakke
   - *Dear Mrs. Roosevelt*, by C.V.B.
   - *The Forgotten Man*
   - From *Hard Times*, by Studs Terkel, an interview with Peggy Terry
   - *Mr. Patterson*, by Mirra Komarovsky
   - *Brother Can You Spare a Dime?* by E.Y. Harburg
   - *Pretty Boy Floyd*, by Woody Guthrie
   - *People Will Turn Out All Right if you Give Them a Chance*, by John Dos Passos
   - *Do You Long for the Old Days?* by Wanda Ponshair

2. Assignment: Using the film and at least six of the previous sources, write an essay answering the following:
   How did the Great Depression affect Americans? Consider the following aspects of American life:
   - Housing
   - Employment
   - Food
   - Families
   - Relationships
   - Self-confidence
   - Faith in the American System
   - Faith in the U.S. government
   - Hope for the future
Unit 14: World War II

Focus Questions
1. What were the causes of World War II?
2. How important was the wartime alliance of the “Big Three?” Examine the documents and conferences which supported their efforts and goals.
3. Examine the Pacific and European Theatres of war.

Activities
1. Outline of atomic bomb arguments:
   • Identify for or against
   • Supporting arguments
   • Context, job, reactions to others

Unit 15: Cold War and Vietnam

Focus Questions
1. What were the causes of the “Cold War?”
2. In what ways did “Cold War” hysteria affect domestic politics? Foreign Policy?
3. What were the successful events? The major defeats?
4. How did the United States become involved in Vietnam?
5. Why was the United States unable to “win” the conflict in Vietnam?

Activities
1. How did Dwight D. Eisenhower, in his “Farewell Address” (1960), explain the threats of the military-industrial complex to the nation’s democracy?
2. Examine the arguments from Lyndon B. Johnson’s “Message on the Gulf of Tonkin” (1964) and explain how he presented United States’ involvement in South Vietnam regarding the Domino Theory, the United States’ position in the world, and military alliances.

Unit 16: Civil Rights

Focus Questions
1. What were the goals of the Civil Rights movement? Economic? Political? Social?
2. Examine the variety of methods used by the various Civil Rights organizations.
3. Examine the issues which were the basis for the opposition of Southern whites?
4. How did the militant Civil Rights movement evolve? What issues did this address? How did it differ from the more “mainstream” organizations?

Activities
1. Analyze the main arguments of the Brown v. Topeka Board of Education decision including “legal precedent” and “inherently unequal.”
2. Assess the main tenets, goals, methods, and tone of the “Letter from Birmingham City Jail” by Martin Luther King, Jr., and the “Position Paper of the Student Non-Violent Coordinating Committee: by Stokley Carmichael regarding the Civil Rights Movement of the 1960s.
Unit 17: Nixon, Ford, and Carter

Focus Questions
1. What were the most important cultural changes of the 1960s?
2. How did the Women’s’ Rights, Hispanic, and Native American movements change the meaning of freedom and rights in the United States?
3. Examine the causes, events, and implications of the Watergate scandal.
4. In what ways did President Ford deal with the domestic and international issues of the mid-1970s?
5. What were the successes and failures of the Carter administration?

Activities
1. In Kennedy’s Inaugural Address in 1961, he identified an expansive vision of the world and the United States’ commitments in achieving the goals of his ideals. Examine at least two of Kennedy’s principles and analyze the issues connecting the speech with the “Carrying Forth Democracy,” life in the Peace Corps, “The Interstate Highway System,” and “Green Acres.”
2. Define and assess the “Imperial Presidency” and examine how the “White House Conversations,” regarding the Watergate scandal, support your definition and assessment.

Unit 18: 1980s – Present

Focus Questions
2. What were the major foreign policy challenges of the 1980s?
3. How did the end of the “Cold War” impact the “New World Order” and place of the United States in the world?
4. What were the successes and failures of the Clinton administration?
5. How does the “war on terrorism” impact domestic and foreign policy?

Activities
1. Examine how Ronald Reagan’s “First Inaugural Address” (1981) articulated a vastly different role for the federal government first established by the New Deal.
2. How is the “Bush Doctrine” (2002) a break from U.S. foreign policy since the end of World War II?
ADVANCED PLACEMENT GOVERNMENT

Unit 1: Constitutional Underpinnings of United States Government

Focus Questions
1. What are various theories of democratic government, and which influenced our development the most?
2. What are the considerations that influenced the formulation and adoption of the Constitution?
3. What kind of government was established by the Constitution?
4. What is the role of separation of powers in our government?
5. How was federalism established and how has it changed?

Activities
1. Create a timeline of important events leading up to Revolution.
2. John Locke / Thomas Jefferson comparative essay
3. Constitutional Convention simulation
4. Debate – Federalist and Antifederalist
5. Create a timeline of the development and evolution of our federal system of government.
7. Create a chart relating the failures of the Articles of Confederation to the solutions in the Constitution

Unit 2: Political Beliefs and Behavior

Focus Questions
1. How do citizens develop their political beliefs and how does this translate into political behavior?
2. What factors influence citizens to differ from one another in terms of political beliefs and behaviors?
3. What are widespread beliefs that citizens hold about their government and its leaders?
4. How do voting patterns differ based on demographic and sociological factors?
5. What are various forms of political participation?

Activities
1. Political spectrum test
2. Comparison chart – conservative v. liberal political values
3. Group activity – what is a “good citizen”
Unit 3: Linkage Institutions
Political Parties, Interest Groups, and the Media

Focus Questions
1. Why does the United States have a two party system?
2. How did the two parties develop and evolve?
3. What role do third parties have in the political process?
4. How are political parties organized?
5. How do political parties function within the election process?
6. How do parties affect the political process?
7. Describe the electoral laws and systems in the U.S.
8. What role do interest groups serve in the political process?
9. What impact do interest groups have on the making of public policy?
10. How is the media structured and what functions does it serve?
11. What impact do the media have on politics?

Activities

1. Research the Republican and Democratic parties on the issues affecting Americans today.
2. Create a timeline of the development of political parties.
3. Research and evaluate the amount of money and the role of money in recent presidential campaigns.
4. Research various interest groups and relate them to legislation that has passed within the last decade.
5. Video – campaign finance
6. Essay – the new media
Unit 4: Institutions of National Government

Focus Questions
1. How is the U. S. Congress organized?
2. Examine the importance of the committee system in how legislation is passed.
3. How powerful is Congress?
4. What are the roles of the president?
5. How is a president elected?
6. Examine the pros and cons of the Electoral College.
7. How are a president’s powers defined and restricted by the Constitution, Congress, the courts, public opinion, and international pressures?
8. Examine the role and importance of the judiciary in a democracy.
9. What power does the Supreme Court have?
10. What are the differences between activist jurists and passive jurists and how important is that difference in the influence of the court on public policy?
11. What are formal and informal institutional arrangements of power for each branch?
12. How does each branch relate to the other through separation of powers and checks and balances?
13. How do linkage institutions affect policymaking within the various branches?

Activities
1. Create a chart comparing the requirements and duties of both houses of Congress.
2. Diagram and explain the Federal Court System and paths to the Supreme Court.
3. Research a current Supreme Court Justice and examine his or her decisions in at least three cases.
4. Participate in a mock trial.
5. Analyze recent Supreme Court decisions with respect to judicial interpretation of the Constitution.
6. Debate – powers of the President in respect to the writings of the Framers.
8. Locate and analyze newspaper articles describing the roles of the president.
9. Create a chart listing the executive departments, the head of each department, and the principal duties of the department.
10. Create the “perfect” presidential candidate and campaign including a convention acceptance speech, strategy to win, advertising campaign with commercials, Vice Presidential nominee, and election results.
Unit 5: Public Policy

Focus Questions
1. What are the nature, sources, and consequences of public opinion of government?
2. How is public opinion measured and translated into public policy?
3. How does policymaking occur in a federal system of government?
4. How is the policy agenda created?
5. What is the role of each institution in the enactment of policy?
6. What is the role of the bureaucracy and the courts in policy implementation and interpretation?
7. How are political institutions, federalism, parties, interest groups, public opinion, elections, and policy networks influential in linking individuals to the political process?
8. Explain the process of creating a budget.

Activities
1. Create a web-map on linkage institutions and their impact on the making of public policy.
2. Internet Activity – analyze the federal budget process.

Unit 6: Civil Rights and Civil Liberties

Focus Questions
1. How have the clauses of the First Amendment been expanded or restricted through Supreme Court decisions?
2. Examine the development of civil liberties and civil rights through judicial interpretation.
3. How do amendments protect the rights of persons accused of a crime?
4. What are substantive rights and liberties and how have these been interpreted?
5. How has the Fourteenth Amendment changed the constitutional development of rights and liberties?

Activities
1. Research the “Bakke” case and examine the issues concerning reverse discrimination.
2. Read the Miranda v. Arizona case and analyze the ideas behind the expansion of the 5th and 6th Amendments.
3. Defend or criticize the “flag-burning” symbolic speech case.
5. Watch the Eyes on the Prize episode on the Northern busing controversy.
6. Timeline of major Civil Rights events
7. Timeline of incorporation
ADVANCED PLACEMENT MICROECONOMICS

Unit 1: Basic Economic Concepts

Focus Questions
1. Explain and analyze the concepts of Scarcity, choice, and opportunity cost.
2. How can economic concepts be presented in a Production possibilities curve?
3. Explain the ideas of Comparative advantage, absolute advantage, specialization, and trade and how they influence the growth and development of economic systems and growth.
4. What are the basic economic questions, and how do economic systems develop to answer those questions?
5. Explain the role of property rights and incentives in a free market economy.
6. What is the concept of marginal analysis and why is it vital to understand?

Activities
1. Opportunity cost simulation
2. Student exercises from Advanced Placement Economics Workbook
3. Students graph and present concepts

Unit 2: The Nature and Functions of Product Markets

Focus Questions
1. What are the laws of demand and supply and how are these graphically displayed?
2. What are the determinants that cause changes in demand and supply?
3. How does a market arrive at an equilibrium price and how do changes in demand and supply affect this price?
4. What is price elasticity of supply and demand and how is this calculated?
5. What are cross-price and income elasticities and how are they calculated?
6. Graphically explain the concepts of producer and consumer surplus as it relates to market efficiency.
7. How do government policies affect equilibrium in the market?
8. What is tax incidence and deadweight loss? How are these displayed on a graph?
9. Explain the concept of consumer choice theory in relation to the concept of utility.
10. How do companies use the concept of marginal product to make hiring decisions?
11. Explain the concept of production costs, both in the long and short run. Relate these to the concept of profit, loss, and shutdown.
12. Explain and apply the concept of marginal cost and marginal revenue as it relates to allocative efficiency.
13. How does the idea of market organization affect long-run and short-run production decisions and price setting behavior?

Activities
1. Marginal Productivity simulation
2. Student exercises from Advanced Placement Economics Workbook
3. Students graph and present concepts
Unit 3: Factor Markets

Focus Questions
1. How does the concept of derived demand affect wage rate and hiring decisions?
2. How does the supply and demand of labor affect the wage rate and how does this subsequently affect hiring decisions?
3. What nongovernmental market forces interfere with the equilibrium wage rate?
4. How and why does the government intervene in the labor market and what consequences subsequently develop?
5. How is income distributed and how can this be altered to create more equity?

Activities
1. Labor simulation
2. Student exercises from Advanced Placement Economics Workbook
3. Students graph and present concepts
4. Economics Novel presentation

Unit 4: Market Failure and the Role of Government

Focus Questions
1. What are the role(s) of the public sector in the economy?
2. How do the functions of the public sector influence market output and pricing?
3. Explain why some goods are public goods and how the decision is made to produce them.
4. How does the government influence the production of goods that create externalities?
5. What governmental regulations promote competition? Why are these instituted?
6. How and why does the government redistribute income?

Activities
1. Student exercises from Advanced Placement Economics Workbook
2. Students graph and present concepts
ADVANCED Placement Macroeconomics

Unit 1: Basic Economic Concepts

Focus Questions

1. Explain and analyze the concepts of scarcity, choice, and opportunity cost.
2. Explain economic thinking and importance of using models (positive economics, normative economics, ceteris paribus, efficiency)
3. How can economic concepts be presented on a production possibilities frontier?
4. Explain the ideas of comparative advantage, absolute advantage, specialization, and trade and how they influence the growth and development of economic systems.
5. What are the basic economic questions, and how do economic systems develop to answer those questions?
6. How does money flow through the economy, and how does this influence inflation, unemployment, and economic growth?
7. What are the laws of demand and supply and how are these graphically displayed?
8. What are the determinants that cause changes in demand and supply?
9. What is the difference between a shift in demand or supply and a shift in quantity?
10. How does a market arrive at an equilibrium price and how do changes in demand and supply affect this price?
11. What causes shortages and surpluses, and how are these graphically displayed?

Activities

1. Advanced Placement Economics Activities: Unit 1 (Activities 1-8)
2. In-class College Board FRQs or similar questions
3. Simulation: “Links & Smiles” (production possibilities)
4. Group Activity: “The Logic of Trade” (Absolute vs. comparative advantage)
Unit 2: Measurement of Economic Performance

Focus Questions
1. How are unemployment, GDP, and inflation measured?
2. How are unemployment, GDP, and inflation used as key measures of economic performance?
3. What are the various components of GDP?
4. How can a circular flow diagram show how money flows through an economy, and how each measure is determined?
5. What are the various types of unemployment and inflation?
6. What is the consumer price index, and how can these figures be used to calculate inflation rates?
7. What is the business cycle and its various phases?

Activities
1. Advanced Placement Economics Activities: Unit 2 (Activities 9-18)
2. In-class College Board FRQs or similar questions
3. Simulation: “Getting into the flow of things” (students simulate product and factor markets and voluntary exchange)
4. Simulation: “Living Burger-to-Burger” (price determination from place to place)
5. Problem Sets: Macroeconomic Data (Favorite Ways to Learn Economics – data on inflation, GDP calculations, real vs. nominal GDP)
Unit 3: National Income and Price Determination

Focus Questions
1. What are the concepts of aggregate demand and supply, and how can these be displayed on a graph?
2. How does a graph display national output and general price levels, using aggregate demand and supply application?
3. What are the four components of aggregate demand?
4. Why does the aggregate demand curve slope downward?
5. What determinants change aggregate demand?
6. What is the Keynesian model and how can it be used to find macroeconomic equilibrium?
7. What is the consumption function?
8. What is the relationship between average and marginal propensities to consume and save?
9. What is the spending-multiplier concept and how does it affect aggregate demand?
10. How does crowding out lessen the impact of the spending-multiplier concept on aggregate demand?
11. What are the determinants of aggregate supply?
12. How does the aggregate supply curve change in the short and long run?
13. What are sticky-price and sticky-wage models and their implication for the aggregate supply curve in comparison to flexible prices and wages?
14. What is the impact of economic fluctuations on the economy’s output and price level, both in the short and long run?
15. How can analysis of graphing of these concepts be helpful in determining cause and effect relationships?
16. What is fiscal policy and how can it be used to manage aggregate demand and supply?

Activities
1. Advanced Placement Economics Activities: Unit 3 (Activities 19-33)
2. Simulation: “Easy come, easy go” (Consumption function and marginal propensity to consume)
3. Students graph answers to problem sets on the board and explain concepts
4. In-class College Board FRQs or similar questions
Unit 4: Money, Monetary Policy, and Economic Stability

Focus Questions
1. What are the definitions of money, and what functions does money serve?
2. What are the various types of other financial assets?
3. What is the time value of money?
4. Explain fractional reserve banking and the Federal Reserve System.
5. What is the relation of money supply to nominal gross domestic product?
6. How is money created?
7. What is the deposit expansion multiplier and how is it calculated?
8. Explain how money demand and money supply are determined and the factors that affect each of them.
9. How can money demand and supply be graphically displayed, and what factors cause this to change?
10. What is the equilibrium interest rate?
11. How does the change in equilibrium interest rate translate to a change in aggregate demand and the effect on macroequilibrium price and output? How is this displayed on a graph?
12. What are the tools of central bank policy and what impact do they have on money supply and interest rates?
13. What is the quantity theory of money?
14. What is the effect of monetary policy on real output growth and inflation?

Activities

1. Advanced Placement Economics Activities: Unit 4 (Activities 34-42)
2. Simulation: “Banks and Borrowers” (reserve ratios and multiplier effect)
3. In-class College Board FRQs or similar questions
4. Students graph answers on the board and explain
Unit 5: Economic Stabilization Policies

Focus Questions
1. What are the impacts of monetary and fiscal policy on aggregate demand and aggregate supply, as well as on the economy’s output and price levels, both in the short and long run?
2. How does the economy respond to a short-run shock and adjust to long-run equilibrium in the absence of public policy?
3. What are the economic effects of crowding out, budget deficits, national debt, interest rates, and inflation?
4. What are the trade-offs of monetary and fiscal policy in regards to inflation and unemployment?
5. What is a Phillips curve and how is it displayed both in the short and long run?
6. How do expectations affect inflation?
7. Graph various types of inflation using the aggregate demand and supply framework.
8. How do the key investments in human capital, physical capital, research, and technology result in economic growth?
9. How does public policy affect economic growth of an economy?
10. Graph economic growth using an aggregate demand and supply framework as well as a production possibilities frontier.

Activities

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<tr>
<td>1.</td>
<td><em>Advanced Placement Economics</em> Activities: Unit 5 (Activities 43-48)</td>
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<td>2.</td>
<td>Simulation: “Signs of the Times” (Monetary and fiscal policy and economic growth)</td>
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<tr>
<td>3.</td>
<td>In-class College Board FRQs or similar questions – group activity</td>
</tr>
</tbody>
</table>
Focus Questions

1. How are a country’s transactions with the rest of the world recorded in the balance of payments accounts?
2. What is a trade balance, and what is the distinction between current account balance and capital account balance?
3. What implications do these balance accounts have on the foreign exchange market?
4. How is equilibrium foreign exchange rate determined in a foreign exchange market?
5. How do market forces and public policy affect currency demand and supply, and how does this lead to appreciation or depreciation of a country’s currency?
6. How does the change in valuation of a country’s currency affect a country’s net exports?
7. Explain how changes in net exports and capital flows affect financial and goods markets.
8. What are the effects of trade restrictions, international payments systems, and domestic policies on international finance and trade?
9. How do international exchange rates affect domestic policy goals?

Activities

1. *Advanced Placement Economics* Activities: Unit 6 (Activities 49-55)
2. In-class College Board FRQs or similar questions
4. Student Presentations: What would you do? (Students are presented problems regarding global trade. They work in groups to determine their solutions and present them to class.)
CURRENT ISSUES

Unit 1: Overview of Public Policy

Focus Questions
1. How is the government organized according to the Constitution?
2. What elected officials are currently in power, and how did they come to power?
3. What outlets do the public have to change policy?

Key Concepts
- Cabinet
- Executive Branch
- Bureaucracy
- Federalism
- Judicial Branch
- Supreme Court
- Judicial Review
- Bill of Rights

Activities
1. Children’s Book Activity
2. Fun with Government Game Activity

Unit 2: Domestic Policy Issues

Focus Questions
1. Analyze various problems and articulate appropriate solutions to multiple public policy issues currently facing American citizens.

Key Concepts (May change from year to year based on current events)
- Budget deficit
- Identity theft
- Privatization
- Vouchers
- National debt
- Cabinet
- Bipartisanship
- Unenumerated rights
- Due process
- Federalism
- Racial profiling
- USA Patriot Act
- Handgun Control Act (Brady Bill)
- Inflation
- Recession
- Liberal
- Children’s Internet Protection Act (CIPA)
- Conservative
- Medicaid
- Medicare
- Capital punishment
- Three strikes laws
- Social Security
- Mandatory spending
- No Child Left Behind Act
- Poverty line
- Universal health care
- “New media”
- War Powers Resolution
- Affirmative action
- 1996 Welfare Reform Law
- Americans with Disabilities Act
- Civil Rights Act of 1964
- Hate crimes
- Defense of Marriage Act
- Faith-based initiative
- Office of Homeland Security
- Blog
- Immigration and Naturalization Service (INS)
- Fourth branch of government
- Developing countries
- Green card

Activities
1. Classroom Debates
2. Current Events Jeopardy
3. Roundtable Simulation
4. “Meet the Press” Roleplay
## Unit 3: Foreign Policy Issues

### Focus Question

1. Analyze various problems and articulate appropriate solutions to multiple public policy issues currently facing American citizens.

### Key Concepts

*May change from year to year based on current events*

- Marshall Plan
- Axis of Evil
- Drug cartels
- International Criminal Tribunal
- Kyoto Protocol
- Universal Declaration of Human Rights
- NAFTA
- Protectionism
- World Trade Organization (WTO)
- Tariff
- Comprehensive Test Ban Treaty
- Demilitarized zone
- “One China” policy
- Preemptive strike
- Ethnic cleansing
- Euro
- European Union
- Trade embargo
- Kashmir
- Mutually Assured Destruction (MAD)
- Yucca Mountain
- Gaza Strip
- Bunker buster weapons
- NATO
- Iraq conflict
- War on Terror
- United Nations
- Resolution
- Security Council
- International Court of Justice
- General Assembly
- Economic and Social Council
- Human Trafficking
- Bunker buster weapons
- Missile defense system
- Pentagon
- Nation building
- Human rights
- Debt relief
- Developing countries

### Activities

1. United Nations Simulation
2. Group Project – Regional Issues
EXPERIENCES IN LIVING CURRICULUM

Unit 1: Make up of Family

Focus Questions
1. What are the ingredients to a successful family?
2. Is it important to have both genders represented in the parental unit?
3. Is it better to stay together for the sake of the kids?

Activities
1. Genogram
2. Paper on “A”
3. Film, Kramer v. Kramer

Unit 2: Communication

Focus Questions
1. Can I empathize with someone if I haven’t gone through the experience?
2. Why are hotlines so popular?
3. Is it valid to say “You make me so angry!”

Activities
1. Role play listening scenarios
2. Role play dealing with an angry person
3. Being totally silent for a length of time

Unit 3: Death and Dying

Focus Questions
1. How does one die a good death?
2. How does one become more like Morrie?

Activities
1. Write your own epitaph
2. Create your own grief map

Unit 4: Personal Finance

Focus Questions
1. How does one develop self-discipline?
2. How does one distinguish between need and wants?
3. Is growth always good?

Activities
1. Create a budget
2. Living on Your Own computer simulation
Unit 5: Relationships

Focus Questions
1. Is there just one person meant for you to marry?
2. What does it take to stay married?

Activities
1. Relationship panel
2. Identify important qualities in a potential spouse
3. Metaphors of you

Unit 6: Birth and Parenting

Focus Questions
1. How would you parent the same/differently from the way you were brought up?
2. What are the drawbacks of being a teen-age parent?

Activities
1. Computerized baby for 23 hours
2. Interview a parent

Unit 7: Handling a Family Crisis

Focus Questions
1. What are common themes in a family crisis?
2. What makes someone resilient?

Activities
1. Drawing themes of family crisis
2. Role play how to deal with a suicidal person
PSYCHOLOGY I

Unit 1: Introduction

Focus Questions
1. What is Psychology?
2. How did Psychology develop?
3. What are the different “philosophies” behind psychology?
4. How much of our personality is determined by our genes (nature) vs. our environment (nurture)?
5. What careers are there in psychology?
6. How does the Scientific Method affect psychology and psychological research?

Key Concepts
- Wilhelm Wundt
- Sigmund Freud
- William James
- John Watson
- B.F. Skinner
- Introspection
- Eclecticism
- Research psychologist
- Applied psychologist
- Theory
- Behavioral Psychology
- Biopsychology
- Definition of psychology
- Research methods
- Cognitive Psychology
- Humanist Psychology
- Psychoanalytic Psychology
- Socio-cultural Psychology
- Behavioral Psychology
- Eclecticism
- Research psychologist
- Applied psychologist
- Theory
- Behavioral Psychology
- Biopsychology
- Definition of psychology
- Placebo
- Interview
- Field studies
- Independent variable
- Dependent variable
- Hypothesis
- Single-blind
- Double-blind
- Mean
- Median
- Mode
- Correlational coefficient

Activities
1. Analyze hypothetical case studies from a variety of psychological philosophies (Behavioral, Cognitive, Biopsychological, etc.).
2. Conduct a psychological research study, evaluating the validity and reliability of the data.
3. Examine actual psychological experiments in light of the ethical guidelines for Psychological research.
Unit 2: Biological Basis of Psychology

Focus Questions
1. What are the major components of the brain’s anatomy, and what are the functions of each of those parts?
2. How do we interpret and make sense of the sensorial input our body receives?
3. What is an emotion?
4. What forms of consciousness are there?

Key Concepts
- Adrenal glands
- Autonomic nervous system
- Axon
- Cerebellum
- Cerebral cortex
- Corpus callosum
- Dendrite
- Dopamine
- Frontal association area
- Frontal lobe
- Glands
- Hormones
- Hypothalamus
- Neuron
- Neurotransmitters
- Occipital lobe
- Peripheral nervous system
- Pituitary gland
- Reticular activating system
- Somatic nervous system
- Spinal cord
- Synapse
- Temporal lobe
- Thalamus
- Thyroid gland
- Perception
- Olfactory bulb
- Size constancy
- Illusion
- Sensation
- Subliminal perception
- Depth perception
- Rods & cones
- Cutaneous receptors
- Cornea
- Iris
- Pupil
- Lens
- Retina
- Blind spot
- Eardrum
- Cochlea
- Cilia
- Tastebuds
- Curiosity motive
- Manipulation motive
- Emotional intelligence
- Opponent-process theory
- Intrinsic vs. extrinsic motivations
- Hierarchy of needs
- Self-actualization
- Subconscious
- Unconscious
- REM sleep
- REM rebound
- Night terror
- Insomnia
- Narcolepsy
- Sleep apnea
- Hypnosis
- Meditation
- Circadian rhythm
- Nightmare
- Construct
- Free-running cycles
- “Upper” and “Lower” Brain
- Cerebral Cortex Hemispheres
- Endocrine System
- Neural Anatomy, including neurotransmitters
- Illusions
- Motivational Theories (James-Lange, Cannon-Bard, Schachter-Singer)
- Maslow’s Hierarchy
- Dreams
- Meditation
- Hypnosis
- Sleep and Sleep Disorders
- Biological Clocks
- Anorexia
- Bulimia

Activities
1. Construct a model of the brain, including the major components of the cerebral cortex and lower brain.
2. Analyze visual illusions to understand how the illusions fool the mind.
3. Debate the appropriateness of different theories of emotions.
4. Compare different theories of various states of consciousness using actual case studies.
## Focus Question

1. What are the major theories about how people learn?
2. What factors affect learning and memory?
3. How accurate is the concept of “intelligence?”

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>• Ivan Pavlov</td>
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<td>• B.F. Skinner</td>
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<td>• Albert Bandura</td>
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<td>• E.C. Tolman</td>
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<td>• Unconditioned stimulus</td>
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<td>• Unconditioned response</td>
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<td>• Neutral stimulus</td>
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<td>• Conditioned stimulus</td>
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<td>• Conditioned response</td>
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<td>• Generalization</td>
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<td>• Discrimination</td>
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<td>• Spontaneous recovery</td>
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<td>• Positive reinforcement</td>
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<td>• Negative reinforcement</td>
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<td>• Positive punishment</td>
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<td>• Negative punishment</td>
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<td>• Reinforcement schedules</td>
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<td>• Fixed ratio</td>
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<td>• Observational learning</td>
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<td>• Elizabeth Loftus</td>
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<td>• State-dependent learning</td>
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<td>• Schema</td>
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<td>• Mnemonic device</td>
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<td>• Chunking</td>
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<td>• Overlearning</td>
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<td>• Recall</td>
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<td>• Amnesia</td>
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<td>• Short-term memory</td>
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<td>• Sensory memory</td>
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<td>• Interference theory</td>
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<td>• Alfred Binet</td>
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<td>• Intelligence</td>
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<td>• Mental age</td>
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<td>• Chronological age</td>
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<td>• Intelligence quotient</td>
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<td>• David Wechsler</td>
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<td>• Howard Gardner</td>
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<td>• Multiple intelligence</td>
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<td>• Chunking and Mnemonic Devices</td>
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<td>• Intelligence and Multiple Intelligences</td>
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<td>• Creativity</td>
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## Activities

1. Find examples of Classical, Operant, Observational, and Cognitive learning tasks in everyday society.
2. Compare the effectiveness of mnemonic techniques by using real life examples of information.
3. Evaluate the objectivity and validity of intelligence and emotional “IQ” tests.
Focus Questions
1. How do humans develop physically, intellectually, and emotionally during each life stage?
   - childhood
   - adolescence
   - adulthood
2. What role does gender play in human psychology?

Key Concepts
- Konrad Lorenz
- Jean Piaget
- Lawrence Kohlberg
- Imprinting
- Critical period
- Growth cycles
- Development
- Object permanence
- Reversibility
- Conservation
- Identity foreclosure
- Identity moratorium
- Identity diffused
- Identity achieved
- Rite of passage
- Anorexia
- Bulimia
- Piaget’s Stages of Cognitive Development
  - Sensori-Motor
  - Pre-Operational
  - Concrete Operational
  - Formal Operations
- Kohlberg’s Moral Development
- Marcia’s Identity States
- Carol Gilligan

Activities
1. Develop a birthday party agenda for different age children to appropriate to the child’s cognitive abilities as defined by Piaget’s Cognitive Development scale.
2. Evaluate Kohlberg’s and Gilligan’s morality hierarchy using hypothetical moral dilemmas.
3. Interview a non-family member adult to explore the myths and realities of adulthood.
Unit 2: Personality, Adjustment, and Conflict

Focus Questions
1. What is “personality”
2. What are the major theories about personality?
3. How are psychological tests used?
4. How accurate are psychological tests?
5. What are the major sources of stress in life?
6. What principles are helpful in learning to deal with stress?

Selected People and Vocabulary

| • Charles Darwin | • B.F. Skinner | • Type “A” v. Type “B” personality |
| Freud            | • Carl Rogers | • General Adaptation syndrome |
| Psychoanalysis   | • Abraham Maslow | • Defense Mechanisms |
| Ego              | • Gordon Allport | • Drugs: Depressants, Stimulants, Hallucinogens |
| Id               | • Raymond Cattell | • Addiction |
| Super-ego        | • Hans Eysenck | • Freud’s Psychoanalytic Theory |
| Unconscious      | • Test validity & reliability | • Freud’s psychosexual stages of development |
| Subconscious     | • Personality Inventory | • Erikson’s stages |
| catharsis        | • Rorschach Test | • Humanist Personality Theories |
| Carl Jung        | • Achievement Tests | • Trait Theories |
| Collective unconscious | • Aptitude tests | • Personality Inventory |
| Neo-Freudians    | • Halo effect | • Projective Tests |
| o Alfred Adler   | • Frustration | • Achievement and Aptitude Tests |
| o Karen Horney   | • Conflict | • Vocational Interest Tests |
| Erik Erikson’s stages of development | • Anxiety | |
| Albert Bandura   | • Eustress and distress | |

Activities
1. Compare Freud and Erikson’s Personality Theories.
2. Evaluate the use and limitations of projective, achievement, and aptitude tests.
3. Use a Locus of Control stress scale to evaluate stress levels in their own life.
4. Analyze the validity of the Myers-Briggs Temperament Inventory using their own personal experience as reference criteria.
Unit 3: Psychological Disorders

Focus Questions

1. What are the major types of mental (brain) disorders?
2. What are the most common forms of therapy?
3. What are the strengths and limitations of each form?

Key Concepts

- Diagnostic and Statistical Manual (DSM)
- ADD
- ADHD
- Autism
- Types of Disorders
  - Dissociation
  - Dysthymia
  - Depression
  - Panic/phobia
- o Amnesia/fugue
- o Somatoform
- o Obsessive compulsive
- o Mania
- o Bipolar
- o Schizophrenia
- Psychotherapy
- Free association
- Transference
- Client-centered therapy
- Unconditional Positive Regard
- Systematic desensitization
- Systematic desensitization
- Cognitive Therapy
- Behavioral Therapy
- Cognitive-Behavioral Therapy

Activities

1. Use the Diagnostic and Statistical Manual to Differentially Diagnose hypothetical case studies.
Unit 4: Socio-cultural Influences and Self

Sub Units
1. What is the relationship between de-individuation and aggression?
2. What theories explain why violence is a problem in the United States?
3. What is the relationship between television (and other media) and violence?
4. How does the number of people involved in a situation affect people’s behavior?
5. How does one’s social “label” affect one’s behavior?

<table>
<thead>
<tr>
<th>Key Concepts</th>
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</thead>
<tbody>
<tr>
<td>• Attribution theory</td>
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<td>• Deindividuation</td>
</tr>
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<td>• Evaluation apprehension</td>
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<tr>
<td>• Crowding vs. density</td>
</tr>
<tr>
<td>• Solomon Asch</td>
</tr>
<tr>
<td>• Stanley Milgram</td>
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<tr>
<td>• Race</td>
</tr>
<tr>
<td>• Culture</td>
</tr>
<tr>
<td>• Ethnic group</td>
</tr>
<tr>
<td>• Stanford Prison Experiment</td>
</tr>
<tr>
<td>• Philip Zimbardo</td>
</tr>
<tr>
<td>• Reference group</td>
</tr>
<tr>
<td>• Stereotype</td>
</tr>
<tr>
<td>• Illusory correlation</td>
</tr>
<tr>
<td>• Prejudice</td>
</tr>
<tr>
<td>• Scapegoating</td>
</tr>
<tr>
<td>• Cognitive dissonance</td>
</tr>
<tr>
<td>• Persuasion</td>
</tr>
<tr>
<td>• Stockholm Syndrome</td>
</tr>
<tr>
<td>• “Brainwash”</td>
</tr>
<tr>
<td>• Theories of Aggression</td>
</tr>
<tr>
<td>• Conformity and Independence studies (Milgram, Asch)</td>
</tr>
<tr>
<td>• Group vs. individual behavior</td>
</tr>
</tbody>
</table>

Activities
1. Analyze the causes of how and why humans react to authority as demonstrated by Milgram’s Obedience Experiment.
2. Hypothesize how they would behave in Solomon Asch’s Conformity study.
3. Analyze law enforcement scenarios in light of Zimbardo’s Stanford Prison Study.
Focus Questions
1. What is the role of the natural rights philosophy of John Locke in the formation of the United States’ view of rights and government?
2. What ideas were gained from classical republicanism in the formation of U.S. government?
3. How is natural rights philosophy and classical republicanism balanced in our society?
4. What ideas of natural rights philosophers were used to justify our revolution?
5. What role did historical documents and experiences play into the creation of our Constitution?
6. How did our Judeo-Christian background help us develop our ideas of rights and government in the United States?
7. What basic ideas in state constitutions were included in the U.S. Constitution?

Key Concepts
- State of nature
- Natural rights philosophy
- Law of nature
- Right
- Natural rights
- Civil rights
- Political rights
- Social contract
- Constitutional government
- Limited government
- Fundamental law
- Monarchy
- Republic
- Democracy
- Civic virtue
- Factions
- Judeo-Christian tradition
- Secular government
- Rights of Englishmen
- Common law
- Due process of law
- Rule of law
- Writ of habeas corpus
- Glorious Revolution
- Primogeniture
- Checks and balances
- Suffrage

Activities
1. Analyze and write a paper comparing the Declaration of Independence and the Second Treatise of Civil Government.
2. Using excerpts from various British governing documents, create a chart linking English ideas of rights to the United States Constitution and state constitutions.
3. Compare/Contrast classical republican and natural rights philosophies.
4. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics.
Unit 2: The Making of the United States Constitution

Focus Questions
1. Why did the Founders want to change the Articles of Confederation of 1781?
2. Who attended the Philadelphia Convention? What did they agree to do?
3. Why did the Framers use the Virginia Plan to create the Constitution?
4. What powers were granted to the Legislative Branch?
5. What powers were granted to the Executive and Judicial Branches?
6. What conflicting opinions did the Framers have about the completed Constitution?
7. What was the Anti-Federalists’ position in the debate about ratification?
8. What was the Federalists’ position in the debate about ratification?

Key Concepts
- Majority rule
- The Federalist
- Federal system
- Bills of attainder
- ex post facto laws
- Fugitive slave clause
- Electoral College
- Anti-Federalists
- Federalists
- Virginia Plan
- New Jersey Plan
- Articles of Confederation
- Enumerated powers
- Reserved powers
- Bill of Rights
- Necessary and proper clause
- Commerce clause
- Electoral college
- Separation of powers
- Checks and balances
- Judicial review

Activities
1. Constitutional Convention simulation
2. Federalist/Antifederalist debate
4. Read and discuss Constitution and Amendments
5. Constitution Bee
6. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics.
Unit 3: How Values and Principles Embodied in the Constitution Shaped American Institutions and Practices

Focus Questions
1. How was the Constitution used to organize the new government?
2. What rights did the Constitution protect?
3. How was the Bill of Rights added to the Constitution?
4. What caused the rise of political parties?
5. What is judicial review and why is it controversial?
6. How is power divided between the federal and state governments?

Key Concepts
- Bureaucracy
- Judiciary Act of 1789
- Federal district court
- President’s cabinet
- Bills of attainder
- Enumeration
- Ex post facto laws
- Fourteenth Amendment
- Habeas corpus
- Impeachment
- Ninth Amendment
- Religious tests
- Political parties
- Alien and Sedition Acts
- Faction
- Federalist Party
- General welfare clause
- Necessary and proper clause
- Republican party
- Revolution of 1800
- Nullification
- Commission
- Judicial review
- Marbury v. Madison
- Precedent
- Original jurisdiction
- Privy Council
- Unconstitutional
- Writ of mandamus
- Confederation
- Federal system
- Unitary government
- McCullough v. Maryland
- Sovereignty
- Supremacy clause

Activities
1. Create a timeline of political party eras and changes.
2. Create a federalism timeline.
3. Debate the role and methods of judicial review.
4. Watch the video on the growth and changes of the Supreme Court.
5. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics.
**Unit 4: Civil Rights**

**Focus Questions**
1. What were the Constitutional issues that led to the Civil War?
2. What amendments to the Constitution were added to protect the rights of African Americans?
3. How did the Fourteenth Amendment expand Constitutional protections of rights?
4. How did the Civil Rights Movement use the Constitution to achieve its goals?
5. How has the right to vote expanded since the adoption of the Constitution?
6. To what extent can the law correct injustice and other problems in American society?

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>• Perpetual union</td>
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<td>• Sectionalism</td>
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<td>• Black Codes</td>
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<tr>
<td>• Jim Crow laws</td>
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<tr>
<td>• Emancipation Proclamation</td>
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<tr>
<td>• Civil Rights Act of 1866</td>
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<tr>
<td>• Civil Rights Act of 1875</td>
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<td>• Slaughterhouse Cases</td>
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<tr>
<td>• Civil War Amendments</td>
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<tr>
<td>• Grandfather clauses</td>
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<tr>
<td>• Poll taxes</td>
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<tr>
<td>• Literacy tests</td>
</tr>
<tr>
<td>• Privileges and immunities clause</td>
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<tr>
<td>• Double jeopardy</td>
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<tr>
<td>• Due process</td>
</tr>
<tr>
<td>• Equal protection of the laws</td>
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<tr>
<td>• Equality of condition</td>
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<tr>
<td>• Fair trial standard</td>
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<tr>
<td>• <em>Gitlow v. New York</em> (1925)</td>
</tr>
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<td>• <em>Griswold v. Connecticut</em> (1965)</td>
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<td>• <em>Palko v. Connecticut</em> (1937)</td>
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<td>• <em>Powell v. Alabama</em> (1932)</td>
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<tr>
<td>• Preferred freedoms</td>
</tr>
<tr>
<td>• Procedural due process</td>
</tr>
<tr>
<td>• Substantive due process</td>
</tr>
<tr>
<td>• Selective incorporation</td>
</tr>
<tr>
<td>• Civil disobedience</td>
</tr>
<tr>
<td>• NAACP</td>
</tr>
<tr>
<td>• “Letter from a Birmingham City Jail”</td>
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<tr>
<td>• Montgomery bus boycott</td>
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<tr>
<td>• Segregation</td>
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<tr>
<td>• Separate but equal doctrine</td>
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<tr>
<td>• Sit-ins</td>
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<td>• SCLC / SNCC</td>
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<tr>
<td>• <em>Brown v. Board of Education of Topeka</em> (1954)</td>
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<td>• <em>Plessy v. Ferguson</em> (1896)</td>
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<td>• Franchise / suffrage</td>
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<tr>
<td>• Fifteenth Amendment</td>
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<td>• Nineteenth Amendment</td>
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<td>• Twenty-fourth Amendment</td>
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<tr>
<td>• Twenty-sixth Amendment</td>
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<tr>
<td>• Affirmative action</td>
</tr>
<tr>
<td>• Education Act of 1972</td>
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<tr>
<td>• Equal Pay Act of 1972</td>
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<td>• Equal Employment Opportunities Commission</td>
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<tr>
<td>• Preferential treatment programs</td>
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<tr>
<td>• Group entitlements</td>
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<tr>
<td>• <em>Regents of the University of California v. Bakke</em> (1978)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>1. Bill of Rights video series</td>
</tr>
<tr>
<td>2. Current events activity regarding race, gender, and voting issues still in the news</td>
</tr>
<tr>
<td>3. Analyze the 14th Amendment and create a timeline of various provisions.</td>
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<tr>
<td>4. Read and discuss Martin Luther King’s “Letter from a Birmingham City Jail”</td>
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<tr>
<td>5. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics</td>
</tr>
</tbody>
</table>
Unit 5: Civil Liberties

Focus Questions
1. Why does the First Amendment limit the government’s power over religion?
2. How does the First Amendment protect freedom of expression?
3. How does the First Amendment protect freedom of assembly, petition, and association?
4. What is the importance of procedural due process?
5. How do the Fourth and Fifth Amendments protect us against unreasonable law enforcement procedures?
6. How do the Fifth through Eighth Amendments protect our rights within the judicial system?

Key Concepts
- Compelling state interest
- Established church
- Establishment clause
- Free exercise clause
- Great Awakening
- Religious tests
- Separation of church and state
- Libel
- Clear and present danger
- Sedition Act of 1798
- Seditious libel
- Time, place, and manner restrictions
- Public forum
- Right of association
- Gag rule
- Lobby
- Right to assembly
- Right of association
- Right of petition
- Adversary system
- General warrants
- Inquisitorial system
- Oath
- Perjury
- Procedural due process
- Substantive due process
- Reasonable doubt
- Writs of assistance
- Exclusionary rule
- Probable cause
- Contempt of court
- Probable cause
- Right against self-incrimination
- Right to privacy
- Warrant
- Bail
- Capital punishment
- Double jeopardy
- Felony
- Right to counsel

Activities
1. Bill of Rights video and discussion packets.
2. How does the First Amendment impact current events?
3. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics.
Unit 6: Citizenship

Focus Questions
1. What does it mean to be a citizen?
2. How do we use our citizenship?
3. How may citizenship change in the nation’s third century?
4. What can American citizens learn about constitutionalism from other countries?
5. What are current and future constitutional issues facing U.S. citizens?
6. What is meant by recurring to fundamental principles?

Key Concepts
- Commonwealth
- Enlightened self interest
- Naturalized citizen
- Resident alien
- Spirit of association
- Alexis de Tocqueville
- Civil values, principles, skills, and dispositions
- Civil rights
- Civility
- Common good
- Political action
- Political rights
- Social action
- Electronic city-state
- Global village
- Blogging
- Telecommunications
- Plebiscites
- Teledemocracy
- Civil and political rights
- European Convention on Human Rights
- Four Freedoms, 1941
- Human rights
- Independent judiciary
- Negative and positive rights
- Parliamentary government
- Prime minister
- Rights of solidarity
- Social and economic rights
- Universal Declaration of Human Rights, 1948
- Penumbras
- Unenumerated rights
- Judicial activism / restraint
- Political rights

Activities
1. Group Activity – What is a citizen?
2. Readings on Citizenship/Class discussion
3. Analyze Current Events in light of citizenship issues.
4. Participate in a simulated Congressional hearing by creating and presenting a four-minute response on questions pertaining to this unit as well as an oral examination on these topics.
Focus Questions
1. What are the five key concepts?
2. How did sociology develop as an academic discipline and who were the important contributors to the study of sociology?
3. How do the major theories help in defining sociological problems?
4. What are the research methods used by sociologists?

Cross Cultural Competency (CCC)
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>• Sociology</td>
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<tr>
<td>• Social Facts</td>
</tr>
<tr>
<td>• 5 Key Concepts:</td>
</tr>
<tr>
<td>1. Social Action</td>
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<td>2. Social Structure</td>
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<td>3. Functional Integration</td>
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<td>4. Power</td>
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<td>5. Culture</td>
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<tr>
<td>• August Comte</td>
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<td>• Adam Smith</td>
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<td>• Herbert Spencer</td>
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<td>• Karl Marx</td>
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<td>• Emile Durkheim</td>
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<td>• Max Weber</td>
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<td>• George Mead and W. I. Thomas</td>
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<td>• George Simmel</td>
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<tr>
<td>• Theories:</td>
</tr>
<tr>
<td>1. Structural-Functionalism</td>
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<td>2. Conflict</td>
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<td>3. Symbolic Interactionism</td>
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<td>• Methodology</td>
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<td>• Variables</td>
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<td>• Steps in Research</td>
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<td>• Validity</td>
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<td>• Reliability</td>
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<td>• Correlation</td>
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<tr>
<td>• Spurious Correlation</td>
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<td>• Research Methods:</td>
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<td>1. Surveys</td>
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<td>2. Experiments</td>
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<td>3. Ethnographies</td>
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<td>4. Content analysis</td>
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<td>5. Comparative studies</td>
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<td>6. Historical studies</td>
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</table>
(What are the strengths and weaknesses of each method?)

Activities
Readings
1. *McDonalization and Globalization* by George Ritzer
2. *Why Sociology?* by Peter L. Berger and Brigitte Berger
3. *Babes in Toyland* by Susan Pearson

Activities
1. Sociological Imagination
2. Gulf War Activity
3. Social Awareness Quiz
4. Game Board Socialization
Unit 2: Culture

Focus Questions
1. How does culture define various aspects of society?
2. What are the various subcultures and in what ways do they affect the dominant culture?
3. What characteristics define the dominant American culture?
4. How do cultures “clash”?

Cross Cultural Competencies (CCC)
I. Knowledge of one’s own culture: TLW demonstrate knowledge of one’s own culture, focusing on the role of this in a global society.
II. TLW explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.
III. Contributions: TLW identify and explain prominent examples of different cultural groups to historical and contemporary human society.
VI. TLW participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts
- Culture
- Artifacts
- Material Culture
- Nonmaterial Culture
- Values
- Norms
- Folkways
- Mores
- Beliefs
- Laws
- Symbols
- Knowledge
- Taboo
- Cultural Integration
- Assimilation
- Dominant Culture
- Subculture
- Ethnocentrism
- Deviant Subcultures
- Counterculture

Activities
Readings
1. *A Third World of Cultural Values Emerges* by Jim Nesbit
2. *Why We Can’t Quit the Culture War* by Pat Buchanan
3. *The Parent Trap* by Sharon Begley

Group Project
Define American Culture. Focus on a group or an event.
Possible Topics: Senior Citizens, Teen-agers, gangs, Hispanics, middle-class women, prisoners, Clinton Scandal, race riots.
Consider what the group or event demonstrates about American Culture? What are the norms, values, knowledge, artifacts, language, or symbols?
How does the group or event add to the culture of the U.S.? Discuss positive and negative aspects.
Minimum Sources: 2 news articles, 2 television shows or other media, 1 academic journal article
Unit 3: Race

Focus Questions
1. What role does race play today in the United States?
2. What are the major issues regarding race today?
3. How would the various “solutions” addressing race work? Would they be effective?

Cross Cultural Competencies (CCC)
III. Contributions: identify and explain prominent examples of different cultural groups to historical and contemporary human society.
IV. Prejudice and Discrimination: be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.
V. Conflict Resolution: take appropriate actions to stop discrimination against those from other cultural groups.
VI. Participate in diversity-focused activities designed for their own learning and for increasing social justice.

Key Concepts
- Cultural Diversity
- Race
- Social Power
- Racism
- Discrimination
- Prejudice
- Affirmative Action
- De facto segregation
- De jure segregation
- Reverse discrimination
- Multiculturalism
- Minority group
- Ethnic group
- Historical reference
  - colonialism
  - slavery
  - segregation
  - Plessy v. Ferguson
  - Brown v. Topeka Board of Ed
- Resistance to domination methods
- Institutionalized racism
- Minority groups:
  - African Americans
  - Hispanic
  - Native Americans
  - Asian Americans
  (History and current socioeconomic status)

Activities
Reading
1. Race introduction (Race, Class, and Gender)
2. Black and White Lies (Newsweek, November 15, 1993)
3. Panel: Confront Reality of Racism (Grand Rapids Press)
4. A life for a life (Time, March 8, 1999)
5. Trading white sheets for pinstripes (Time, March 8, 1999)
8. What’s At Stake (Newsweek, January 27, 2003)

Media
1. Hoop Dreams
2. Denzel Washington (60 Minutes)
3. Chris Rock (60 Minutes)
4. True Colors (Primetime Live)

Essay
Examine race in the United States today by focusing on a topic of your choice. Consider the following: How does your topic focus on race? Do the issues enhance or inhibit the discussion of race in a negative or positive way? Is institutionalized racism part of your topic? What programs (social, educational, religious, government) are attempting to deal with the issue? What are the contributing factors to the current race discussion of your topic? Cite each reading and video at least once and a minimum of two other sources.
**Unit 4: Sex and Gender**

**Focus Questions**
1. What are the major issues regarding sex and gender today in the United States?
2. What are the variety of “solutions” addressing the problems of sex and gender?

**Cross Cultural Competencies (CCC)**
III. Contributions: identify and explain prominent examples of different cultural groups to historical and contemporary human society.

IV. Prejudice and Discrimination: be able to analyze examples of culturally-based privilege, power, and discrimination and to explain the negative effects of this on individuals and our society.

V. Conflict Resolution: take appropriate actions to stop discrimination against those from other cultural groups.

**Key Concepts**
- Gender
- Gender roles
- Gender socialization
- Gender stratification
- Gender bias
- “Pink collar ghettos”
- Comparable worth
- Politics of gender
- Machismo
- Gender stereotypes
- Influences of peers, school, media
- Gender segregation
- “Glass ceiling”
- Title VI of the 1964 Civil Rights Act
- Sexual Harassment
- Sexism

**Activities**

**Reading**
1. *Understanding and Fighting Sexism: A Call to Men* by Peter Blood, Alan Tuttle, and George Lakey
2. *Taking Sides Against Ourselves* by Rosemary Bray
3. *An Outline of the Anita Hill and Clarence Thomas Controversy*
4. *The Thomas-Hill Hearings Six Years Later*
5. *Equal Pay?*
6. *Gender Bias: A Practical Pamphlet for Educators*
7. *Pink-Collar Workers*

**Activities**
1. Advertising Activity
2. Gender Issues at the Mall
3. *Beauty and the Beast Questions*
Unit 5: Crime and Deviance

Focus Questions
1. What are the major issues regarding crime and deviance today in the United States?
2. How does various criminal activity and deviant behavior impact American society?
3. What are the “causes” of criminal and deviant behavior?

Cross Cultural Competencies (CCC):
II. Explain specific elements of culture and discuss human similarities and differences across cultural groups using these elements.

<table>
<thead>
<tr>
<th>Key Concepts</th>
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<tbody>
<tr>
<td>• Deviance</td>
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<tr>
<td>• Labeling Theory</td>
</tr>
<tr>
<td>- primary deviance</td>
</tr>
<tr>
<td>- secondary deviance</td>
</tr>
<tr>
<td>• “Self-fulfilling” prophecy</td>
</tr>
<tr>
<td>• Who becomes deviant?</td>
</tr>
<tr>
<td>- socialization</td>
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<tr>
<td>- nature</td>
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<tr>
<td>- structural strain</td>
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<td>- social control</td>
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<td>• Observation</td>
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<td>• Differential Association</td>
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<td>• Merton Study:</td>
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<td>- Innovation</td>
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<td>- Ritualism</td>
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<tr>
<td>- Retreatism</td>
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<td>- Rebellion</td>
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<tr>
<td>• Sanctions</td>
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<tr>
<td>- Informal</td>
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<tr>
<td>- Formal</td>
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<tr>
<td>• Crime types</td>
</tr>
<tr>
<td>- Violent, victimless, organized, white-color</td>
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<tr>
<td>• Controlling crime</td>
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<td>- police</td>
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<td>- criminal justice system</td>
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<td>- prison</td>
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<tr>
<td>• “Problem-oriented”</td>
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<td>• “Incident-oriented”</td>
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<table>
<thead>
<tr>
<th>Activities</th>
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<tbody>
<tr>
<td>1. Research a famous or infamous criminal or criminal case. Create a poster presentation which describes the case, its development, its outcome, and its impact on society.</td>
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<tr>
<td>2. Read The Case of Inner-City Gangs, analyze according to the five key concepts.</td>
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<td>3. Saints and Roughnecks, study summary and conclusions</td>
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