



Souhegan High School

Humanities Curriculum

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*Documented curriculum for these courses is still in development

Required Courses 9-11:

Grade 9 - Self & Society

Unit 1 Overview: Social Studies
Unit Title: Authority
Unit Summary
Students will begin the year with an introduction to authority and how it pertains to them as 9th graders and newcomers to SHS. They will understand the power that different factors have over them, while examining the authoritative role that community council has and why it has it. They will analyze the power that they have and consider the part that their values play when making decisions. Students will also look at different types of governmental authority, such as Dictatorships, Theocracies, Monarchies, Communism, and Anarchy.
Approximate Time Needed
<i>Early September to Early October</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Civics & Geography Effective Communicator: Communication Critical Thinker: Analysis
Standards Instructed
Government Structure Determine and Corroborate Relevant Sources Development Conventions of Standard English Focus Language & Vocabulary Organization Source Citation
Curriculum Framing Questions
Enduring Understandings
Students will understand <ul style="list-style-type: none">● The importance of self government● Why people accept authority from others● When people should no longer accept the authority of others
Essential Questions
What power do I have to impact the present and shape the future? Who has authority over me?

Unit 1 Overview: English

Unit Title: Who Has The Power?

Unit Summary

Who has authority over me? What authority do I have? How does authority manifest in different ways? Students will explore these questions in this short, introductory unit at the beginning of the year that examines the use and misuse of authoritative power. Students will read, discuss, and respond in writing to a collection of short stories themed around the concept of authority and examine narrative writing techniques used in each story. Students end the unit by writing their own narratives in which they discuss how authority has influenced their own lives or the lives of fictional characters they create. This work is planned and taught in conjunction with the 9th grade Social Studies unit on authority and power.

Approximate Time Needed

Late August to mid-September (approximately 3 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

Knowledge Constructor: Draw Inferences/Cite Evidence
Knowledge Constructor: Summary
Knowledge Constructor: Theme/Central Idea
Knowledge Constructor: Language and Vocabulary
Effective Communicator: Focus
Effective Communicator: Organization
Effective Communicator: Conventions of Standard English
Effective Communicator: Comprehension and Collaboration

Curriculum Framing Questions

Enduring Understandings

Students will understand how individuals in positions of authority have the power to oppress or embolden individuals, communities, and societies.

Students will understand how figures of authority often gain more power as societies grow in complexity.

Students will understand the elements of short narrative writing.

Essential Questions

How does authority manifest in different ways?
Who has authority over me?
What authority do I have?
How do individuals use their authority for good or for bad?

Unit 2 Overview - Social Studies

Unit Title: Government Structure

Unit Summary

Over the course of the Government Structure Unit students will recognize the impact that Rome and Athens had on the creation of the US Founders and Government. Students will further their understanding through analyzing the role of Federalism in the United States and the differences in the branches of government. Further, students will examine the checks and balances of each branch.

The Unit will focus on the question: What power does the government have to impact the present and shape the future? Students will consider their response to this question throughout the unit using a variety of assessments that will test them to make and defend claims through reading, discussions, and writing.

Approximate Time Needed

Mid-October to Late November (6-8 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Civics & Geography
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Standards Instructed

Government Structure
Determine & Corroborate Sources
Cite Sources
Development
Focus

Curriculum Framing Questions

Enduring Understandings

Students will understand

- Why our society is governed the way it is
- The roles a citizen plays in society
- The roles of leadership in society

Essential Questions

What power does the government have to impact the present and shape the future?

Are all branches of government equally powerful?

Unit 2 Overview: English

Unit Title: Writer's Workshop

Unit Summary

What do I believe in? How can my voice be heard and elicit positive change? These questions are explored in a writing workshop model centered on the writing process and argumentative techniques. Students will learn the effective methods of formal and informal argumentative writing by reading and analyzing the published writing of professionals, teachers, and peers. They will then apply new writing skills in their own drafts, revising their work via teacher-led and peer-led conferences, practicing new editing techniques, and sharing their final work to an authentic audience of community members.

Approximate Time Needed

6 weeks. Fall-winter.

Unit Foundation

Competencies Assessed

Effective Communicator: Writing & Speaking
Critical Thinker: Critical Reading
Knowledge Constructor: English Language

Standards Instructed

Critical Thinker: Analyze Text Structure & Elements
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization
Critical Thinker: Research & Use of Sources
Knowledge Constructor: Conventions of Standard English
Knowledge Constructor: Language and Vocabulary
Effective and Communicator: Comprehension and Collaboration

Curriculum Framing Questions

Enduring Understandings

Students will understand that strong argumentative writing incorporates techniques from narrative, creative, and informational writing styles.

Students will understand productive arguments are not meant to divide, but to allow others to understand new perspectives in a civil manner.

Students will understand writing is a process that involves multiple opinions, drafts, and conferences with fellow writers and community members.

Students will understand good writers always have a purpose for their writing and an audience in mind.

Students will understand how bias in a source may influence its credibility and validity

Essential Questions

What do I believe in?
What makes an argument effective, and how can they affect change?
How do authors use the writing process to improve a work?

Unit 3 Overview: Social Studies

Unit Title: Political Spectrum

Unit Summary

During the Political Spectrum Unit students will identify the different groups on the political spectrum and the characteristics that make up the typical members of that group. Students will practice determining whether a statement is typically liberal or conservative - and explain how they know. Students will reflect on their own views to distinguish where they would currently place themselves on the political spectrum. Finally, students will learn about the power and impact of political parties, both as a way of grouping people of similar beliefs and in running our government.

Approximate Time Needed

Early December to Mid-Late January (6 to 8 Weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Civics & Geography
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Standards Instructed

*American Politics
*Civic Responsibility
*Conventions of Standard English
*Language & Vocab
*Organization
*Development
*Assess options and Recommended actions
*Developing Questions and Plan Inquiries
*Source Citation
*Development

Curriculum Framing Questions

Enduring Understandings

Students will understand:

- What makes up their own belief system
- How to share their viewpoints while respecting opposing viewpoints
- How people with similar belief systems come together to effect change

Essential Questions

What power do political parties have to impact the present and shape the future?

What do I believe in?
How do ideologies shape society?

Unit 3 Overview - English

Unit Title: The Hero's Journey

Unit Summary

What makes a hero? How have literary heroes influenced society and endured throughout time? This unit explores the enduring concept of The Hero's Journey, a storytelling structure in which a protagonist is reborn into a hero who reflects the values of his or her society. Students will learn the structure of the monomyth while reading Homer's *Odyssey* and demonstrate understanding by analyzing the structure in modern stories. The unit culminates with students connecting the power of stories to their own lives and their knowledge of creative writing by crafting a personal narrative.

Approximate Time Needed

December - January (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

Knowledge Constructor: Draw Inferences/Cite Evidence
Knowledge Constructor: Summary
Knowledge Constructor: Theme/Central Idea
Analyze Text Structure and Elements
Critical Thinker: Analyze Multiple Representations and Interpretations
Knowledge Constructor: Language and Vocabulary
Effective Communicator: Focus
Effective Communicator: Organization
Effective Communicator: Conventions of Standard English
Effective Communicator: Comprehension and Collaboration

Curriculum Framing Questions

Enduring Understandings

Students will understand that stories from global cultures follow similar plot and thematic structures.

Students will understand that heroes often mirror a society's values and expectations.

Students will understand that heroes that transcend culture endure dramatic growth within their story.

Students will understand that good narrative writers utilize a variety of literary techniques when creating a story.

Essential Questions

What makes a literary hero?

What is the universal appeal of The Hero's Journey, and how has it endured throughout time?

Is The Hero's Journey relevant in modern storytelling?

How do our own lives mirror elements of The Hero's Journey?

Unit 4 Overview: Social Studies

Unit Title: Media and Me

Unit Summary

During the Media Unit students will learn about the benefits and pitfalls of media consumption, and the role the media plays in democracy. Students will learn about bias, how it's implemented and how to recognize it, the dangers of fake news, propaganda and participatory propaganda, and how politicians create political advertisements. Through readings, articles, activities, and videos students will gain a deeper knowledge of the media that impacts our present and shapes our future.

Approximate Time Needed

Early Mid January to the first week of March (6 to 7 Weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Civics & Geography
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Standards Instructed

Civic Responsibility
Determine and Corroborate Relevant Sources
Assess Options and Recommend Action
Source Citation
Organization
Conventions
Language & Vocab

Curriculum Framing Questions

Enduring Understandings

Students will understand

- How our society interacts the way it does
- The roles a citizen plays in society
- The roles of leadership in society

Essential Questions

What power does the media have to influence the present and shape the future?

How can I, as an engaged citizen, use what I know about the media to shape my own actions and determine my own beliefs?

Unit 4 Overview: English

Unit Title: Place and Identity

Unit Summary

How does one's place influence one's identity? What causes cultures to influence each other or clash? What role does tradition have in a rapidly modernizing world? These questions will be explored in this unit that studies the ultra-rural Native Alaskan community in John Smelcer's *The Trap* within the context of a globalized United States. Students practice their literary analysis skills while reading the novel, analyzing the narrator's language and structure and the development of various themes in the text. Additionally, students read and discuss various poems and documentaries on Native American culture, history, and myths. Students demonstrate mastery by writing a literary analysis essay that explores the development of a particular theme in the novel.

Approximate Time Needed

February - March (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

Knowledge Constructor: Draw Inferences/Cite Evidence
Knowledge Constructor: Summary
Critical Thinker: Analyze Text Structure & Elements
Knowledge Constructor: Theme/Central Idea
Effective Communicator: Focus
Effective Communicator: Organization
Effective Communicator: Development
Critical Thinker: Research & Use of Sources
Effective Communicator: Conventions of Standard English
Effective Communicator: Comprehension and Collaboration

Curriculum Framing Questions

Enduring Understandings

Students will understand that pieces of literature are written with multiple interrelated themes that aid in developing complex characters, concepts, and plotlines.

Students will understand that one's cultural geography (where one lives, what one believes, who one lives with) is the foundation for one's identity.

Students will understand that modernization and globalization often challenge the value of long standing traditions of a community.

Essential Questions

How does one's place influence one's identity?

What transforms us?

What causes cultures to influence each other or clash?

What role does tradition have in a rapidly modernizing world?

How can a theme change over the course of a novel and impact its outcome?

Unit 5 Overview: Social Studies

Unit Title: Livin' In America: Human and Urban Geography

Unit Summary

During the Geography Unit students will learn about the design of cities and study demographic data to learn about these population centers. Students will learn about good design principles, urban sprawl, urban decay, gentrification, demographic transition models, and population pyramids. Through readings, activities, statistics, and models students will have a better knowledge of why people live and work where they do, and why cities are the way they are.

Approximate Time Needed

March to April Break (7 Weeks to 8 Weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Civics & Geography
 Effective Communicator: Communication
 Critical Thinker: Analysis
 Critical Thinker: Research

Standards Instructed

- *Demographics
- *Settlements
- *Conventions of Standard English
- *Language & Vocab
- *Organization
- *Development
- *Assess options and Recommended actions
- *Developing Questions and Plan Inquiries
- *Source Citation
- *Development

Curriculum Framing Questions

Enduring Understandings

Students will understand *why cities are designed they way they are, and how cities grow and/or decline*

Students will understand *how to use demographic data to understand the population of an area*

Essential Questions

What power does human geography have to impact the present and shape the future?

Unit 5 Overview: English
Unit Title: Mysteries and Crimes in Storytelling
Unit Summary
Mysteries are among the oldest and most popular of all storytelling genres, transcending both culture and time. In this unit, we will explore and identify the major characteristics of this genre, and analyze what makes these attributes so effective in multiple stories. Our primary text will be <i>The Curious Incident of the Dog in the Night-Time</i> , an English novel about a boy investigating the mysterious death of his neighbor's pet. We will read both the novel and its play adaptation as a way to analyze the pros and cons of the different mediums. With the narrator of the story most likely having some form of autism, this will also allow an opportunity to introduce more minority voices into the curriculum. Our final project will have students writing their own original mystery, applying the genre conventions to a creative narrative.
Approximate Time Needed
April - May (approximately 5 weeks)
Unit Foundation
Competencies Assessed
Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading
Standards Instructed
Knowledge Constructor: Draw Inferences/Cite Evidence Knowledge Constructor: Summary Critical Thinker: Analyze Text Structure & Elements Knowledge Constructor: Theme/Central Idea Effective Communicator: Focus Effective Communicator: Organization Effective Communicator: Development Critical Thinker: Research & Use of Sources Effective Communicator: Conventions of Standard English Effective Communicator: Comprehension and Collaboration
Curriculum Framing Questions
Enduring Understandings
Students will understand that close readings of all texts can bring newer, more layered interpretations and insights. Students will understand that an adaptation can impact the tone, mood, and themes of a story. Students will understand that prose and dramatic forms of storytelling have their own distinctive strengths and weaknesses in portraying plot, character, and theme.
Essential Questions
Why are we fascinated by crime, real and/or imagined? How do adaptations of a story change its meaning and message? How do adaptations of a story change the way we interact with or perceive it?

Unit 6 Overview: Social Studies

Unit Title: Proposals to Improve Souhegan

Unit Summary

During the Proposals to Improve Souhegan unit students will identify an issue that they want to change within Souhegan, and write a proposal that can be brought to our Community Council to make a change within the school. Students will conduct different forms of research, using databases, writing and conducting surveys, interviewing administration and teachers at Souhegan and within the SAU, emailing other schools that may have a similar policy to what they would like to implement, etc. Students will write a paper about their topic and eventually present their idea to the class. This will be an open wall unit with English and Social Studies

The Unit will focus on the question: How can I use my voice to be a part of the democratic process?

Approximate Time Needed

Early/Mid-May to End of Year (3 to 4 Weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Civics & Geography
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Standards Instructed

- *Conventions of Standard English
- *Focus
- *Language & Vocab
- *Organization
- *Civic Responsibility
- *Determine & Corroborate Sources
- *Assess Options and Recommend Action
- *Cite Sources
- *Development
- *Convey Meaning
- *Preserve, Manage Progress & Behavior (SDL)
- * LTE standards

Curriculum Framing Questions

Enduring Understandings

Students will understand *how they can make change in a community*
Students will understand *ways to participate in a democracy*

Essential Questions

What power do (I, you, we) have to impact the present and shape the future?
How do I use my voice to be a part of the democratic process?

Grade 10 - American Studies

Unit 1 Overview
Unit Title: The Haves and the Have Nots
Unit Summary
<p>The focus of this unit is looking at American Society through the lens of commerce, labor and socio-economic status. For English, we focus on characterization and character development. For Social Studies there will be an exploration of both the “Gilded Age” and the Progressive Era in terms of industry, labor, and the role of government in finding balance between the two.</p> <p>During the unit, students will practice taking on the perspective of historical figures and characters in order to better understand their motivations. They will read <i>The Great Gatsby</i> and first hand accounts of prominent figures focusing on these peoples’/characters’ ideologies on wealth, social class, and/or labor issues.</p>
Approximate Time Needed
Fall, 4-6 weeks
Unit Foundation
Competencies Assessed
<p>Social Studies: Knowledge Constructor: U.S. History Effective Communicator: Communication Critical Thinker: Analysis Critical Thinker: Research</p> <p>English: Critical Thinker: Critical Reading Effective Communicator: Writing & Speaking</p>
Standards Instructed
<p>Social Studies: Industrialization and the Turn of the 20th Century Determine and Cite Sources WSP: Communication: Convey Meaning</p> <p>English: RL 10.1: Cite evidence RL 10.3: Analyze complex characters</p>
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that...</p> <p>Distribution of wealth has created conflict throughout American History</p> <p>Social class impacts behavior and perspectives</p>

Characters, much like us, develop and change over time.
There are many facets that make up a person (background, motives, fears, personality, etc).

Essential Questions

What questions will foster inquiry, understanding, and transfer of learning?

To what extent does the American economy shape the American experience?

How does social class change one's behavior and perspective?

How do people affect change in their society?

What is the role of government?

How and why does a person change over time?

Unit 2 Overview

Unit Title: Conflict: Pitch Perfect: War, on Film

Unit Summary

This unit uses the conflicts of the early 20th Century as a vehicle to understand war films. We will examine and apply the principles of cinematography as well as storytelling elements in order to have students create their own movie pitch.

Approximate Time Needed

Unit 2: 4-6 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

SS: Knowledge - World at War
SS: Communication - Focus, Organization, Development, Language and Vocabulary
ELA: Writing: Focus, Organization, Development, Language and Vocabulary, Standards and Conventions
ELA: Reading Literature: Analyze Point of View, Analyze Multiple Representations, Analyze Text Structure and Elements

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The United States has wavered between periods of isolationism and imperialism
The impact of war can be felt both by the soldiers on the front lines and the civilians on the homefront
It is difficult to define what is ethical during war time
There are multiple components that go into storytelling (setting, character, tone, etc.)
Writers write for different audiences and intentions

Essential Questions

What stories are worth telling?
What is the line between fact and fiction?
What role should the United States play in the world?

Unit 3 Overview

Unit Title: Fear vs Courage: The Cold War (Narrative & Explanatory Writing)

Unit Summary

A concise overview of your unit that includes the topics within your subject that are covered, a description of the main concepts learned, and a brief explanation on how the activities help students answer the content, unit and essential questions. This can be used as a general comment in our grading and reporting software.

The Cold War Unit is divided into two sections: The early Cold War, (including tensions rising between the Soviet Union and United States, Containment and The Domino Theory, The Red Scare and McCarthyism, The Korean War and The Cuban Missile Crisis) and the Vietnam War (including a review of the war itself, the impact of it on the homefront and the differences between the way the war was perceived by the public compared to World War II). This could extend to the Cold War during the 70s and 80s.

Students will examine different war stories as model texts—looking closely at how authors choose to organize plot and develop character arcs. Students will grapple with the question: How do you tell a true story? They will draft, create and workshop their own short stories and their own “truths.”

Approximate Time Needed

End of Semester 1/Beginning of Semester 2

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Effective Communicator: Writing & Speaking
Knowledge Constructor: English Language

Standards Instructed

SS Knowledge: Cold War: At Home and Abroad
SS Communication: Focus, Development, Organization, Language, Conventions

ENG: RL: Character Development, Meaning of Words in Context, Draws Inference & Cites Evidence

W: Focus, Organization, Development, Use of Sources
L: Conventions, Language and Vocabulary

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
Fear can be a driving factor in global and domestic politics
Sometimes war can lead to questioning and conflict on the homefront
Art and literature can often reflect the political climate
Writers often look to other writers for inspiration

Essential Questions

Does fear or courage play a larger role in the motivations of society?
How do you write a “true” story?

Unit 4 Overview

Unit Title: Civil Rights

Unit Summary

Students will examine the major events of the Civil Rights Movement, starting with the Civil Rights Movement and moving to other movements (Women, Native Americans, LGBTQ, etc.) Students will learn how the Constitution changed after the end of the Civil War and how those Amendments have been used to protect the rights of other minority groups and the tensions that arose with how well they were enforced. The unit will culminate with an argumentative essay in which students choose a modern issue to judge how well our individual rights are protected by the Constitution.

Approximate Time Needed

Spring 6 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Effective Communicator: Writing & Speaking
Critical Thinker: Critical Reading
Knowledge Constructor: English Language

Standards Instructed

English: Organization, Focus, Development, Language
Social Studies: Civil Rights Movement, Organization, Development, Focus, Corroboration

Curriculum Framing Questions

Enduring Understandings

Understanding the Constitution
Interpreting the Constitution
Supporting an argument with evidence
Research
Exploring the opposing side
Honors-- How has this right evolved over time?

Essential Questions

How well does the U.S. Constitution protect the individual rights of its citizens?

Unit 5 Overview

Unit Title: Hard History

Unit Summary

In this culminating, end of year unit, students will choose an issue facing America today and research its historical origins. Students will deliver a well-rehearsed, structured and research-based TED Talk articulating their issue as well as a proposed solution.

Approximate Time Needed

3-4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Effective Communicator: Speaking & Writing

Standards Instructed

SL 10.5 Make strategic use of digital media
SL 10.4 Present info clearly and concisely
W 10.7 Conduct research

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

Many of the problems facing America today are not new
In order to understand our present, we have to take stock of the past

Essential Questions

What is the relationship between America's past and present?

Unit 5 Overview

Unit Title: Narrative Writing

Unit Summary

Throughout this unit, we will focus on the elements of authentic storytelling in general and narrative writing. We will examine characterization, setting, sensory imagery within mentor texts (short stories, instructive texts, and film). At the end of the unit, students will write their own narratives.

Approximate Time Needed

4-5 Weeks

Unit Foundation

Competencies Assessed

Effective Communicator: Writing & Speaking
Knowledge Constructor: English Language
Critical Thinker: Critical Reading
WSP: Self Direction

Standards Instructed

W 10.3: Narrative Writing
W 10.4: Produce clear writing
W10.5 Plan, revise, edit
RL 10.5: Analyze text structure

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
Artists make intentional choices to convey meaning and tone
There are universal narrative elements across genres and mediums

Essential Questions

What makes a good story?

Grade 11 - World Studies / World Literature

Unit 1 Overview: Social Studies
Unit Title: There's a New Boss in Town (Colonization)
Unit Summary
<i>During this unit we will focus on how colonization affected one or more countries.</i>
Approximate Time Needed
<i>5 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: World History & Geography Effective Communicator: Communication Critical Thinker: Analysis
Standards Instructed
European Imperialism from the 18th Century to the 20th Century Conflict and Cooperation
Curriculum Framing Questions
Enduring Understandings
<ul style="list-style-type: none">• Colonization has had enduring impacts on the world.• Colonizers have lasting impact on the colonized.
All the enduring understands below will be addressed in this unit, with the bold enduring understanding(s) being the main focus:
<ol style="list-style-type: none">1. Geography (Places and Regions)<ul style="list-style-type: none">○ Enduring understanding: Physical and human characteristics make specific regions of the world distinctive.2. World philosophies/religions (Cultures)<ul style="list-style-type: none">○ Enduring understanding: Systems of belief have shaped culture, history, and societies.3. Colonization (European Imperialism)<ul style="list-style-type: none">○ Enduring understanding: Colonization's effects were profound and have had an enduring impact on today's world.4. Leadership (Conflict and Cooperation, Single Party States)<ul style="list-style-type: none">○ Enduring understanding: Leadership changes for a variety of reasons and through a variety of means.○ Enduring understanding: Leadership and government have a profound effect on citizens' lives.5. Globalization (International Trade)<ul style="list-style-type: none">○ Enduring understanding: Regions of the world are increasingly interconnected.

Essential Questions
<ul style="list-style-type: none"> - <i>How has colonization had enduring impacts on the world?</i> - <i>What is the impact of the colonizers on the colonies?</i> - <i>What are the driving forces of colonization?</i>

Unit 1 Overview: English
Unit Title: Danger of a Single Story - Contemporary African Fiction
Unit Summary
<i>This unit introduces the idea that a variety of perspectives is required to truly understand the many experiences and cultures that we'll study during this course. Additionally, students will read, discuss and analyze a wide selection of contemporary short fiction from across the African continent.</i>
Approximate Time Needed
<i>September; 4-5 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading WSP - Collaboration WSP - Self Direction
Assessed Standards
Draw Inferences/Cite Evidence (CC.ELA.11-12.RL.1;RI.1) Summary (CC.ELA.11-12.RL.2;RI.2) Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2) Analyze Text Structure & Elements (CC.11-12.RL3,5;RI3,5,8) Word Choice (CC.ELA.11-12.RL.4;RI.4) Analyze Point of View (CC.ELA.11-12.RL.6; RI.6) Analyze Multiple Representations/Interpretations/Accounts (CC.ELA.11-12.RL.7;RI.7) Focus (CC.ELA.11-12.W.1-4) Research & Use of Sources (CC.ELA.11-12.W.7-9) Development (CC.ELA.11-12.W.1-4) Organization (CC.ELA.11-12.W.1-4) Comprehension and Collab (CC.ELA.11-12.SL.1-3) Present Info and Ideas (CC.ELA.11-12.SL.4-6) Conventions of Standard Eng (CC.ELA.11-12.L.1-2) Language and Vocabulary (CC.ELA.11-12.L.3-6) Facilitate and Contribute to Shared Leadership (SHS WSP) Manage self in group setting (SHS WSP) Persevere, Manage Progress & Behavior (SHS WSP) Set Goals & Create a Plan (SHS WSP)
Curriculum Framing Questions
Enduring Understandings

Students will understand that...
 There is a diversity of African voices illustrating its diverse values, history, and experience.
 Some values and themes are shared across the human experience (e.g, the continents of North America and Africa)
 Community is a central value reflected in contemporary African literature.
 Colonization sought to impose a single, dominant, foreign narrative.
 Contemporary African literature seeks to re-emphasize its traditional values.
 Contemporary African literature seeks to assert its independence.

Essential Questions

*How do contemporary African voices challenge your perception of Africa?
 How have Africans retained their identities in the face of colonization and its aftermath?*

Unit 2 Overview: Social Studies

Unit Title: The Rulers and the Ruled (Leadership and Government)

Unit Summary

In this unit we will focus on the leadership and/or government structure of one or more countries.

Approximate Time Needed

5 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: World History & Geography
 Critical Thinker: Research

Standards Instructed

Single Party States
 Conflict and Cooperation
 Cultures
 International Trade

Curriculum Framing Questions

Enduring Understandings

- Common conditions have led to oppressive governments.
- Common tactics and strategies oppressive governments use to maintain control.

All the enduring understands below will be addressed in this unit, with the bold enduring understanding(s) being the main focus:

1. Geography (Places and Regions)
 - Enduring understanding: Physical and human characteristics make specific regions of the world distinctive.
2. World philosophies/religions (Cultures)
 - Enduring understanding: **Systems of belief have shaped culture, history, and societies.**

3. Colonization (European Imperialism)
 - Enduring understanding: Colonization’s effects were profound and have had an enduring impact on today’s world.
4. Leadership (Conflict and Cooperation, Single Party States)
 - Enduring understanding: **Leadership changes for a variety of reasons and through a variety of means.**
 - Enduring understanding: **Leadership and government have a profound effect on citizens’ lives.**
5. Globalization (International Trade)
 - Enduring understanding: **Regions of the world are increasingly interconnected.**

Essential Questions

- *How do oppressive governments gain and maintain power?*
- *What are the roots of revolution?*

Unit 2 Overview: English

Unit Title: You’re Not the Boss of Me! Control and Identity

Unit Summary

In this unit, students consider the coming-of-age motif in a variety of international texts whose protagonists are confronted with social or political change.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
 Effective Communicator: Speaking & Writing
 Critical Thinker: Critical Reading

Standards Instructed

Draw Inferences/Cite Evidence (CC.ELA.11-12.RL.1;RI.1)
 Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2)
 Word Choice (CC.ELA.11-12.RL.4;RI.4)
 Focus (CC.ELA.11-12.W.1-4)
 Development (CC.ELA.11-12.W.1-4)
 Organization (CC.ELA.11-12.W.1-4)
 Present Info and Ideas (CC.ELA.11-12.SL.4-6)
 Conventions of Standard Eng (CC.ELA.11-12.L.1-2)
 Language and Vocabulary (CC.ELA.11-12.L.3-6)

Curriculum Framing Questions

Enduring Understandings

Students will understand that the individual is influenced by their culture, place and time.
Students will understand the varying powers education has on controlling, creating, and critiquing a society.
Students will understand how authors use allusion, sarcasm, and symbolism to develop a novel.

Students will understand that the idea of "coming of age" is both universal and particular to a time, culture and place.

Students will understand the role of rhetoric in speech and persuasion.

Students will understand the unique role of youth in political upheaval, change and Revolution.

Essential Questions

How are young peoples' lives influenced by the government of the country in which they live?

What is the relationship between imagination, freedom and discovery? (How does government and culture influence the coming of age of young people?)

How does coming of age in a repressive and dictatorial context change the experience? (How does power impact discovery of self?)

Unit 3 Overview: Social Studies

Unit Title: Conflict + Cooperation

Unit Summary

During this unit we will focus on how conflict and cooperation have driven the development of one or more countries.

Approximate Time Needed

5 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: World History & Geography
Effective Communicator: Communication

Standards Instructed

Conflict and Cooperation
Global Politics and Conflict in the 20th Century
Cultures
Places and Regions

Curriculum Framing Questions

Enduring Understandings

All the enduring understands below will be addressed in this unit, with the bold enduring understanding(s) being the main focus:

1. Geography (Places and Regions)
 - Enduring understanding: **Physical and human characteristics make specific regions of the world distinctive.**
2. World philosophies/religions (Cultures)
 - Enduring understanding: **Systems of belief have shaped culture, history, and societies.**
3. Colonization (European Imperialism)
 - Enduring understanding: Colonization's effects were profound and have had an enduring impact on today's world.
4. Leadership (Conflict and Cooperation, Single Party States)
 - Enduring understanding: **Leadership changes for a variety of reasons and through a variety of means.**
 - Enduring understanding: **Leadership and government have a profound effect on citizens' lives.**
5. Globalization (International Trade)
 - Enduring understanding: Regions of the world are increasingly interconnected.

Essential Questions

- *How do people survive in (and make sense of) a conflicted world?*

Unit 3 Overview: English

Unit Title: The Graphic Novel - A Study of Marginalized Voices

Unit Summary

In this unit, students are exposed to the graphic novel form. We focus on the ways in which writers create meaning through the interaction of language and image. We examine a number of examples to consider how authors have used the graphic novel to reveal their experiences in tumultuous political times.

Approximate Time Needed

3-4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading
WSP - Collaboration
WSP - Self Direction

Standards Instructed

Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2)
Analyze Text Structure & Elements (CC.11-12.RL3,5;RI3,5,8)
Analyze Point of View (CC.ELA.11-12.RL.6; RI.6)
Focus (CC.ELA.11-12.W.1-4)
Development (CC.ELA.11-12.W.1-4)
Organization (CC.ELA.11-12.W.1-4)
Conventions of Standard Eng (CC.ELA.11-12.L.1-2)
Language and Vocabulary (CC.ELA.11-12.L.3-6)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
Students will understand that there are universal responses to suffering.
Students will understand that the power of the human spirit can overcome great adversity.
Students will understand the unique qualities of the graphic novel medium.
Graphic novels can serve as an effective medium to portray emotional stories through visuals.

Essential Questions

How do marginalized artists and writers make sense of a conflicted world?
How can the graphic form express stories of personal experience?
How do artists and writers express the strength of the human spirit to overcome adversity?

Unit 4 Overview: Social Studies

Unit Title: World Philosophies

Unit Summary

During this unit we will focus on multiple major world philosophies or religions.

Approximate Time Needed

5 weeks (dispersed throughout the year or as a self-contained unit)

Unit Foundation

Competencies Assessed

Knowledge Constructor: World History & Geography

Standards Instructed

Conflict and Cooperation
Cultures
Places and Regions

Curriculum Framing Questions

Enduring Understandings

- Systems of belief have shaped culture, history, and societies.
- Systems of belief have created conflict.

All the enduring understands below will be addressed in this unit, with the bold enduring understanding(s) being the main focus:

1. Geography (Places and Regions)
 - Enduring understanding: **Physical and human characteristics make specific regions of the world distinctive.**
2. World philosophies/religions (Cultures)
 - Enduring understanding: **Systems of belief have shaped culture, history, and societies.**
3. Colonization (European Imperialism)
 - Enduring understanding: Colonization's effects were profound and have had an enduring impact on today's world.
4. Leadership (Conflict and Cooperation, Single Party States)
 - Enduring understanding: Leadership changes for a variety of reasons and through a variety of means.
 - Enduring understanding: Leadership and government have a profound effect on citizens' lives.
5. Globalization (International Trade)
 - Enduring understanding: Regions of the world are increasingly interconnected.

Essential Questions

- *How do systems of belief shape culture, history, and societies?*
- *How do systems of belief create conflict?*

Unit 4 Overview: English

Unit Title: Missing The Marquez : When Honor becomes Horror

Unit Summary

This unit is a brief study of contemporary Latin American Literature. Authors include Gabriel Garcia Marquez, Isabel Allende, and Laura Esquivel. Students consider the prevalent themes of machismo, honor, and gender in the literature.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
 Effective Communicator: Speaking & Writing
 Critical Thinker: Critical Reading
 WSP - Collaboration
 WSP - Self Direction

Standards Instructed

Draw Inferences/Cite Evidence (CC.ELA.11-12.RL.1;RI.1)
 Summary (CC.ELA.11-12.RL.2;RI.2)
 Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2)
 Analyze Text Structure & Elements (CC.11-12.RL3,5;RI3,5,8)
 Word Choice (CC.ELA.11-12.RL.4;RI.4)
 Analyze Point of View (CC.ELA.11-12.RL.6; RI.6)
 Focus (CC.ELA.11-12.W.1-4)
 Research & Use of Sources (CC.ELA.11-12.W.7-9)
 Development (CC.ELA.11-12.W.1-4)
 Organization (CC.ELA.11-12.W.1-4)
 Comprehension and Collab (CC.ELA.11-12.SL.1-3)
 Present Info and Ideas (CC.ELA.11-12.SL.4-6)
 Conventions of Standard Eng (CC.ELA.11-12.L.1-2)
 Language and Vocabulary (CC.ELA.11-12.L.3-6)
 Facilitate and Contribute to Shared Leadership (SHS WSP)
 Manage self in group setting (SHS WSP)
 Persevere, Manage Progress & Behavior (SHS WSP)
 Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand the idea of the grotesque and how cultural values are established around the idea of honor.
 Students will develop an understanding of how culture and societal structures - such as gender roles, race,

religion – are sometimes used to justify violence.
Students will develop an understanding of the relationship and tensions between the nature of truth and memory recollection.

Essential Questions

How does Marquez distort the Latin American sense of honor in order to challenge it as a highly prized cultural value?

Unit 5 Overview: Social Studies & English

Unit Title: The JLP (Junior Learning Project)

Unit Summary

During this unit students will write a research paper on a topic of their choice.

Approximate Time Needed

5 weeks

Unit Foundation

Assessed Competencies

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Assessed Standards

Conventions
Development
Focus
Language and Vocabulary
Organization
Develop Research Questions and Plan Inquiries
Determine, Cite, and Corroborate Relevant Sources

Curriculum Framing Questions

Enduring Understandings

How to pursue a topic of literary interest in a researched, scholarly way

Essential Questions

Each student determines their own EQ based on their research question.

Unit 6 Overview: Social Studies

Unit Title: Genocide and the Holocaust

Unit Summary

<i>During this unit students will focus on genocide and the Holocaust as a case study.</i>
Approximate Time Needed
<i>5 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: World History & Geography
Standards Instructed
Genocide
Curriculum Framing Questions
Enduring Understandings
Explain causes of genocide and mass violence, such as The Holocaust. Explain factors that contribute to the prevention of mass violence.
Essential Questions
<i>What is the importance of remembering?</i> <i>How do you move forward from acts of genocide/atrocities?</i> <i>Is forgiveness possible? Are some things unforgivable?</i> <i>What is the responsibility of the global community in responding to genocide?</i> <i>Why should we remember the Holocaust specifically?</i> <i>How do we prevent future genocides?</i> <i>What conditions are present in a society that could lead to a genocide?</i>

Unit 6 Overview: English

Unit Title: Genocide and the Holocaust as a case study

Unit Summary

Students will read Night, read accounts and articles, listen to podcasts and speeches, and watch films related to the themes of identity, obligation, remembering, and bearing witness. They will explore these texts through discussion, answering analytical questions, writing, and creative venues such as art and found poetry

Approximate Time Needed

5 weeks - January or February

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

Speaking and Listening:
(CC.ELA.11-12.SL.1)
Present Info and Ideas (CC.ELA.11-12.SL.4-6)
Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2)
Analyze Text Struc&Elem (CC.11-12.RL3,5;RI3,5,8)

Curriculum Framing Questions

Enduring Understandings

English

- People who experience atrocities are not just victims
- Trauma is presented and sometimes processed through literature and art
- People use writing and art to remember and bear witness to atrocities
- Identity can be shaped through trauma

Essential Questions

What is the importance of remembering?
How do writers and artists respond to atrocity?
How do you move forward from acts of genocide/atrocities? (Is forgiveness possible? Are some things unforgivable?)
What is the responsibility of the global community in responding to genocide?
Why should we remember the Holocaust specifically?
How do we prevent future genocides?

Unit Overview: English

Unit Title: Becoming the Bard - a Study of Power in Shakespeare

Unit Summary

This unit is rooted in reading, understanding and performing a Shakespearian play. We consider the power structures reflected in the play, the archetypes that Shakespeare created and accesses, and the beauty of Shakespeare's language.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading
WSP - Collaboration
WSP - Self Direction

Standards Instructed

Draw Inferences/Cite Evidence (CC.ELA.11-12.RL.1;RI.1)
Summary (CC.ELA.11-12.RL.2;RI.2)
Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2)
Analyze Text Structure & Elements (CC.11-12.RL3,5;RI3,5,8)
Word Choice (CC.ELA.11-12.RL.4;RI.4)
Analyze Point of View (CC.ELA.11-12.RL.6; RI.6)
Analyze Multiple Representations/Interpretations/Accounts (CC.ELA.11-12.RL.7;RI.7)
Focus (CC.ELA.11-12.W.1-4)
Development (CC.ELA.11-12.W.1-4)
Organization (CC.ELA.11-12.W.1-4)
Comprehension and Collab (CC.ELA.11-12.SL.1-3)
Present Info and Ideas (CC.ELA.11-12.SL.4-6)
Language and Vocabulary (CC.ELA.11-12.L.3-6)
Facilitate and Contribute to Shared Leadership (SHS WSP)
Manage self in group setting (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
There are important differences between social and personal power.
There is power in language; knowing how to use and manipulate language gives you power: Language (rhetoric of ethos/pathos/logos) can be used to manipulate and persuade.
Shakespeare uses structures and conventions to create his powerful tragedies.
Certain themes of human nature like power and revenge are universal and stand the test of time.

Essential Questions
<p><i>What defines power?</i> <i>How is power used to persuade and manipulate?</i> <i>What themes of human nature endure the test of time?</i> <i>How is a play a powerful form of exploration?</i></p>
Unit Overview: English
Unit Title: The Power of a Poem Out Loud
Unit Summary
<p><i>This unit, rooted in the The National Poetry Foundation's Poetry Outloud competition, asks students to memorize, analyze and recite a poem. Then, based upon the knowledge and understanding gained through that process, students write a formal literary analysis essay on the poem.</i></p>
Approximate Time Needed
2 weeks
Unit Foundation
Competencies Assessed
<p>Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading</p>
Standards Instructed
<p>Draw Inferences/Cite Evidence (CC.ELA.11-12.RL.1;RI.1) Summary (CC.ELA.11-12.RL.2;RI.2) Theme/Central Idea (CC.ELA.11-12.RL.2;RI.2) Analyze Text Structure & Elements (CC.11-12.RL3,5;RI3,5,8) Word Choice (CC.ELA.11-12.RL.4;RI.4) Analyze Point of View (CC.ELA.11-12.RL.6; RI.6) Analyze Multiple Representations/Interpretations/Accounts (CC.ELA.11-12.RL.7;RI.7) Focus (CC.ELA.11-12.W.1-4) Research & Use of Sources (CC.ELA.11-12.W.7-9) Development (CC.ELA.11-12.W.1-4) Organization (CC.ELA.11-12.W.1-4) Comprehension and Collab (CC.ELA.11-12.SL.1-3) Present Info and Ideas (CC.ELA.11-12.SL.4-6) Conventions of Standard Eng (CC.ELA.11-12.L.1-2) Language and Vocabulary (CC.ELA.11-12.L.3-6) Persevere, Manage Progress & Behavior (SHS WSP) Set Goals & Create a Plan (SHS WSP)</p>
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that... Memorization and recitation of a poem deepens understanding and appreciation of a poem</p>

Using annotations to actively read deepens understanding and appreciation of a poem.
Exploring voice and tone in a poem allows a reader to imagine and explore human and non-human possibilities.
The style or dynamics of a poem (rhythm, cadence, breaks and punctuation) inform the meaning and performance of a poem.

Essential Questions

What is the Power of a Poem Out Loud?

Beyond Analysis: How does a poem both mystify and demystify?

How does applying a critical lens enhance my understanding and appreciation of a poem?

Economics

Unit 1 Overview

Unit Title: Introduction to Economics/Microeconomics

Unit Summary

This unit introduces the basic concepts of economics. It explores the idea that economics is a social science concerned with the production, distribution, and consumption of goods and services. Emphasis is placed on how individuals, businesses, governments, and nations make choices about how to best use resources. This introduction provides the background for students to better understand people, businesses, markets and governments, and therefore better respond to economic changes.

Microeconomics is the study of decisions made by people and businesses regarding the allocation of resources starting from smaller more individualized economic principles to larger more generalized factors. A major goal of microeconomics is to analyze the market and determine the price for goods and services in order to maximize the benefit of limited resource so as to maximize profit. From this study, students can then better understand the formulation of various economic policies, strategies and regulations when and where they occur.

Approximate Time Needed

September 1 through October 8; January 27 through February 25

Unit Foundation

Competencies Assessed

Knowledge Constructor: Economics

Critical Thinker: Research

Critical Thinker: Analysis

Effective Communicator: Communication

Standards Instructed

4.1.12.1: Examine the roles of workers and consumers in factor and product markets

4.1.12.2: Conceptualize how events in the business cycle impact individual lives

4.2.12.1: Explain how the allocation of resources impact productivity and ultimately economic growth

4.2.12.2: Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets.

4.2.12.3: Interpret demand and supply schedules/graphs including the influences on price elasticity

4.3.12.1: Recognize the economic indicators that create or reflect changes in the business cycle

Curriculum Framing Questions

Enduring Understandings
<p>Students will...</p> <p>Examine the roles of workers and consumers in factor and product markets</p> <p>Conceptualize how events in the business cycle impact individual lives</p> <p>Explain how the allocation of resources impact productivity and ultimately economic growth</p> <p>Use a circular flow model to explain the interdependence of business, government and households in the factor and product markets</p> <p>Show a thorough understanding of fundamentals of economics by accurately articulating the interaction of supply and demand on prices</p> <p>Interpret demand and supply schedules/graphs</p>
Essential Questions
<p>What is money? What is economics as an academic discipline? What factors influence economic decisions? What are the basic principles of economics? What is microeconomic theory? What are the basic concepts behind the market? What is supply and demand?</p>

Unit 2 Overview
Unit Title: Introduction to Macroeconomics
Unit Summary
<p>Macroeconomics is the study of economics that deals with the performance, structure, behavior, and decision-making of an economy as a whole or on a large scale. This approach describes how the economy as a whole function and how the level of national income and employment is determined based upon the terms aggregate demand and aggregate supply. By studying macroeconomics, economists hope to maximize the standard of living of individuals within the economy and achieve stable economic growth.</p>
Approximate Time Needed
<i>October 12 through November 15; March 6 through April 1</i>
Unit Foundation
Competencies Assessed
<p>Knowledge Constructor: Economics Critical Thinker: Research Critical Thinker: Analysis Effective Communicator: Communication</p>

Standards Instructed

- 4.1.12.1: Examine the roles of workers and consumers in factor and product markets
- 4.1.12.2: Conceptualize how events in the business cycle impact individual lives
- 4.2.12.1: Explain how the allocation of resources impact productivity and ultimately economic growth
- 4.2.12.4: Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition
- 4.3.12.1: Recognize the economic indicators that create or reflect changes in the business cycle
- 4.3.12.2: Explain the different types of inflation
- 4.3.12.3: Apply the consumer price index to demonstrate comparative values over time
- 4.3.12.4: Explain different types of unemployment
- 4.4.12.1: Analyze the effect of government actions on financial institutions
- 4.4.12.2: Explain the components of the money supply
- 4.4.12.3: Distinguish between monetary policy and fiscal policy and how they influence the economy

Curriculum Framing Questions

Enduring Understandings

Students will...

Show a thorough understanding of fundamentals of economics by accurately articulating the interaction of supply and demand on prices

Examine the roles of workers and consumers in factor and product markets

Conceptualize how events in the business cycle impact individual lives

Explain how the allocation of resources impact productivity and ultimately economic growth

Describe the similarities and differences among monopoly, oligopoly, monopolistic and pure competition

Recognize or recall specific vocabulary: Economics, Money, Banking, Scarcity, Economic Systems, Supply, Demand, Prices, Goods, Services, Consumers, Trade-Offs/Opportunity Cost

Analyze economic indicators in order to determine the health of the economy and accurately recommend action needed by the Federal Reserve

Recognize the economic indicators that create or reflect changes in the business cycle

Explain the different types of inflation

Apply the consumer price index to demonstrate comparative values over time

Explain the different types of unemployment, e.g., frictional or cyclical

Analyze the effect of government actions on financial institutions

Explain the components of the money supply

Distinguish between monetary policy and fiscal policy and how they influence the economy

Recognize or recall specific vocabulary: GDP, GNP, Economic Growth, Business Cycles, Unemployment, Inflation, CPI, FED, Monetary Policy

Essential Questions

What is macroeconomics? What are the economic categories of business organizations? How do organizations and government economically intersect? How economic factors influence markets? How do employment, labor and wages influence economic outcomes? What role do the larger economic governmental entities play in markets?

Unit 3 Overview

Unit Title: International Economics, Economic Systems and Globalization

Unit Summary

International economics, economic systems and globalization is the study of the historical development, factors and outcomes of economic interactions between countries. Economic systems are central to this understanding, focusing on how countries organize and distribute available resources, services and goods. This study includes select issues arising from economic interaction among sovereign nations including international trade, financial aid for developing countries, outcomes of international migration, and the system of exchange rate factors. Globalization refers to the increasing integration of economies around the world, particularly through the movement of goods, services, and capital across borders.

Approximate Time Needed

November 16 through December 23; April 4 through May 13

Unit Foundation

Competencies Assessed

Knowledge Constructor: Economics

Critical Thinker: Research

Critical Thinker: Analysis

Effective Communicator: Communication

Standards Instructed

12:5.3: Examine how various national economic policies have led to changes in the international economy

4.5.12.1: Explain how comparative advantage affects trade decisions

Curriculum Framing Questions

Enduring Understandings

Students will...

Examine the various forces of globalization and determine the most desirable economic policies

Explain how comparative advantage affects trade decisions

Analyze the reasons for changes in international currency values

Examine how various national economic policies have led to changes in the international economy

Recognize or recall specific vocabulary: Globalization, Trading Block, Export, Protectionist, Import, IMF, World Bank, Bretton Woods, The Cold War, Communism, GATT, Tariffs, Comparative Advantage, Output, Inequality, Trade Agreement, NAFTA (USMCA), WTO, Subsidies, Dumping

Essential Questions

What are the major economic systems in the world? What are the benefits and negatives of economic theory as it relates to trade? How do governments influence trade in the formulation of economic policy?

Unit 4 Overview

Unit Title: Personal Finance

Unit Summary

Personal finance studies how to make better individual short- and long-term financial decisions. This includes both the study of ever changing financial obligations that students may encounter in their life as well as the economic strategies that can be used to help off-set those challenges. This study helps students to be a more financially responsible citizen and to develop financial discipline.

Approximate Time Needed

January 3 through January 26; May 9 through June 3

Unit Foundation

Competencies Assessed

Knowledge Constructor: Economics
Critical Thinker: Research
Critical Thinker: Analysis
Effective Communicator: Communication

Standards Instructed

12:6.2: Identify and analyze sources of consumer credit
12:6.3: Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems
12:6.4: Describe how insurance and other risk management strategies protect against financial loss

Curriculum Framing Questions

Enduring Understandings

Students will...

Demonstrate the impact of personal choices on your economic health in order to build personal economic stability.

Compare the risk, rate of return, and liquidity of investment

Identify and analyze sources of consumer credit

Explain factors that affect creditworthiness and identify ways to avoid and correct credit problems

Describe how insurance and other risk management strategies protect against financial loss.

Recognize or recall specific vocabulary: Budget, loans, savings, credit cards, salaries, insurance, mortgage and rent, retirement, pensions, credit, bills, bank accounts, consumer taxes, careers in economics, income tax

Essential Questions

What does it mean to put together a personal budget? What does it mean to weigh spending and income? What are the most important personal economic lessons that are crucial to learn? What does it mean to make sound economic decisions?

Required Courses 12:

Film Seminar (English/Social Studies)

Unit 1 Overview: Social Studies
Unit Title: Mythical Narratives
Unit Summary
In this unit we will study narrative structure in film and literature; story arcs; hyperbole; connections between ordinary life and epic stories; genre in fiction and non-fiction.
Approximate Time Needed
<i>6-8 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Film Core Concepts Effective Communicator: Communication
Standards Instructed
Genre, Coherence of individual components of film
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none">- Films often reflect the current anxieties and fears of a society.- Coming of age is an experience that transcends time, place, and artistic mediums
Essential Questions
Is adolescence a myth? How do the events of childhood impact the formation of a distinctive “teen” personality? What are the “mythical milestones,” the rites of passage, that teens share in common across cultures and time? Can a vignette provide insight into a person (or literary/film character) that exemplifies or epitomizes broader aspects of that individual? In what ways does the setting (time, place, circumstances) impact adolescents?

Unit 1 Overview: English

Unit Title: Your Mythic Self

Unit Summary

In this unit, students will explore the varying ways the story of one's life can be told: through myths, personal narratives, films, and more. Students will learn the basics of film techniques in Social Studies while they study how exaggeration and mythic elements can be incorporated into the truth to present the story of someone's life. Through reading the novel *Big Fish* and watching an assortment of films, students will see how "coming of age" stories can be communicated in a variety of mediums, and will experiment with different ways of telling their own stories. Students will end the unit by demonstrating how a written text can be "translated" into a film version.

Approximate Time Needed

Late August to early October (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Writing & Speaking

Standards Instructed

Knowledge Constructor: Summary
Knowledge Constructor: Theme/Central Ideas
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how a writer's content and thematic ideas can be communicated through a new medium.

Students will understand how myths and exaggeration can be effective in telling the "true" story of someone's life.

Students will understand the common elements that tie "coming of age" narratives together.

Students will understand how a small vignette or excerpt can represent a larger whole.

Essential Questions

Can myths tell something true?

What are the challenges and triumphs that distinguish adolescence from childhood and adulthood?

Can a vignette provide insight into a person (or literary/film character) that exemplifies or epitomizes broader aspects of that individual?

What are the "mythical milestones," the rites of passage, that teens share in common across cultures and time?

Unit 2 Overview: Social Studies
Unit Title: Fear/Horror
Unit Summary
In this unit we will study genre in film and literature; fear as a rhetorical device; explain how multiple techniques integrate together to create a cohesive and effective production. Analyze director's use of various techniques in films.
Approximate Time Needed
<i>6-8 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Film Core Concepts Effective Communicator: Communication Critical Thinker: Analysis Critical Thinker: Research
Standards Instructed
Pre-production, production, post-production, development, focus, forming inquiries
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none"> - Films often reflect the current anxieties and fears of a society. - How multiple genres can be overlaid to unique effect
Essential Questions
What if we thought of fear as an amazing act of the imagination, something that can be as profound and insightful as storytelling itself? Why do people seek out fear?

Unit 2 Overview: English

Unit Title: Horror

Unit Summary

In this unit, students will explore the varying ways horror and fear can be created, how the genre has developed, and why people enjoy being afraid. Additionally, students will consider the difference between implied and explicit horror and determine which is more effective. Students will read two common short story texts and will freely choose two others from provided options. For each story, students will consider how conventions of the horror genre are developed and to what effect, comparing different authors' approaches. Students will end the unit by "translating" a horror short story of their choice into a short film, and then reflecting on the process and critiquing another group's film adaptation and its loyalty to the original text.

Approximate Time Needed

Early October to early December (approximately 8 weeks)

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Knowledge Constructor: Language
Effective Communicator: Writing

Standards Instructed

Critical Thinker: Draw Inferences/Cite Evidence
Critical Thinker: Analyze Multiple Interpretations
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how fear or a sense of horror can be created in literature.
Students will understand how the same source material could yield different interpretations.
Students will understand that something implied can be as horrifying as something directly stated.

Essential Questions

*What is scary, and why do we love to be scared?
Does what we typically fear align with what we should fear?
How is suspense created?
How can I "translate" literature into film?*

Unit 3 Overview: Social Studies

Unit Title: Drama and Modernity
Unit Summary
In this unit we will study genre in film and literature; fear as a rhetorical device; explain how multiple techniques integrate together to create a cohesive and effective production. Analyze director's use of various techniques in films.
Approximate Time Needed
<i>6-8 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Film Core Concepts Effective Communicator: Communication Critical Thinker: Analysis Critical Thinker: Research
Assessed Standards
SS: Development, Conventions, Language and vocabulary SS: Genre, Coherence of individual components of film
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none"> - Society and performing arts reflect one another - The mid twentieth century gave rise to a genre
Essential Questions
Whence the ennui?

Unit 3 Overview: English

Unit Title: Drama and Modernity

Unit Summary

In this unit, students will explore how drama and absurdity can communicate the tensions and anxieties of modern times. Students will first read and consider *Waiting for Godot* as a reflection of its time and context before considering the many varied ways we can see its themes resonate today. Students will act, view, and film their own versions of scenes of the play, focusing on line delivery and stage presence. During discussion, students will consider how elements of tragedy and comedy can be present at the same time, and identify the elements of Theatre of the Absurd in the play. At the end of the unit, students will write an essay connecting the play to a social studies topic of their choosing.

Approximate Time Needed

Early December to mid-January (approximately 5 weeks)

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Knowledge Constructor: Language
Effective Communicator: Writing

Standards Instructed

Effective Communicator: Presentation of Information & Ideas
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how tragedy and comedy can work together instead of in opposition.

Students will understand how to construct meaning from something that appears to be meaningless.

Students will understand how line delivery affects understanding and meaning.

Students will understand how literature and art can reflect cultural worries and preoccupations in both the past and present.

Essential Questions

Is there reason to hope?

How do we construct meaning when things seem meaningless?

Whence the ennui?

Unit Overview: English

Unit Title: Shakespeare

Unit Summary

In this unit, students will study *Much Ado About Nothing* and consider how comedy is presented in a Shakespearean text and how that comedy is translated to the stage and film. Students will practice dramatic readings, annotation skills, and analyze word choice, with a focus on the human truths presented through Shakespeare. Students will engage in discussion, performance, and close reading assessment.

Approximate Time Needed

Late January to early March (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Standards Instructed

Effective Communicator: Presentation of Information & Ideas
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how drama can communicate human truth.

Students will understand how human relationships have changed over centuries.

Students will understand how line delivery affects understanding and meaning.

Students will understand how literature and art can reflect cultural worries and preoccupations in both the past and present.

Essential Questions

What does it mean for a work of literature to endure?

How can I see myself in Shakespeare's works?

Unit 4 Overview: Social Studies

Unit Title: Auteurs & Essays

Unit Summary

In this unit, students will study and research an assigned “auteur” director and deliver a short presentation. Throughout the unit, students will also view select films from various auteur directors, learn the craft of writing a thoughtful film review, and write their own reviews.

Approximate Time Needed

Mid-March to May (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Film Core Concepts
Effective Communicator: Communication
Critical Thinker: Analysis
Critical Thinker: Research

Assessed Standards

Critical Thinker: Research & Use of Sources
Critical Thinker: Draw Inferences / Cite Evidence
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Knowledge Constructor: Summary
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how a director can “stamp” their work.

Students will consider what makes a film enduring.

Students will understand the elements of an effective, critical film review.

Students will understand how a body of work can illustrate a director’s artistic and thematic style

Essential Questions

What makes a director an auteur?

What makes a film worthy of critical consideration?

What role do money and status have in the reception of films?

Unit 4 Overview: English

Unit Title: Auteurs & Essays

Unit Summary

In this unit, students will study and research an assigned “auteur” director and deliver a short presentation. Throughout the unit, students will also view select films from various auteur directors, learn the craft of writing a thoughtful film review, and write their own reviews.

Approximate Time Needed

Mid-March to May (approximately 6 weeks)

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Knowledge Constructor: Language
Effective Communicator: Writing

Assessed Standards

Critical Thinker: Research & Use of Sources
Critical Thinker: Draw Inferences / Cite Evidence
Knowledge Constructor: Language & Vocabulary
Knowledge Constructor: Conventions of Standard English
Knowledge Constructor: Summary
Effective Communicator: Focus
Effective Communicator: Development
Effective Communicator: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how a director can “stamp” their work.

Students will consider what makes a film enduring.

Students will understand the elements of an effective, critical film review.

Students will understand how a body of work can illustrate a director’s artistic and thematic style

Essential Questions

What makes a director an auteur?

What makes a film worthy of critical consideration?

What role do money and status have in the reception of films?

Law & Justice (English/Social Studies)

Unit 1 Overview: Social Studies & English
Unit Title: The Roots of our Political System
Unit Summary
In this unit we will study the roots of our political system, including the philosophical foundations of democracy and structures we have in place to prevent abuse of power. In English, we will read dystopian stories and watch a dystopian film in order to see what happens in societies when their legal systems deteriorate or collapse.
Approximate Time Needed
<i>6-8 weeks</i>
Unit Foundation
Competencies Assessed
English: Knowledge Constructor: English Language Critical Thinker: Critical Reading Effective Communicator: Writing & Speaking SS: Knowledge Constructor: Law and Justice Core Concepts Critical Thinker: Analysis Effective Communicator: Communication
Standards Instructed
Eng: Development, Focus, Conventions, Convey Meaning, Perseverance SS: Origins of the Constitution, Structures of the Constitution
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none">- Films and texts often reflect the current anxieties and fears of a society.- Filmmakers and writers often create dystopian works of fiction to explore worst case scenarios and warn of possible consequences.
Essential Questions
Is our system built to last?

Unit 2 Overview: Social Studies and English

Unit Title: The Free Flow of Ideas

Unit Summary

In this unit we will focus on the text, meaning, and interpretation of the 1st Amendment. We will also study persuasive techniques and read multiple editorials, culminating in writing our own editorials.

Approximate Time Needed

5-6 weeks

Unit Foundation

Competencies Assessed

English:

Knowledge Constructor: English Language

Critical Thinker: Critical Reading

Effective Communicator: Writing & Speaking

SS:

Knowledge Constructor: Law and Justice Core Concepts

Critical Thinker: Analysis

Effective Communicator: Communication

Standards Instructed

Eng: Focus; Research + Use of Sources; Development; Organization; Conventions; Language and Vocabulary; Presenting Info and Ideas

SS: Components of The Constitution, Application of The Constitution

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- There are techniques and methods writers can use to persuade their audience.
- Content creators use different techniques based on audience, purpose, and mode of communication.

Essential Questions

How much freedom does the First Amendment provide?
How do people use specific strategies to persuade others?

Unit 3 Overview: Social Studies and English

Unit Title: The Rights of the Accused

Unit Summary

In this unit we learn the procedures that are used to protect individuals from the power of the judicial system. We also read *Antigone* to see what happens when there are no protections for people accused of a crime and at the whim of an autocrat. Along with *Antigone* we learn about Kohlberg's Theory of Moral development and other ethical systems that help explain our decisions.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

English:

Knowledge Constructor: English Language

Critical Thinker: Critical Reading

Effective Communicator: Writing & Speaking

SS:

Knowledge Constructor: Law and Justice Core Concepts

Critical Thinker: Analysis

Effective Communicator: Communication

Standards Instructed

Components of the Constitution, Application of the Constitution

ENG:Citing evidence and drawing inferences

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- Those accused of a crime have rights.
- People balance their own needs, the needs of others, and the dictates of authority figures when making decisions.

Essential Questions

How is our system designed to ensure that justice is served?

Unit 4 Overview: Social Studies and English

Unit Title: Punishment

Unit Summary

In this unit we will explore what happens once someone is found guilty of a crime. We will also read “Young Goodman Brown” and *The Crucible*.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

English:

Knowledge Constructor: English Language

Critical Thinker: Critical Reading

Effective Communicator: Writing & Speaking

SS:

Knowledge Constructor: Law and Justice Core Concepts

Critical Thinker: Analysis

Effective Communicator: Communication

Standards Instructed

Components of the Constitution, Structures of the Constitution, Application of Law and Justice
ENG: Draw inferences + Cite evidence and Development

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- Before the US Constitution and Bill of Rights, our laws and legal system were remarkably different.
- The Salem Witch trials are an example of a society **without** separation of church and state as well as **without** the rights we now have due to the 4th and 8th amendments.

Essential Questions

What is the point of punishment?
How does punishment affect individuals and society?

Unit 5 Overview: Social Studies & English

Unit Title: Equal Protection Under the Law

Unit Summary

In this unit we will explore the extent to which citizens are equal before the law, while also focusing on current topics in Law and Justice through literature and nonfiction pieces.

Approximate Time Needed
<i>10 weeks</i>
Unit Foundation
Competencies Assessed
<p>English: Knowledge Constructor: English Language Critical Thinker: Critical Reading Effective Communicator: Writing & Speaking</p> <p>SS: Knowledge Constructor: Law and Justice Core Concepts Critical Thinker: Analysis Effective Communicator: Communication</p>
Standards Instructed
SS: Origins of the Constitution, Theories of Law and justice, The Application of Law and Justice
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that...</p> <ul style="list-style-type: none"> - <i>It is possible to have difficult conversations if you are respectful, prepared, and open to multiple perspectives.</i> - <i>Complex issues are explored and discussed differently depending on the genre.</i>
Essential Questions
Is it possible to live up to the ideals established in the Declaration of Independence?

Unit 6 Overview: Social Studies & English
Unit Title: The 28th Amendment (Individual Rights)
Unit Summary
In this unit we will explore the individual rights afforded by our founding documents and grapple with the dilemma of what to do when your rights compete with the rights of others.
Approximate Time Needed
5 weeks
Unit Foundation
Competencies Assessed
<p>English: Knowledge Constructor: English Language Critical Thinker: Critical Reading Effective Communicator: Writing & Speaking</p>

SS:
Knowledge Constructor: Law and Justice Core Concepts
Critical Thinker: Analysis
Effective Communicator: Communication

Standards Instructed

Components of the Constitution, Theories of Law and Justice, Application Law and Justice

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- When faced with dilemmas, there can be tension between what you believe is right and what you are told is right.

Essential Questions

What would a modern Bill of Rights look like?

Ethics (English/Social Studies)

Unit 1 Overview: Social Studies
Unit Title: Introduction to Leadership/Communication and Messaging
Unit Summary
This unit allows students to recognize and work on their ability to influence and motivate themselves and others, in order to bring out everyone's best. The end result centers on the idea of working towards a goal with improved efficiency and greater awareness of where others are. The core of this study emphasizes communication and messaging skills such as enhancing clarity of purpose, while assessing opinions, ideas and feedback in a productive manner. Practicing good communication skills allows students to understand information more accurately and quickly.
Approximate Time Needed
<i>September 1 through September 24</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Philosophical & Ethical Core Concepts Effective Communicator: Communication Critical Thinker: Analysis
Standards Instructed
Critical Thinking
Curriculum Framing Questions
Enduring Understandings
Students will develop an understanding of how conviction leads to purpose Students will understand the importance of academic discourse Student will understand the foundations of argument Students will understand the elements of true leadership (Leadership) Students will understand the relationship between motivation and performance
Essential Questions
Who are you? Who are you, relative to others?

Unit 2 Overview: Social Studies

Unit Title: Introduction to Philosophy, Critical Thinking and Human Behavior Basics

Unit Summary

Introduction to philosophy is a brief look at the concept of philosophy itself, meaning “the love or pursuit of wisdom”, as well as an exploration into the difference between wisdom and knowledge and objective and subjective truth. Students begin the process of thinking about fundamental truths about themselves, the world in which they live, and their place in the world and to each other.

Approximate Time Needed

September 27 through November 5

Unit Foundation

Assessed Competencies

Knowledge Constructor: Philosophical & Ethical Core Concepts
Effective Communicator: Communication
Critical Thinker: Analysis

Assessed Standards

Critical Thinking
Basic Philosophical Concepts

Curriculum Framing Questions

Enduring Understandings

Students will understand the components of rhetoric
Students will understand how language impacts culture and culture impacts language
Students will understand the relationship between language and power
Students will develop an understanding of how language can manipulate thought
Students will understand the basics of philosophical discourse
Students will analyze the difference between wisdom and knowledge
Students will be able to identify the difference between objective and subjective interpretations of truth
Students will understand the concept of wisdom as way of thinking
Students will understand how a narrow cultural perspective inhibits thinking
Students will understand the core or essence of a thing (abstract and concrete)
Students will understand the role and purpose of analysis
Students will understand the role and purpose of comparative theory
Students will understand how to write a literary analysis
Students will understand how to define knowledge and reality

Essential Questions

What is philosophical study? What does it mean to be wise? What does thoughtfulness truly mean? You said what? Why? How?
What do we know about our thinking as humans?
How does our perspective impact our understanding of the world?

Unit 3 Overview: Social Studies

Unit Title: Metaphysics and Epistemology

Unit Summary

Epistemology is the philosophical study of the nature, origin, and limits of human knowledge; while metaphysics is the study of the nature of things or the pursuit of understanding of the external world or the world outside of human consciousness. During this unit, students ask questions such as: “what is knowledge?” and “how do we know something?”, while contemplating the basics of metaphysical problems centered on determining what non-physical and physical entities are.

Approximate Time Needed

November 8 through December 23

Unit Foundation

Competencies Assessed

Knowledge Constructor: Philosophical & Ethical Core Concepts
Effective Communicator: Communication
Critical Thinker: Analysis

Standards Instructed

Critical Thinking
Basic Philosophical Concepts

Curriculum Framing Questions

Enduring Understandings

Students will understand how a narrow cultural perspective inhibits thinking
Students will understand the elements of fiction
Students will understand the role and purpose of analysis
Students will understand the role and purpose of comparative literature
Students will understand how to write a literary analysis
Students will understand how to define knowledge and reality
Students will understand the relationship between same and change
Students will understand the core or essence of a thing (abstract and concrete)
Students will understand the relationship between perception and perspective through the lens of Aesthetics and Object Identification

Essential Questions

What do we know about our thinking as humans?

How does our perspective impact our understanding of the world?

Unit 4 Overview: Social Studies

Unit Title: Introduction to Ethics

Unit Summary

This unit introduces students to the basics of ethical study. The core of this analysis centers on studying the concepts of good and bad and right and wrong from both a personal and societal framework. The introduction of ethics focuses on the following goals: discernment of right from wrong and the contemplation of what it means to live a life worth living.

Approximate Time Needed

January 3 through January 28

Unit Foundation

Competencies Assessed

Knowledge Constructor: Philosophical & Ethical Core Concepts

Effective Communicator: Communication

Critical Thinker: Analysis

Standards Instructed

Philosophical Core Concepts: Critical Thinking

Philosophical Core Concepts: Basic Philosophical Concepts

Philosophical Core Concepts: Ethical Analysis and Decision-Making

Focus

Development

Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand how to identify diversity within groups (sameness/likeness)

Student will understand how direct and indirect communication affects dynamics

Students will understand the differences of Western Culture within the world

Student will understand how to write an extended definition

Students will understand the cultural and intellectual impact of Romanticism

Students will understand the components of a philosophical/ psychological analysis

Students will understand how value continuums and moral development impact thinking

Essential Questions

How do the choices we make as individuals, impact who we are as a community?

What do we know about our thinking as humans?

How does our perspective impact our understanding of the world?

Why is a sense of belonging so important?

Unit 5 Overview: Social Studies

Unit Title: Objective and Subjective Thinking

Unit Summary

In this unit, students focus on the philosophical dilemma that outline reality: the complexity of making sense of the world through the lens of objective and subjective theory. While objective thinking is based around a set of logical, goal-oriented standards, students are presented with the problem of making sense of that expectation with subjective thinking or knowledge solely based on individual perspective, feelings or thoughts. Building on these inherent concepts from earlier units, students begin to apply these perspectives to ethics, understanding the difference between moral absolutism, an ethical view that particular actions are intrinsically right or wrong independent of context or consequences, and moral relativism, where an individual's personal taste, emotional state, and contextual situation dictate their thoughts and actions.

Approximate Time Needed

January 31 through February 25

Unit Foundation

Competencies Assessed

Knowledge Constructor: Philosophical & Ethical Core Concepts

Effective Communicator: Communication

Critical Thinker: Analysis

Standards Instructed

Critical Thinking

Philosophical Core Concepts: Basic Philosophical Concepts

Philosophical Core Concepts: Ethical Analysis and Decision-Making

Philosophical Core Concepts: Objective and Subjective Thinking

Curriculum Framing Questions

Enduring Understandings

Students will understand how to identify diversity within groups (sameness/ likeness)

Student will understand how direct and indirect communication affects dynamics

Students will understand the differences of Western Culture within the world

Students will understand the cultural and intellectual impact of Romanticism

Students will understand what values are objective and subjective thought

Students will understand the difference between freewill and determinism

Students will understand the relationship between Good and Happiness through the lenses of

Sophism, Socrates, Aristotle, Epicurus, Marcus Aurelius and the Stoics

Students will understand the impact of nature in the sublime
Students will understand the interplay between nature and human nature
Students will understand how to write a philosophical/ psychological analysis

Essential Questions

What do we know about our thinking as humans?
How does our perspective impact our understanding of the world?
Why is a sense of belonging so important?
What is moral happiness?
What is good?

Unit 6 Overview: Social Studies

Unit Title: Perspectives on Ethical Theory

Unit Summary

Starting with the framework of the three larger categories of utilitarian, deontological and virtue, this unit explores in depth the seven major perspectives of ethics used by organizations or societies. These seven perspectives include: consequentialism, natural law, obligation, rights, virtue, authority and instinct. All theories interplay with the idea that sometimes people have to set aside their own interests and act in the best interests of others. By studying these most popular viewpoints, students are able to identify and differentiate concepts of good and bad, helping to define problems by systematic thinking, that allows them to see the reality from different points of view.

Approximate Time Needed

March 7 through March 25

Unit Foundation

Assessed Competencies

Knowledge Constructor: Philosophical & Ethical Core Concepts
Effective Communicator: Communication
Critical Thinker: Analysis

Assessed Standards

Critical Thinking
Basic Philosophical Concepts
Ethical Analysis and Decision-Making
Objective and Subjective Thinking

Curriculum Framing Questions

Enduring Understandings

Students will understand what the key components of justice are
 Students will understand the concepts that make fairness and justness
 Students will understand the relationship between Good and Happiness
 Students will understand the philosophical theory of consequentialism
 Students will understand the philosophical theory of utility
 Students will understand the philosophical theory of natural law
 Students will understand the philosophical theory of deontology and duty
 Students will understand the philosophical theory of rights
 Student will understand the philosophical theory of virtue
 Students will understand the philosophical theory of authority
 Students will understand the philosophical theory of instinct

Essential Questions

What do we know about our thinking as humans?
 How does our perspective impact our understanding of the world?

Unit 7 Overview: Social Studies

Unit Title: Applied Ethics: True Happiness and The Treatise

Unit Summary

The first component of applied ethics focuses on the philosophy of happiness, by first looking at what are some of the current definitions and trends of happiness. Students become aware of the context of interpretations of this complicated concept, as well as the theories of what many people see as the crucial factors connected with happiness. Key components of happiness that students drill down on include the notion that happiness might be a changing state not a process or a trait; that happiness is directly connected with a feeling of pleasure or contentment, implying it is not extreme joy or intensity of feeling and that happiness is both external and internal. From this work, students understand that the concept of happiness in our current modern age is not easily defined, in spite of the quick phrases given to it. Also in this unit, students write, listen to and discuss their philosophical argument pieces. During this final month, students work on this systematic exposition or argument in writing, considering their experiences in life and conjunction with the on-going discussion of the thought and theory inherent in the course throughout the year. Students reach their own conclusions on a subject of their choice and share with each other formally and informally.

Approximate Time Needed

March 28 through June 1

Unit Foundation

Assessed Competencies

Knowledge Constructor: Philosophical & Ethical Core Concepts
 Effective Communicator: Communication
 Critical Thinker: Analysis

Assessed Standards
<p>Critical Thinking Basic Philosophical Concepts Ethical Analysis and Decision-Making Objective and Subjective Thinking Applied Ethics Focus Development Organization</p>
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand the difference between free will and determinism Students will understand the relationship between Good and Happiness Students will understand the interplay between nature and human nature Students will understand the differences of Western Culture within the world. Students will understand what people value in different cultures -- Happiness Students will understand how to write an extended definition Students will understand the social issues around Justice Students will understand the components of contextual research as a way to define an issue Students will understand how to apply their knowledge of analysis as a way to create solution Students will understand the role/ relationship of fear, poverty, violence and gender in institutional ethics Students will understand the components of contextual research as a way to define an issue Students will understand how to apply their knowledge of analysis as a way to create solution Students will understand the ethics of care Students will understand the importance of social responsibility Students will understand that the development of oneself is a lifelong endeavor Students will understand how to communicate personal values in a multi genre treatise</p>
Essential Questions
<p>How does our perspective impact our understanding of the world? Why is a sense of belonging so important? How should we live? When can ambitions sometimes seem like indifference? What is moral happiness? What is good? How do you create an empathetic society?</p>

Global Citizenship (English/Science)

Unit 1 Overview
Unit Title: Introduction (Themes & Concepts)
Unit Summary
<i>This unit provides an introduction to the course themes, concepts, vocabulary and skills that will be covered in greater depth throughout the course. The introductory unit will frame the course encouraging the student to understand themselves as a global citizen and steward of the environment. Through discussion and examination of a variety of literary texts and film students will apply the perspective of the global citizen as they investigate expressions of power, ownership in relation to environmental justice.</i>
Approximate Time Needed
2 weeks
Unit Foundation
Competencies Assessed
Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading WSP: Collaboration WSP: Self-Direction
Standards Instructed
Comprehension & Collaboration (CC.ELA.11-12.SL1-3) Focus Development Organization Analyze themes, structure, PoV Conventions of Standard English Facilitate and Contribute to Shared Leadership Manage Self in Group Setting
Curriculum Framing Questions
Enduring Understandings
Students will understand that... there are responsibilities as a global citizen Literary texts and culture shape and express our imaginations and our identity Literary texts and culture shape our relationships to each other and the environment Understanding point of view and voice is important in reading and understanding text Understanding metaphor, literary forms and techniques deepen our understanding of personal identity and the environment The writing process is essential to accomplished written expression
Essential Questions
Who am I in the world? What does it mean to be a global citizen?

Unit 2 Overview
Unit Title: Land: Power and Ownership
Unit Summary
<i>The foundational informational text for this unit is a chapter from ‘The Rise of the American Conservation Movement’. This chapter will introduce the course concepts and perspectives and how they are expressed in a variety of literary texts including sacred texts, Shakespeare, poetry, published essays, film and song lyrics.</i>
Approximate Time Needed
<i>5 weeks; September/October</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading WSP: Collaboration WSP: Self-Direction
Assessed Standards
Focus Development Organization Conventions
Curriculum Framing Questions
Enduring Understandings
Students will understand that... How land is viewed has far-reaching implications Literature challenges and perpetuates perspectives of the environment: land use and ownership Literature explores both critically and imaginatively concepts of power, boundaries, justice, stewardship, survival Exploring literature and culture helps us understand and find our place in the world
Essential Questions
<i>What questions will foster inquiry, understanding, and transfer of learning? Whose land is it? Who owns the land? How do we claim ownership of land? What impact does ownership have on migration? What are the impacts of ownership of land What does land ownership mean for stewardship of the earth? for all people?</i>

Unit 3 Overview

Unit Title: Air & Water : Pollution

Unit Summary

This unit introduces the idea of the connectivity of land ownership/power, how the land is viewed and the causes of pollution (Who is impacted by pollution? Who is most vulnerable?). The unit will discuss and apply rhetorical strategies/devices in writing and presentation, and explore the variety of narratives and voices within the issues of pollution culminating in a small group action project.

Approximate Time Needed

3-4 weeks; November/December

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading
WSP: Collaboration

Standards Instructed

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- Oral and written arguments and narratives are forms of rhetorical expressions*
- Rhetoric is persuasion using one or all aspects of the rhetorical triangle: ethos, logos, pathos*
- Oral expression and presentation is strengthened by an understanding and application of rhetorical strategies and devices*
- the idea of the connectivity of land ownership/power*
- how the land is viewed impacts how the land is used*
- there are causes of pollution and some people are more impacted than others*

Essential Questions

What questions will foster inquiry, understanding, and transfer of learning?
What are the causes and effects of pollution?
How do the stakeholders, the vulnerable express their position?
How do we speak about pollution and power?
How is rhetoric applied to advocate for change, promote ideas and beliefs?

Unit 4 Overview
Unit Title: Land & Air & Water : Conflict
Unit Summary
<i>This unit explores the experience of people and ideas in relation to the environment and the consequences of differing ideologies interacting. The unit will explore the concepts of the journey, and how borders and boundaries are literal and metaphorical. Through a novel and other literary works students will see characters in conflict with each other and setting (environment). The unit will also explore the experience of survival and migration as a result of conflicts in approaches to the environment.</i>
Approximate Time Needed
<i>4 weeks; December/January</i>
Unit Foundation
Assessed Competencies
Knowledge Constructor: English Language Effective Communicator: Speaking & Writing Critical Thinker: Critical Reading WSP: Collaboration
Assessed Standards
Curriculum Framing Questions
Enduring Understandings
Students will understand that... Ideologies clash, borders/walls delineate nations, divide peoples and impact animals, and create refugees., survival is a reality for many on the planet, there are multiple stakeholders in these issues <i>What are the big ideas? What specific understandings about them are desired?</i> <i>Enduring understandings are statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area. Moreover, they articulate what students should “revisit” over the course of their lifetimes in relationship to the content area.</i>
Essential Questions
<i>How does conflict emerge from environmental issues? What is the purpose and effect of border walls? How can conflict around environmental issues be resolved? What questions will foster inquiry, understanding, and transfer of learning?</i>

Unit 5 Overview

Unit Title: Land & Air & Water : Natural Disasters

Unit Summary

This unit explores the experience of people and regions in relation to the consequences of natural disasters. The unit will explore policy that seek to mitigate or compound impacts of natural disasters. Through informational and literary works students will see characters explain, survive, and navigate natural disasters. The unit will also explore the experience of survival and migration as a result of natural disasters in approaches to the environment.

Approximate Time Needed

March - April

Unit Foundation

Competencies Assessed

Knowledge Constructor: English Language
Effective Communicator: Speaking & Writing
Critical Thinker: Critical Reading

Assessed Standards

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
The language of policies is fundamental in how the impacts of natural disasters are mitigated and expressed.
The language and narratives from sacred texts that explain natural disasters creates our perspectives about them

Essential Questions

What is the purpose and impact of language and policy around natural disasters?

AP Language & Composition (English)

Unit 1 Overview
Unit Title: Intro to Rhetoric and the Essay
Unit Summary
<i>Students are introduced to the basic elements of rhetoric and the rhetorical situation, including rhetorical exigence. Additionally, we discuss the history of the essay form. We focus on narrative techniques and consider our first examples from many writers including Montaigne, Orwell, Caotes and EB White. Additionally, students are introduced to the college essay and apply many of the techniques that they see other writers use as they write their own college essay.</i>
Approximate Time Needed
3 weeks
Unit Foundation
Competencies Assessed
Critical Thinker: Reading Knowledge Constructor: Rhetorical Situations Effective Communicator: Writing WSP - Communication WSP - Self-Direction
Standards Instructed
Reading: Claims & Evidence (AP L&C) Reading: Rhetorical Situations (AP L&C) Writing: Rhetorical Situations (AP L&C) Writing: Style (AP L&C)
Curriculum Framing Questions
Enduring Understandings
The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. Students will understand that... RHETORICAL SITUATION: Individuals write within a particular situation and make strategic writing choices based on that situation. CLAIMS AND EVIDENCE: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. REASONING AND ORGANIZATION: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

STYLE: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions

When does a rhetorical situation exist? How do essayists tell their stories? What techniques are effective in telling a story and creating a compelling narrative?

Unit 2 Overview

Unit Title: The Nature Essay

Unit Summary

In this unit, we continue our exploration of expository techniques. We consider the history of science writing, through writers like Emerson, Thoreau and Carson. Then we read a number of essays from The Best American Science Writing series, focusing on how writers use description and cause and effect writing to explore their subjects and build their arguments. Then, students write their own nature essay in which they are asked to root an exploration of a scientific topic in a personal experience and narrative.

Approximate Time Needed

4 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Knowledge Constructor: Rhetorical Situations
Effective Communicator: Writing
Speaking & Listening
WSP - Collaboration
WSP - Self-Direction

Assessed Standards

Reading: Claims & Evidence (AP L&C)
Reading: Reasoning & Organization (AP L&C)
Reading: Rhetorical Situations (AP L&C)
Reading: Style (AP L&C)
Writing: Claims & Evidence (AP L&C)
Writing: Reasoning & Organization (AP L&C)
Writing: Rhetorical Situations (AP L&C)
Writing: Style (AP L&C)
Prepare; Follow Rules; Participate in Discussions (CC.ELA.11-12.SL.4-6)
Manage Self in Group Setting
Convey Meaning (SHS WSP)
Generate Ideas & Products (SHS WSP)
Tolerates Risk (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

The enduring understandings are threads that run throughout the course, and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

Students will understand that...

RHETORICAL SITUATION: Individuals write within a particular situation and make strategic writing choices based on that situation.

CLAIMS AND EVIDENCE: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

REASONING AND ORGANIZATION: Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

STYLE: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions

What questions will foster inquiry, understanding, and transfer of learning?

Unit 3 Overview

Unit Title: Expository Writing

Unit Summary

In this unit, students read extensively paying attention to the 7 rhetorical (expository) modes. Then, they write their own expository essay utilizing those modes.

Approximate Time Needed

Include approximate length and also placement in the year

Unit Foundation

Competencies Assessed

Critical Thinker: Reading

Knowledge Constructor: Rhetorical Situations

Effective Communicator: Writing

WSP - Collaboration

WSP - Self-Direction

Standards Instructed

Reading: Claims & Evidence (AP L&C)

<p>Reading: Reasoning & Organization (AP L&C) Reading: Rhetorical Situations (AP L&C) Reading: Style (AP L&C) Writing: Claims & Evidence (AP L&C) Writing: Reasoning & Organization (AP L&C) Writing: Rhetorical Situations (AP L&C) Writing: Style (AP L&C) Prepare; Follow Rules; Participate in Discussions (CC.ELA.11-12.SL.4-6) Manage Self in Group Setting Convey Meaning (SHS WSP) Generate Ideas & Products (SHS WSP) Tolerates Risk (SHS WSP) Persevere, Manage Progress & Behavior (SHS WSP) Set Goals & Create a Plan (SHS WSP)</p>
Curriculum Framing Questions
Enduring Understandings
Essential Questions
What strategies do writers use to educate readers and to argue a position?

Unit 4 Overview
Unit Title: Rhetorical Analysis
Unit Summary
<i>In this unit, we turn our attention to spoken rhetoric, analyzing important speeches from the 19th, 20th and 21st centuries. We consider rhetorical devices, exigence, modes of persuasion and argumentation. We discuss, write and think about the rhetorical situation in each case. Then students choose an important speech to research and analyze in a formal piece of writing.</i>
Approximate Time Needed
<i>4 weeks</i>
Unit Foundation
Competencies Assessed
<p>Critical Thinker: Reading Knowledge Constructor: Rhetorical Situations Effective Communicator: Writing WSP - Collaboration WSP - Self-Direction</p>
Standards Instructed
Reading: Claims & Evidence (AP L&C)

Reading: Reasoning & Organization (AP L&C)
 Reading: Rhetorical Situations (AP L&C)
 Reading: Style (AP L&C)
 Writing: Claims & Evidence (AP L&C)
 Writing: Reasoning & Organization (AP L&C)
 Writing: Rhetorical Situations (AP L&C)
 Writing: Style (AP L&C)
 Prepare; Follow Rules; Participate in Discussions (CC.ELA.11-12.SL.4-6)
 Manage Self in Group Setting
 Convey Meaning (SHS WSP)

Curriculum Framing Questions How has rhetoric influenced our history and how does it enrich our ability to communicate?

Enduring Understandings

RHETORICAL SITUATION: Individuals write within a particular situation and make strategic writing choices based on that situation.

CLAIMS AND EVIDENCE: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

REASONING AND ORGANIZATION: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.

STYLE: The rhetorical situation informs the strategic stylistic choices that writers make.

Essential Questions

Unit 5 Overview

Unit Title: AP Classroom

Unit Summary

This is an overarching yearlong unit provided by the college board which scaffolds the standards and skills that students need both for the larger course and for the AP Exam. Students work on the three 40 minute essays (Argument, Synthesis and Rhetorical Analysis) and complete practice multiple choice tests which expose them to the types of reading and analysis that the test requires.

Approximate Time Needed

4 weeks

Unit Foundation

Assessed Competencies

<p>Critical Thinker: Reading Knowledge Constructor: Rhetorical Situations Effective Communicator: Writing WSP - Self-Direction</p>
<p>Assessed Standards</p>
<p>Reading: Claims & Evidence (AP L&C) Reading: Reasoning & Organization (AP L&C) Reading: Rhetorical Situations (AP L&C) Reading: Style (AP L&C) Writing: Claims & Evidence (AP L&C) Writing: Reasoning & Organization (AP L&C) Writing: Rhetorical Situations (AP L&C) Writing: Style (AP L&C) Convey Meaning (SHS WSP) Generate Ideas & Products (SHS WSP) Tolerates Risk (SHS WSP) Persevere, Manage Progress & Behavior (SHS WSP) Set Goals & Create a Plan (SHS WSP)</p>
<p>Curriculum Framing Questions</p>
<p>Enduring Understandings</p>
<p>Students will understand that...</p> <p>RHETORICAL SITUATION: Individuals write within a particular situation and make strategic writing choices based on that situation.</p> <p>CLAIMS AND EVIDENCE: Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.</p> <p>REASONING AND ORGANIZATION: Writers guide understanding of a text’s lines of reasoning and claims through that text’s organization and integration of evidence.</p> <p>STYLE: The rhetorical situation informs the strategic stylistic choices that writers make.</p>
<p>Essential Questions</p>

AP Literature & Composition (English)

<p>Unit 1 Overview</p>
<p>Unit Title: Victorian Gothic & Romantic Literature (short fiction 1)</p>

Unit Summary
<i>This unit focuses on the required summer reading novel “Dracula” and other shorter texts of American and British Romantic fiction. This unit will enable students to understand and describe and compare the function of character, setting, and symbol/motif in Romantic fiction • Compose two analytical essays • Identify, interpret, and explain supporting textual evidence in the essays • Research, understand, and explain the impact of the social, historical, and cultural aspects of the 19th century on literature.</i>
Approximate Time Needed
<i>September; 3-4 weeks</i>
Unit Foundation
Competencies Assessed
Critical Thinker: Reading Effective Communicator: Literary Argumentation Effective Communicator: Speaking & Listening Literary Argumentation WSP: Collaboration WSP: Self-Direction
Standards Instructed
Character Setting Narration Structure Figurative Language: Word Choice, Imagery, Symbols Figurative Language: Comparison Comprehension & Collaboration (CC.ELA.11-12.SL1-3) Presentation (CC.ELA.11-12.SL4-6) Focus Development: Evidence & Commentary Conventions of Standard English Facilitate and Contribute to Shared Leadership Manage Self in Group Setting Generate Ideas & Products Persevere, Manage Progress & Behavior Set Goals & Create a Plan
Curriculum Framing Questions
Enduring Understandings
The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions

Who is the monster?

When is a door not a door?

How is a character shaped by their eyes?

How does the teller of the story change a shared experience?

Unit 2 Overview

Unit Title: A War in Words

Unit Summary

This unit introduces students to poetry reading skills, poetry analysis, and poetic techniques through British and black American soldiers' war poetry.

Approximate Time Needed

October; 2-3 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading

Effective Communicator: Literary Argumentation

Effective Communicator: Speaking & Listening

WSP: Collaboration

WSP: Self-Direction

Standards Instructed

Character (AP)

Structure (AP)

Figurative Language: Word Choice, Imagery, Symbols (AP)

Figurative Language: Comparison (AP)

Comprehension & Collaboration (CC.ELA.11-12.SL1-3)

Presentation (CC.ELA.11-12.SL4-6)

Focus (AP)

Development: Evidence & Commentary (AP)

Conventions of Standard English (AP)
Manage Self in Group Setting (AP)
Convey Meaning (AP)
Generate Ideas & Products (AP)
Tolerates Risk (AP)
Persevere, Manage Progress & Behavior (AP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

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NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions

How is the experience of war conveyed in poetry?

How is poetry used to change opinions?

How does social, cultural and historical context help us understand a poem?

Unit 3 Overview

Unit Title: New Voices

Unit Summary

During this unit students are introduced to the elements of longer fiction: character, setting and structure through an exploration of the literary movement of Modernism. Students will read and discuss either a James Joyce or Virginia Woolf novel and a selection of other Modernist texts and other art forms. Students will maintain a journal throughout their reading of the novel and write an expository essay.

Approximate Time Needed

October/November; 3-4 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Effective Communicator: Literary Argumentation
Effective Communicator: Speaking & Listening
WSP: Self-Direction

Assessed Standards

Character (AP)
Setting (AP)
Structure (AP)
Comprehension & Collaboration (CC.ELA.11-12.SL1-3)
Presentation (CC.ELA.11-12.SL4-6)
Focus (AP)
Development: Evidence & Commentary (AP)
Organization (AP)
Conventions of Standard English (AP)
Manage Self in Group Setting (SHS WSP)
Convey Meaning (SHS WSP)
Generate Ideas & Products (SHS WSP)
Tolerates Risk (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The characteristics of Modernist literature, and the social and historical context of the movement

Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

Explain the function of a character changing or remaining unchanged.

Identify and describe specific textual details that convey or reveal a setting.

Explain the function of a significant event or related set of significant events in a plot.

Explain the function of conflict in a text.

Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.

Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.

Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.

Select and use relevant and sufficient evidence to both develop and support a line of reasoning.

Demonstrate control over the elements of composition to communicate clearly.

Essential Questions

What is Modernism?

What were the Modernists reacting to? How does Modernist literature challenge tradition? Society?

*Class? Gender roles?
How does psychology and culture influence Modernist literature?*

Unit 4 Overview

Unit Title: Ways of Seeing: Narrative Perspectives and Theme in Contemporary Short Fiction (short fiction 2)

Unit Summary

The Ways of Seeing unit explores the narrator's point of view and shared themes (innocence, death, boredom, the mundane, aging, violence, family relationships ...) through analysis, discussion and close reading of a selection of contemporary short fiction. Students in small groups will present mini-lectures on specific literary elements and write an expository essay.

Approximate Time Needed

November/December; 3 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Effective Communicator: Literary Argumentation
Effective Communicator: Speaking & Listening
Literary Argumentation
WSP: Self-Direction

Standards Instructed

Character (AP)
Narration (AP)
Setting (AP)
Structure (AP)
Comprehension & Collaboration (CC.ELA.11-12.SL1-3)
Presentation (CC.ELA.11-12.SL4-6)
Focus (AP)
Development: Evidence & Commentary (AP)
Organization (AP)
Conventions of Standard English (AP)
Manage Self in Group Setting (SHS WSP)
Convey Meaning (SHS WSP)
Generate Ideas & Products (SHS WSP)
Tolerates Risk (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions

How does the way we see things change the thing itself?

How do different authors explore a shared theme?

How does setting influence a character?

How does an author manipulate the reader?

How do textual details reveal nuances and complexities in characters' relationships with each other?

Unit 5 Overview

Unit Title: Literary Love: Loss, Betrayal and Desire (Poetry 2)

Unit Summary

Through close reading, discussion, and analysis of poetic forms and techniques students explore the experiences of loss, betrayal, and desire in poems from the 17th century (Renaissance), 19th century (Romanticism), 20th century (Modernism) and contemporary love songs. Students will also read and discuss analytical essays of specific poems.

Approximate Time Needed

January; 2-3 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading

Effective Communicator: Literary Argumentation

Effective Communicator: Speaking & Listening

Literary Argumentation

WSP: Collaboration
Standards Instructed
<p>Character (AP) Structure (AP) Figurative Language: Word Choice, Imagery, Symbols (AP) Figurative Language: Comparison (AP) Presentation (CC.ELA.11-12.SL4-6) Focus (AP) Development: Evidence & Commentary (AP) Organization (AP) Conventions of Standard English (AP) Persevere, Manage Progress & Behavior (SHS WSP)</p>
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that...</p> <p>The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.</p> <p>CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p> <p>SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p> <p>STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</p> <p>NARRATION : A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</p> <p>FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p> <p>LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>
Essential Questions
How are desire, loss and betrayal expressed in poetry?

Unit 6 Overview
Unit Title: Love Gets Dangerous : Identity, Betrayal and Obligation (longer fiction 2)
Unit Summary

Students explore how authors express identity, obligation and betrayal in love in literature. Students will read a novel and a number of supplementary critical essays. In addition students will also read a play that explores the same themes and experiences.

Approximate Time Needed

January/February 4 weeks

Unit Foundation

Competencies Assessed

Critical Thinker: Reading
Effective Communicator: Literary Argumentation
Effective Communicator: Speaking & Listening
WSP: Self-Direction

Standards Instructed

Character (AP)
Figurative Language: Word Choice, Imagery, Symbols (AP)
Figurative Language: Comparison (AP)
Narration (AP)
Structure (AP)
Comprehension & Collaboration (CC.ELA.11-12.SL1-3)
Presentation (CC.ELA.11-12.SL4-6)
Focus (AP)
Development: Evidence & Commentary (AP)
Organization (AP)
Conventions of Standard English (AP)
Manage Self in Group Setting (SHS WSP)
Facilitate and Contribute to Shared Leadership (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions

How does a literary work reveal the complexities of love and identity, betrayal, and obligation?
How does setting reveal underlying emotions and feelings towards other characters?
How do contrasting characters reveal aspects of each other?

Unit 7 Overview

Unit Title: The Real World (short fiction 3)

Unit Summary

In this unit students will understand and explore the context, techniques, and literature of the 19th century literary movements of Realism and Naturalism. Students will investigate how characterization, theme, setting and structure are employed by realist and naturalist authors. Students will apply a traditional child development theory to literary texts to analyse the fictional child character.

Approximate Time Needed

February/March; 3 weeks

Unit Foundation

Competencies Assessed

Reading
Speaking and Listening
Literary Argumentation
WSP: Self-Direction

Standards Instructed

Character (AP)
Setting (AP)
Figurative Language: Word Choice, Imagery, Symbols (AP)
Figurative Language: Comparison (AP)
Narration (AP)
Structure (AP)
Comprehension & Collaboration (CC.ELA.11-12.SL1-3)
Presentation (CC.ELA.11-12.SL4-6)
Focus (AP)
Development: Evidence & Commentary (AP)
Organization (AP)

Conventions of Standard English (AP)
Manage Self in Group Setting (SHS WSP)
Facilitate and Contribute to Shared Leadership (SHS WSP)
Persevere, Manage Progress & Behavior (SHS WSP)
Set Goals & Create a Plan (SHS WSP)

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.

CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

Essential Questions

What is Realism? Naturalism?

How does an author employ literary elements to express their own views about life and society?

How can traditional child development theories deepen understanding of the fictional child?

Unit 8 Overview

Unit Title: I Sing Myself (Poetry 3)

Unit Summary

This third unit focused on poetry explores the poet's expression and experience of personal identity and place. Students will continue to develop their skills of analysis and deepen their understanding of poetic forms, structure and techniques.

Approximate Time Needed

2 weeks

Unit Foundation

Competencies Assessed
Critical Thinker: Reading Effective Communicator: Literary Argumentation Effective Communicator: Speaking & Listening
Standards Instructed
Structure Figurative Language: Word Choice, Imagery, and Symbols Figurative Language: Comparison Literary Argumentation WSP: Collaboration & Comprehension, Self-Direction
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that...</p> <p>The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding.</p> <p>CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.</p> <p>SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.</p> <p>STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader’s interpretation of a text.</p> <p>NARRATION : A narrator’s or speaker’s perspective controls the details and emphases that affect how readers experience and interpret a text.</p> <p>FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.</p> <p>LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.</p>
Essential Questions
<i>How do poets express their experience of identity and place?</i>

Unit 9 Overview
Unit Title: Reimagining/Reinventing Literature: Postmodernism
Unit Summary
<i>Students are introduced to the concept of postmodernism both as a genre and literary theory. Students will read a postmodern novel and identify, analyze and discuss the elements of metafiction, fabulism,unreliable narration, intertextuality, irony, pastiche and how these work within the novel’s structure & character. Students will also</i>

<i>explore new and challenging literary forms in 21st century.</i>
Approximate Time Needed
<i>4 weeks</i>
Unit Foundation
Competencies Assessed
Critical Thinker: Reading Effective Communicator: Literary Argumentation Effective Communicator: Speaking & Listening
Standards Instructed
Character Narration Structure Figurative Language: Imagery, Word Choice, Symbol Figurative Language : Comparison Literary Argumentation WSP: Collaboration and Comprehension, Presentation
Curriculum Framing Questions
Enduring Understandings
Students will understand that... The enduring understandings are threads that run throughout the course and revisiting them and applying them in a variety of contexts helps students to develop deeper conceptual understanding. CHARACTER : Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters. SETTING : Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting. STRUCTURE : The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text. NARRATION : A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text. FIGURATIVE LANGUAGE : Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text. LITERARY ARGUMENTATION : Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.
Essential Questions
<i>What is postmodernism? What makes a novel a postmodern novel? How has literature evolved and changed in the 21st century?</i>

Electives:

AP Human Geography (Social Studies)

Unit 1 Overview
Unit Title: Thinking Geographically
Unit Summary
This first unit sets the foundation for the course by teaching students how geographers approach the study of places. Students are encouraged to reflect on the “why of where” to better understand geographic perspectives. Students read and analyze data, but also apply a spatial perspective when reading and analyzing qualitative and quantitative data.
Approximate Time Needed
1 - 2 weeks; August/September
Unit Foundation
Competencies Assessed
Critical Thinker: Analysis Effective Communicator: Communication
Standards Instructed
Determine Relevant Sources Convey Meaning
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none">• the ways information from data sources such as maps, tables, charts, satellite images, and infographics informs policy decisions such as voting redistricting or expanding transportation• networks• people influence and are influenced by their environment• people impact topography, natural resources, and climate• there are differences between and consequences of environmental determinism and possibilism• there is a language of geography, with discipline-specific terminology that can be applied to contemporary, real-world scenarios
Essential Questions
What, exactly, is the study of Human Geography, and how is it relevant to our lives?

Unit 2 Overview

Unit Title: Population and Migration
Unit Summary
This unit addresses the patterns associated with human populations. Populations may increase or decrease as a result of a combination of natural changes (births and deaths) and migration patterns (emigration and immigration). Students examine population distributions at different scales—local, national, regional, and global. Population pyramids demonstrate age-sex structures, revealing the growth or decline of generations and allowing geographers to predict economic needs based on reproductive and aging patterns.
Approximate Time Needed
3-4 weeks; September
Unit Foundation
Competencies Assessed
Knowledge Constructor: Human Geography Critical Thinker: Analysis Effective Communicator: Communication
Standards Instructed
Population and Migration Patterns and Processes Assess Options & Recommend Action
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none"> • There are many factors that influence changes in population; long- and short-term population changes affect a place's economy, culture, and politics • Migration patterns contribute to voluntary and forced relocation and these migrating populations affect existing settlements
Essential Questions
<ul style="list-style-type: none"> • How does where and how people live impact global cultural, political, and economic patterns? • How does the interplay of environmental, economic, cultural, and political factors influence changes in population? • How do changes in population affect a place's economy, culture, and politics?
Unit 3 Overview
Unit Title: Culture

Unit Summary
The main focus of this unit is on cultural patterns and processes that create recognized cultural identities. Students consider the physical environment to determine the effects of geographical location and available resources on cultural practices. Visuals representing artifacts, mentifacts and sociofacts all shed light on cultural landscapes and how they change over time. Practice in analyzing images of different places at different times for evidence of their ethnicity, language, religion, gender roles and attitudes, and other cultural attributes builds students' understanding of cultural patterns and processes.
Approximate Time Needed
4 weeks; September/October
Unit Foundation
Competencies Assessed
CKnowledge Constructor: Human Geography Critical Thinker: Analysis Critical Thinker: Research
Standards Instructed
Geography Knowledge Social Studies Inquiry
Curriculum Framing Questions
Enduring Understandings
Students will understand that... Culture spreads, from a temporal and spatial perspective, through traditional forces such as colonialism and imperialism and through contemporary influences such as social media. This unit focuses on the distribution of cultural practices and on the causes and effects of their diffusion. For example, students might study the distribution of Chinese versus English languages or the diffusion patterns of religions such as Hinduism and Islam, at local, national, or global scales.
Essential Questions
<ul style="list-style-type: none"> • How does where people live and what resources they have access to impact their cultural practices? • How does the interaction of people contribute to the spread of cultural practices? • How and why do cultural ideas, practices, and innovations change or disappear over time?

Unit 4 Overview
Unit Title: Religion
Unit Summary

Students will develop an understanding of the world’s universalizing and ethnic religions, and examine the factors that lead to their diffusion.
Approximate Time Needed
2 weeks; October
Unit Foundation
Competencies Assessed
Knowledge Constructor: Human Geography Critical Thinker: Analysis
Standards Instructed
Cultural Practices and Policies Determine Relevant Sources
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none"> • Religions have distinct places of origin from which they diffused to other locations through different processes. • Practices and belief systems impacted how widespread the religion diffused. • Universalizing religions, including Christianity, Islam, Buddhism, and Sikhism, are spread through expansion and relocation diffusion. • Ethnic religions, including Hinduism and Judaism, are generally found near the hearth or spread through relocation diffusion.
Essential Questions
<ul style="list-style-type: none"> • What are the fundamental elements of the major world religions? • Where and why did they develop? • How have they diffused?

Unit 5 Overview
Unit Title: Language
Unit Summary
Students will examine the factors that lead to the creation and diffusion of language, and determine the effects of language extinction.
Approximate Time Needed
2 weeks; October/November
Unit Foundation
Competencies Assessed

Knowledge Constructor: Human Geography Critical Thinker: Analysis
Standards Instructed
Cultural Patterns and Processes Assess Options and Recommend Action Determine Relevant Sources
Curriculum Framing Questions
Enduring Understandings
Students will understand that... <ul style="list-style-type: none"> language families, languages, and dialects diffuse from cultural hearths; diffusion of language families, including Indo-European, can be visually represented on maps, in charts and toponyms, and in other representations.
Essential Questions
How and why do linguistic ideas and practices change or disappear over time?

Unit 6 Overview
Unit Title: Political Patterns and Processes
Unit Summary
Building on knowledge of populations and cultural patterns learned in previous units, students examine the contemporary political map and the impact of territoriality on political power and on issues of identity for peoples. Students also look at the different types of political boundaries, how they function, and their scale, as they consider both internal and international boundaries. The interplay of political and cultural influences may cause tensions over boundaries to arise, such as sovereign states making claims on what other states consider to be international waters.
Approximate Time Needed
3 weeks; November
Unit Foundation
Competencies Assessed
Knowledge Constructor: Human Geography Critical Thinker: Analysis
Standards Instructed
Political Patterns and Processes Assess Options and Recommend Action Generate Ideas and Products
Curriculum Framing Questions

Enduring Understandings
<p>Students will understand that...</p> <p>Forms of government and forces such as devolution may alter the functioning of political units and cause changes to established political boundaries. Separatist and independence movements that challenge the sovereignty of political states may arise from economic and nationalistic forces, as seen in Scotland, Northern Ireland, and Spain. The influence of supranational organizations such as the United Nations or European Union and their role in global affairs presents another challenge to nationalist sovereignty. Student understanding of cultural patterns and processes helps inform their understanding of the consequences of centrifugal and centripetal forces.</p>
Essential Questions
<ul style="list-style-type: none"> • How do historical and current events influence political structures around the world? • How are balances of power reflected in political boundaries and government power structures? • How can political, economic, cultural, or technological changes challenge state sovereignty?

Unit 7 Overview
Unit Title: Agriculture
Unit Summary
<p>This unit examines the origins of agriculture and its subsequent diffusion. Students learn about the ways agricultural practices have changed over time as a result of technological innovations, such as equipment mechanization and improvements in transportation that create global markets. In addition, they examine the consequences of agricultural practices such as the use of high-yield seeds and chemicals, revisiting the human–environmental relationships studied in Unit 1.</p>
Approximate Time Needed
3 weeks; April
Unit Foundation
Competencies Assessed
Knowledge Constructor: Human Geography
Standards Instructed
Agricultural and Rural Land Use Patterns and Process
Curriculum Framing Questions
Enduring Understandings
<p>Students will understand that...</p> <ul style="list-style-type: none"> • There are major differences in what foods or resources are produced and where they are produced. • Agricultural production regions are impacted by economic and technological forces that increase the size of agricultural operations and the carrying capacity of the land.

- This has created a global system of agriculture and the interdependence of regions of agricultural consumption and production.

Essential Questions

- How do a people's culture and the resources available to them influence how they grow food?
- How does what people produce and consume vary in different locations?
- What kind of cultural changes and technological advances have impacted the way people grow and consume food?

AP US History (Social Studies)

Unit 1 Overview
Unit Title: Settlement and Colonization
Unit Summary
Explain the context for European encounters in the Americas from 1491 to 1607. Explain how and why various native populations in the period before European contact interacted with the natural environment in North America. Explain the causes of exploration and conquest of the New World by various European nations. Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492. Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time. Explain how and why European and Native American perspectives of others developed and changed in the period. Explain the effects of the development of transatlantic voyages from 1491 to 1607.
Approximate Time Needed
3-4 Weeks
Unit Foundation
Competencies Assessed
Knowledge Constructor: U.S. History Critical Thinker: Analysis Critical Thinker: Historical Thinking Skills Effective Communicator: Communication
Standards Instructed
Geography and the Environment, America in the World
Curriculum Framing Questions
Enduring Understandings
Exploring interaction between Europeans and native populations. Understanding the development of colonial settlements from multiple European nations.
Essential Questions
<i>1) What are the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity?</i>
<i>2) What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?</i>
Unit 2 Overview
Unit Title: Colonial Society and Culture
Unit Summary

Explain the context for the colonization of North America from 1607 to 1754. Explain how and why various European colonies developed and expanded from 1607 to 1754. Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754. Explain causes and effects of transatlantic trade over time. Explain how and why interactions between various European nations and American Indians changed over time. Explain the causes and effects of slavery in the various British colonial regions. Explain how enslaved people responded to slavery. Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time. Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain. Compare the effects of the development of colonial society in the various regions of North America.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History

Critical Thinker: Analysis

Critical Thinker: Historical Thinking Skills

Effective Communicator: Communication

Standards Instructed

Migration and Settlement, Geography and the Environment, Work, Exchange, and Technology, America in the World, Social Structures, American Regional Culture, American and National identity

Curriculum Framing Questions

Enduring Understandings

Students will understand:

British settlement and colonial development.

Essential Questions

- 1) What were the push and pull factors that shaped immigration to and migration within America? What were the demographic changes that resulted from these moves that shaped the migrants, society, and the environment?*
- 2) What were the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity? How did the development of America impact the environment and reshape geography, which lead to debates about environmental and geographic issues?*
- 3) What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?*
- 4) What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 5) What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 6) What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?*
- 7) How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and*

group identities?

Unit 3 Overview

Unit Title: A New Nation

Unit Summary

Explain the context in which America gained independence and developed a sense of national identity. Explain the causes and effects of the Seven Years' War (the French and Indian War). Explain how British colonial policies regarding North America led to the Revolutionary War. Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution. Explain how various factors contributed to the American victory in the Revolution. Explain the various ways the American Revolution affected society. Describe the global impact of the American Revolution. Explain how different forms of government developed and changed as a result of the Revolutionary Period. Explain the differing ideological positions on the structure and function of the federal government. Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution. Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800. Explain how and why political ideas, institutions, and party systems developed and changed in the new republic. Explain the continuities and changes in American culture from 1754 to 1800. Explain how and why migration and immigration to and within North America caused competition and conflict over time. Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800. Explain how the American independence movement affected society from 1754 to 1800.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Critical Thinker: Analysis
Critical Thinker: Historical Thinking Skills
Effective Communicator: Communication

Standards Instructed

America in the World, American and National Identity, Social Structures, Politics and Power, American and Regional Culture, Migration and Settlement

Curriculum Framing Questions

Enduring Understandings

Students will understand:

The causes and effects of the American Revolution. The development of our Constitution.

Essential Questions

- 1) *What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 2) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national*

identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?

- 3) *What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 4) *How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?*
- 5) *What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?*
- 6) *What were the push and pull factors that shaped immigration to and migration within America? What were the demographic changes that resulted from these moves that shaped the migrants, society, and the environment?*

Unit 4 Overview

Unit Title: Launching a New Ship of State

Unit Summary

Explain the context in which the republic developed from 1800 to 1848. Explain the causes and effects of policy debates in the early republic. Explain how different regional interests affected debates about the role of the federal government in the early republic. Explain how and why American foreign policy developed and expanded over time. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time. Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848. Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848. Explain how and why a new national culture developed from 1800 to 1848. Explain the causes of the Second Great Awakening. Explain how and why various reform movements developed and expanded from 1800 to 1848. Explain the continuities and changes in the experience of African Americans from 1800 to 1848. Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication

Standards Instructed

Politics and Power, America in the World, Work, Exchange, and Technology, Social Structures, American and Regional Culture, Geography and the Environment

Curriculum Framing Questions

Enduring Understandings

Students will understand:

The early years of the republic both in terms of political and cultural developments.

Essential Questions

- 1) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*
- 2) *What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 3) *What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?*
- 4) *What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 5) *What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?*
- 6) *What were the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity? How did the development of America impact the environment and reshape geography, which lead to debates about environmental and geographic issues?*

Unit 5 Overview

Unit Title: Manifest Destiny/The Civil War and Reconstruction

Unit Summary

Explain the context in which sectional conflict emerged from 1844 to 1877. Explain the causes and effects of westward expansion from 1844 to 1877. Explain the causes and effects of the Mexican– American War. Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War. Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877. Explain how regional differences related to slavery caused tension in the years leading up to the Civil War. Explain the political causes of the Civil War. Describe the effects of Lincoln's election. Explain the various factors that contributed to the Union victory in the Civil War. Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war. Explain the effects of government policy during Reconstruction on society from 1865 to 1877. Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American. Compare the relative significance of the effects of the Civil War on American values.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
 Critical Thinker: Analysis
 Critical Thinker: Historical Thinking Skills
 Effective Communicator: Communication

Standards Instructed

Geography and the Environment, America in the World, American and National Identity, American and Regional Culture, Social Structures, Politics and Power

Curriculum Framing Questions

Enduring Understandings

Students will understand:

The causes and effects of America's Civil War

Essential Questions

- 1) *What were the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity? How did the development of America impact the environment and reshape geography, which lead to debates about environmental and geographic issues?*
- 2) *What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 3) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*
- 4) *What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?*
- 5) *What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 6) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*

Unit 6 Overview

Unit Title: The Industrial Revolution and The Gilded Age

Unit Summary

Explain the historical context for the rise of industrial capitalism in the United States. Explain the causes and effects of the settlement of the West from 1877 to 1898. Explain the causes and effects of the settlement of the West from 1877 to 1898. Explain how various factors contributed to continuity and change in the "New South" from 1877 to 1898. Explain the effects of technological advances in the development of the United States over time. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. Explain how cultural and economic factors affected migration patterns over time. Explain the various responses to immigration in the period over time. Explain the causes of increased economic opportunity and its effects on society. Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age. Explain continuities and changes in the role of the government in the U.S. economy. Explain the similarities and differences between the political parties during the Gilded Age. Explain the extent to which Industrialization brought change from 1865 to 1898.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication

Standards Instructed

Migration and Settlement, American and National Identity, Work, Exchange, and Technology, Social Structures, Politics and Power

Curriculum Framing Questions

Enduring Understandings

Students will understand:

How technological developments impacted society and challenged our political structures.

Essential Questions

- 1) *What were the push and pull factors that shaped immigration to and migration within America? What were the demographic changes that resulted from these moves that shaped the migrants, society, and the environment?*
- 2) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*
- 3) *What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?*
- 4) *What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 5) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*

Unit 7 Overview

Unit Title: The Age of Empire/Boom and Bust/New Deal/WWII

Unit Summary

Explain the context in which America grew into its role as a world power. Explain the similarities and differences in attitudes about the nation's proper role in the world. Explain the effects of the Spanish–American War. Compare the goals and effects of the Progressive reform movement. Compare attitudes toward the use of natural resources from 1890 to 1945. Explain the causes and consequences of U.S. involvement in World War I. Explain the causes and effects of international and internal migration patterns over time. Explain the causes and effects of the innovations in communication and technology in the United States over time. Explain the causes and effects of international and internal migration patterns over time. Explain the causes and effects of developments in popular culture in the United States over time. Explain the causes and effects of developments in popular culture in the United States over time. Explain the causes of the Great Depression and its effects on the economy. Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time. Explain the similarities and differences in attitudes about the nation's proper role in the world. Explain how and why U.S. participation in World War II transformed American society. Explain the causes and effects of the victory of the United States and its allies over the Axis powers. Explain the consequences of U.S. involvement in World War II. Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed
Knowledge Constructor: U.S. History Critical Thinker: Analysis Critical Thinker: Historical Thinking Skills Effective Communicator: Communication
Standards Instructed
America in the World, Politics and Power, Geography and the Environment, Migration and Settlement, Work, Exchange, and Technology, American and Regional Culture, Politics and Power, Social Structures
Curriculum Framing Questions
Enduring Understandings
Students will understand: How and why America's role in the world transformed in the early 20th century.
Essential Questions
<ol style="list-style-type: none"> 1) <i>What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?</i> 2) <i>How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?</i> 3) <i>What were the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity? How did the development of America impact the environment and reshape geography, which lead to debates about environmental and geographic issues?</i> 4) <i>What were the push and pull factors that shaped immigration to and migration within America? What were the demographic changes that resulted from these moves that shaped the migrants, society, and the environment?</i> 5) <i>What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?</i> 6) <i>What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?</i> 7) <i>How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?</i> 8) <i>What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?</i>

Unit 8 Overview
Unit Title: Cold War at Home and Abroad
Unit Summary
Explain the context for societal change from 1945 to 1980. Explain the continuities and changes in Cold War policies from 1945 to 1980. Explain the causes and effects of the Red Scare after World War II. Explain the causes of economic growth in the years after World War II. Explain the causes and effects of the migration of various groups of Americans after 1945. Explain how mass culture has been maintained or challenged over time. Explain how and why the civil rights movements developed and expanded from 1945 to 1960. Explain the various military

and diplomatic responses to international developments over time. Explain the causes and effects of the Vietnam War. Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the continuities and changes in immigration patterns over time. Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. Explain the various ways in which the federal government responded to the calls for the expansion of civil rights. Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century. Explain how and why policies related to the environment developed and changed from 1968 to 1980. Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the effects of the growth of religious movements over the course of the 20th century. Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
 Critical Thinker: Analysis
 Critical Thinker: Historical Thinking Skills
 Effective Communicator: Communication

Standards Instructed

America in the World, American and National Identity, Work, Exchange, and Technology, American and Regional Culture, Social Structures, Politics and Power, Migration and Settlement, Geography and the Environment

Curriculum Framing Questions

Enduring Understandings

Students will understand:

The origins and effects of America's conflict with Communism.

Essential Questions

- 1) *What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 2) *How did debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, how did notions of national identity and culture coexist with varying degrees of regional and group identities?*
- 3) *What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?*
- 4) *What creative expressions, demographic changes, philosophy, religious beliefs, scientific ideas, social mores, and technology shaped national, regional, and group cultures in America? How did these varying cultures often play a role in shaping government policy and developing economic systems?*
- 5) *What were the social categories, roles, and practices created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens?*
- 6) *How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?*
- 7) *What were the push and pull factors that shaped immigration to and migration within America? What were the*

demographic changes that resulted from these moves that shaped the migrants, society, and the environment?

- 8) *What were the geographic and environmental factors, including competition over and debates about natural resources, that shaped the development of America and fostered regional diversity? How did the development of America impact the environment and reshape geography, which lead to debates about environmental and geographic issues?*

Unit 9 Overview

Unit Title: Contemporary America

Unit Summary

Explain the context in which the United States faced international and domestic challenges after 1980. Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the causes and effects of the end of the Cold War and its legacy. Explain the causes and effects of economic and technological change over time. Explain the causes and effects of domestic and international migration over time. Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century. Explain the relative significance of the effects of change in the period after 1980 on American national identity.

Approximate Time Needed

3-4 Weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: U.S. History
Effective Communicator: Communication

Standards Instructed

Politics and Power, America in the World, Work, Exchange, and Technology, Migration and Settlement

Curriculum Framing Questions

Enduring Understandings

Students will understand:

The challenges that face America at the close of the 20th century.

Essential Questions

- 1) *How did debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens?*
- 2) *What are the diplomatic, economic, cultural, and military interactions between empires, nations, and peoples that shaped the development of America and America's increasingly important role in the world?*
- 3) *What was the interplay between markets, private enterprise, labor, technology, and government policy that shaped the American economy? How did economic activity shape society and government policy and drive technological innovation?*
- 4) *What were the push and pull factors that shaped immigration to and migration within America? What were the demographic changes that resulted from these moves that shaped the migrants, society, and the environment?*

Current Issues (Social Studies)

Unit 1 Overview
Unit Title: Media Literacy
Unit Summary
<i>Topics include: validity, credibility, bias, balance</i> <i>In this introductory unit students are exposed to the strategies for accessing information and source searches, as well as evaluation techniques. In working through this unit students will gain skills and knowledge of how to discern the validity, credibility, bias and balance of view points of the sources that they are using. This unit will establish the baseline for source evaluation and guide and inform future units, which will be up to the discretion of the teacher and the interest of the students in each class.</i>
Approximate Time Needed
<i>First unit of the semester long course, approx. 2-3 weeks</i>
Unit Foundation
Competencies Assessed
Knowledge Constructor: Current Issues Core Concepts Critical Thinker: Research Critical Thinker: Analysis Effective Communicator: Communication
Standards Instructed
Media Literacy Determine and Corroborate Relevant Sources Source Citation Development
Curriculum Framing Questions
Enduring Understandings
Students will understand and be able to... <ul style="list-style-type: none">● Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. (Examples: Accesses information using simple search strategies; retrieves information from limited and similar sources. Demonstrates ability to refine a search and diversify sources. Attempts to evaluate, but does not fully address, how authoritative, relevant, useful, and credible each source is for the information need.)
Essential Questions
What does it take to be Media Literate?

Unit 2 Overview

Unit Title: Local/National News

Unit Summary

This is a unit that is repeated throughout the semester.

In this unit, students will explore, as a class, a timely topic selected by the class after exposure to news sources such as podcasts, online stories, and print media to determine not only the most relevant but the topic with the most depth to explore. Students will then engage in both individual and group lessons before presenting their demonstration of learning. Students will work collaboratively to determine the means of an exhibition of learning as it may vary by topic in appropriateness.

Approximate Time Needed

Approx. 3-4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: Current Issues Core Concepts
Critical Thinker: Research
Critical Thinker: Analysis
Effective Communicator: Communication

Standards Instructed

Understanding Current Issues
Determine and Corroborate Relevant Sources
Source Citation
*Development and/or Organization
*Asses Options and Recommend Action and/or Developing Research Questions & Planning Inquiries
(*because this is a unit that is highly flexible and is repeated throughout the semester these standards can be used at the discretion of the teacher dependent on the student need*)

Curriculum Framing Questions

Enduring Understandings

Students will understand...

- The impact of local and national issues on the country, the state, and their daily lives.

Essential Questions

*How do news stories, details, and facts unfold and change over time?
This is really a question to help guide students as they investigate a topic. The essential question would vary based on what the topic was at the time. For example: In May 2022, we looked at the vacancy of a seat on the Supreme Court. The question explored was; What makes an ideal Supreme Court Justice?

Unit 3 Overview

Unit Title: International News

Unit Summary

This is a unit that is repeated throughout the semester.

In this unit, students will explore, as a class, a timely topic selected by the class after exposure to news sources such as podcasts, online stories, and print media to determine not only the most relevant but the topic with the most depth to explore. Students will then engage in both individual and group lessons before presenting their demonstration of learning. Students will work collaboratively to determine the means of an exhibition of learning as it may vary by topic in appropriateness.

Approximate Time Needed

Approx. 3-4 weeks

Unit Foundation

Competencies Assessed

Knowledge Constructor: Current Issues Core Concepts
Critical Thinker: Research
Critical Thinker: Analysis
Effective Communicator: Communication

Standards Instructed

Understanding Current Issues
Determine and Corroborate Relevant Sources
Source Citation
*Development and/or Organization
*Asses Options and Recommend Action and/or Developing Research Questions & Planning Inquiries
(*because this is a unit that is highly flexible and is repeated throughout the semester these standards can be used at the discretion of the teacher dependent on the student need*)

Curriculum Framing Questions

Enduring Understandings

Students will understand...

- The impact of international issues on their daily lives.

Essential Questions

*How do news stories, details, and facts unfold and change over time?
This is really a question to help guide students as they investigate a topic. The essential question would vary based on what the topic was at the time.

Humans as Subjects (Social Studies)

Unit 1 Overview
Unit Title: Social Science Overview
Unit Summary
In this introductory unit, students learn the scientific basis for the study of humans. They examine the ethical considerations necessary in the social sciences and learn to distinguish between anthropology, sociology, and psychology.
Approximate Time Needed
First unit of the semester long course, approx. 2-3 weeks
Unit Foundation
Competencies Assessed
Knowledge Constructor: Social Science Core Concepts Critical Thinker: Research Effective Communicator: Communication
Standards Instructed
Research Methods & Ethics Focus Development Determine Helpful Sources Develop Questions & Plan Inquires
Curriculum Framing Questions
Enduring Understandings
Students will understand that...
<ul style="list-style-type: none">• Anthropology, sociology, and psychology are all social sciences, meaning they study society/people but use science to record and report on behaviors and trends.• Social Science research uses a data-driven, scientific method (question, hypothesis, gather evidence, analyze results).• Ethical code of conduct must be maintained while studying humans.
Essential Questions
What is the scientific basis of studying humans? What ethical principles guide the study of humans?

Unit 2 Overview
Unit Title: Anthropology: A Study in Human Culture
Unit Summary
In this unit students will be introduced to the main concepts in the field of Cultural Anthropology. Through short

video clips, articles and discussions they will examine different cultures in the world, the concept of subcultures, and the research methods of participant observation and ethnography. They will also think critically about their own culture and subculture, comparing it to very different ones. They will investigate traditional indigenous cultures and share information they find via visuals and slide shows, and will write an ethnographic description of their own subculture from the perspective of an anthropologist.

Approximate Time Needed

3-4 weeks (second unit in the semester-long course)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Social Science Core Concepts
Critical Thinker: Research
Critical Thinker: Analysis
Effective Communicator: Communication
WSP - Self Direction

Standards Instructed

Conventions of Standard English
Focus
Language and Vocabulary
Determine, Cite and Corroborate Relevant Sources
Assess Options and Recommend Action
Basic Principles of Anthropology
Convey Meaning
Persevere, Manage Progress and Behavior

Curriculum Framing Questions

Enduring Understandings

Students will understand that there are many very different cultures in the world, with different values and ways of life.

Students will understand the common characteristics of traditional indigenous cultures, as well as the challenges many of them face.

Students will understand the research methods of participant observation and the ethnography.

Students will take an objective view of their own culture and subculture.

Essential Questions

What are the main research methods used by Anthropologists?

What are the major characteristics of traditional indigenous cultures and how do they compare to our culture?

How would our culture and students' day to day lives be described by an outside observer?

Unit 3 Overview

Unit Title: Sociology

Unit Summary

Students learn how to step outside of themselves and view the social world from an informed perspective. Students will explore the forces that shape their lives and the lives of others. They will learn that the groups to which they belong or want to belong help to shape their perceptions, and that even groups that they do not admire influence them by providing a model of what is not acceptable.

Approximate Time Needed

3-4 weeks (third unit in the semester long course).

Unit Foundation

Competencies Assessed

Knowledge Constructor: Social Science Core Concepts
Critical Thinker: Research
Effective Communicator: Communication

Standards Instructed

Corroborating sources, focus, organization, core sociology concepts

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

- Social organization including statuses, roles, institutions, and social networks influence each person's life.
- Ranking systems in which people who share some characteristic (eg wealth, gender, race, ethnicity, age), are socially evaluated as higher or lower than people in other categories.
- Deviance is a social construct.

Essential Questions

- How is society organized?
- What are the causes and effects of social rankings in society?
- What is deviance?

Unit 4 Overview

Unit Title: Psychology: A Study of Individual Variations

Unit Summary

In this unit, students will explore how psychologists study human behavior, thinking, and feeling. Focusing on individual differences that concur among humans, students delve into personality theory, social thinking and influence, and mental health. Students will explore various perspectives of psychology and different ways of analyzing why people behave as they do. The unit will culminate with the opportunity to select a general area of psychology or a more specific psychological disorder to research and share findings with the class.

Approximate Time Needed
3-4 weeks (forth unit in semester long course)
Unit Foundation
Competencies Assessed
Knowledge Constructor: Social Science Core Concepts Critical Thinker: Research Effective Communicator: Communication
Standards Instructed
Core Concepts in Psychology (KC): Social Psychology Personality Disorders Conducting Research (CT): Develop Questions Determine Helpful Sources Using Evidence (CT): Selecting Evidence Communicating Conclusions (EC): Organization
Curriculum Framing Questions
Enduring Understandings
Students will understand that... There are various approaches to understanding and explaining the development of human personality. Each theory provides a way of organizing the many characteristics that people have. Among the many influences on personality, the social realm, or being part of a group, is a significant consideration in explaining why people behave as they do. In some instances, mental or behavioral disorders also play a role in human behavior. Understanding the neurodiversity of the human experience will help to end the stigma associated with mental health.
Essential Questions
How do psychologists explain personality? Why do people behave differently in groups?

Understanding Psychology (Social Studies)

Unit 1 Overview
Unit Title: Questioning Questions: Psychological Perspectives and Methods
Unit Summary
Students learn that the study of psychology is a science and relies on a variety of scientific methods for data collection and follows an ethical code of conduct in this exploration. In this unit, students explore careers related to psychology, the different viewpoints or perspectives in studying psychology, and the basic tools for data analysis. Students analyze published studies and propose their own research studies to explore an area of personal interest in psychology.
Approximate Time Needed
3 weeks (October)
Unit Foundation
Competencies Assessed
Knowledge Constructor: Influences on Thought and Behavior (ITB) -(Psychological Content Knowledge) Effective Communicator: Communication Critical Thinker: Analysis
Standards Instructed
ITB: Accurately applies perspectives in psychological science and research methods to familiar settings or contexts. (Scientific Inquiry and Research Methods Pillar of APA standards.) After concluding the unit, students understand: <ol style="list-style-type: none">1. The nature of psychological science2. Research methods and measurements used to study behavior and mental processes3. Ethical issues in research with humans and non-human animals4. Basic concepts of data analysis SSI: Developing Questions SSI: Recommending Action SSC: Organization SSC: Language & Vocabulary
Curriculum Framing Questions
Enduring Understandings
Students will understand... Psychology is the scientific study of behavior and thought. There are a variety of perspectives or different approaches to studying behavior, each of which relies on empirical evidence and ethical principles of research and practice. Applying psychological principles can change our lives, organizations, and communities in positive ways.
Essential Questions
How do psychologists develop and communicate new knowledge?

Unit 2 Overview

Unit Title: Growing Up Inside and Out: Human Development Throughout the Lifespan

Unit Summary

In this unit, students will consider the interaction of nature and nurture in development, as well as physical, cognitive, social development, learning, and issues faced in each phase of growth. Students examine their own experiences and engage with others to create profiles of development.

Approximate Time Needed

3 weeks (September) for Nature and Nurture and 4 weeks (November) for Ages and Stages

Unit Foundation

Competencies Assessed

Knowledge Constructor: Influences on Thought and Behavior (ITB) -(Psychological Content Knowledge)
Effective Communicator: Communication
Critical Thinker: Analysis

Standards Instructed

ITB: Accurately applies understanding of life span development and learning to familiar settings or contexts. (Development and Learning Pillar of APA standards.) After concluding the unit, students understand:

1. The interaction between biological factors and experiences.
2. Methods and issues in lifespan development.
3. Physical, cognitive, and social development across the lifespan (infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood)
4. Processes of learning including social, cognitive, classical conditioning, and operant conditioning.

SSI: Developing Questions & Planning Inquiries

SSI: Corroborating Sources

SSI: Recommending Action

SSC: Development

SSC: Focus

SSC: Language

Curriculum Framing Questions

Enduring Understandings

Students will understand...

Human growth and development across the lifespan relies on both nature (biological factors) and nurture (environment). In each stage of life there are physical, cognitive, and social milestones. Throughout the lifespan, development creates new challenges and opportunities for growth; we experience both stability and change. Learning also happens throughout life and take many forms including classical and operant conditioning, and observational learning.

Essential Questions

What makes you who you are?
 How do people grow and change throughout life?
 What are some issues in growing up and how can people resolve them?
 How do we learn new things?

Unit 3 Overview

Unit Title: The Science Inside of You: Internal Systems & Consciousness

Unit Summary

In this unit, students will explore the nervous system, and the brain specifically, to understand how biology impacts psychology. After examining neural transmission, the brain, the endocrine system, the sensory systems, and states of consciousness, students develop their own inquiry questions to guide their research into a more specialized area of biopsychology.

Approximate Time Needed

8 weeks (December-February)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Influences on Thought and Behavior (ITB)- (Psychological Content Knowledge)

Effective Communicator: Communication

Critical Thinker: Analysis

Standards Instructed

ITB: Accurately applies concepts of biological bases of behavior to familiar settings or contexts. (Biological Pillar of APA standards.) After concluding the unit, students understand:

1. Structure and function of the nervous system and endocrine system in humans.
2. The different states and levels of consciousness
3. The characteristics of sleep and theories that explain why we sleep and dream
4. The categories of psychoactive drugs and their effects.
5. The capabilities and limitations of sensory processes.

SSI: Developing questions

SSI: Determine & corroborate sources

SSC: Cite Sources

SSC: Focus

SSC: Organization

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

Everything that is psychological is simultaneously biological. Every aspect of thinking, feeling, and doing has a biological component. From the nerve cells up to the brain, the mind's biology can help explain behavior. But our biology also changes in response to our behaviors and environments. "Nurture works on what nature provides," is

a common saying in psychology and applies to how our sensations and consciousness are both impacted by and impact our behaviors.

Essential Questions

How does my biology become my biography?
Why do we sleep?

Unit 4 Overview

Unit Title: A Mind of Your Own: Memory, Thinking, and Perception

Unit Summary

In this unit, students explore how humans remember, think, and make decisions about the world around them. Students learn that our perceptions filter our experiences of the world through an imperfect personal lens but that we can improve our memories and decision making processes to change our lives, organizations, and communities in positive ways. In this unit, students will offer advice to either teachers or younger students to support stronger learning experiences for the high school setting.

Approximate Time Needed

4 weeks (Feb - March)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Influences on Thought and Behavior (ITB)- (Psychological Content Knowledge)

Effective Communicator: Communication

Critical Thinker: Analysis

Standards Instructed

ITB: Accurately applies concepts of memory, thinking, and perception to familiar settings or contexts. (Cognition Pillar of APA standards.) After concluding the unit, students understand:

1. Processes and factors influencing memory
2. Fundamental processes of thinking & problem solving
3. Effective thinking processes
4. The process of perception

SSI: Recommend Action

SSI: Determine & Corroborate Sources

SSI: Cite Sources

SSC: Language

SSC: Development

Curriculum Framing Questions

Enduring Understandings

Students will understand that...

Memory is what defines our life. It allows us to recognize family, enjoy experiences and replay them, build history with those we love, and store the accumulated learning of living and doing. Memory is imperfect but remembering can be improved upon. How we use or misuse information about the world around us impacts how we think and problem solve. Our perceptions are largely shaped by past experiences and how our brain automatically interprets stimuli. Being aware of the obstacles in problem solving and memory can help us to be thinkers overall.

Essential Questions

How do we remember stuff and why are memories imperfect?
How do we solve problems?
Why are individual perceptions different?

Unit 5 Overview

Unit Title: Social Animals: Personality, Groups, and Relations

Unit Summary

In this unit, students will explore the psychological theories that explain how people think about, influence, and relate to one another. They will also consider a variety of perspectives on personality development. As students grapple with these concepts, they will apply the theory and analyze the impact each has on characters from a self selected piece of literature. The choice read journal documents students' thinking about how social psychology helps to explain why people think and behave as they do.

Approximate Time Needed

4 weeks (April - May)

Unit Foundation

Competencies Assessed

Knowledge Constructor: Influences on Thought and Behavior (ITB)-(Psychological Content Knowledge)
Effective Communicator: Communication

Standards Instructed

KC- ITB: Accurately applies concepts of personality, groups, and relations to familiar settings or contexts. (Social & Personality Pillar of APA standards.) After concluding the unit, students understand:

1. Approaches to studying and understanding personality
2. Social cognition
3. Social influence
4. Psychological constructs of culture, gender, & sexual orientation
5. Influences of motivation
6. Perspectives on emotion

EC- SSC: Focus

EC- SSC: Development

EC - SSC: Language

Curriculum Framing Questions

Enduring Understandings

Students will understand that...
Humans are social animals. We must connect with other people for our own survival. Social psychologists explore the connections between people by scientifically studying how we think about, influence, and relate to one another. Social psychology attempts to provide answers to why people feel contempt or admiration and are selfless or selfish. Ultimately, our attitudes affect our actions AND our actions affect our attitudes.
Essential Questions
What makes us each different? Why do people behave differently when in a group? What factors shape our anti-social or pro-social behaviors?

Unit 6 Overview
Unit Title: End the Stigma: Mental Health Disorders and Therapies
Unit Summary
In this unit, students explore how we define, understand, and classify psychological disorders and their treatment. Students will consider why psychological disorders are stigmatized and how they can contribute to a healthier approach to mental health.
Approximate Time Needed
3 weeks (May - June)
Unit Foundation
Competencies Assessed
Knowledge Constructor: Influences on Thought and Behavior (ITB)-(Psychological Content Knowledge) Effective Communicator: Communication Critical Thinker: Analysis
Standards Instructed
ITB: Accurately applies concepts of mental health, disorders, and therapies to familiar settings or contexts. (Mental and Physical Health Pillar of APA standards.) After concluding the unit, students understand: <ol style="list-style-type: none"> 1. Perspectives of abnormal behavior 2. Categories of psychological disorders 3. Types of treatment SSI: Determine & Corroborate Sources SSI: Cite Sources
Curriculum Framing Questions
Enduring Understandings
Students will understand that... Mental health is as much a part of overall well being as physical health. Understanding the neurodiversity of the human experience will help to end the stigma associated with mental health. While many people will experience a range of emotions, thoughts, and behaviors at some point in their life that may resemble a psychological disorder, studying the line between normality and disorder involves defining dysfunction and distress. The <i>DSM (Diagnostic and Statistical Manual of Mental Disorders)</i> is the most common tool for classifying and describing disorders.

Essential Questions

What is normal, anyway?

How are disorders categorized and diagnosed?

How are disorders treated?