

**AGENDA
SCHOOL DISTRICT OF MANAWA
CURRICULUM COMMITTEE MEETING**

Date: May 8, 2018

Time: 4:00 p.m.

Place: Board Room, MES,
800 Beech Street, Manawa

Board Committee Members: Scheller (C), Pohl, Hollman

In Attendance:

Timer: _____ Recorder: _____

1. Curriculum Map Adoption (Information / Action)
 - a. Civics
 - b. World Geography
 - c. Global Studies
 - d. Government
 - e. World History
 - f. Wildlife
2. New Materials Request: Update Textbook for Articulated Computer Applications Courses (Information / Action)
3. Future Agenda Items / Board Committee Planning Guide
4. Next Meeting Date _____
5. Next Meeting Items:
 - a.
 - b.

1. Curriculum Map Adoption Action _____ Table _____
- a. Civics
 - b. World Geography
 - c. Global Studies
 - d. Government
 - e. World History
 - f. Wildlife
-
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2. New Materials Request Action _____ Table _____
- Update Textbook for Articulated Computer Applications Courses
-
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3. Future Agenda Items / Board Committee Planning Guide Action _____ Table _____
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4. Next Meeting Date _____

Chair: _____ Date: _____ Time: _____
Signature

Course Name: Civics (7th & 8th grades)			
Credits:	1		
Prerequisites:	none		
Description:	Course emphasising a basic understanding of U.S. government, economics, and citizenship. (Taught in conjunction with the junior high trip to Washington D.C.)		
Academic Standards:	NCSS Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Political Parties, Voting, and Elections	2-2.5 months	MS. TTC.1, MS. TCC.4, MS.CIP.10, MS. CIP.1, MS. CIP.2, MS. PAG.2	Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections.
Economics and the American Economy	2-2.5 months	MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6	Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system.
Foundations of American Citizenship	2-2.5 months	MS.PAG.1, MS.PAG.3, MS.TCC.4, MS. TCC.2, MS.PAG.4, MS.CIP.10, MS. PAG.2	Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights.
The National Government	1.5-2 months	MS. CIP. 6 MS. PAG. 1, MS.PAG.2	Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch.
Individual and Digital Citizenship	1-1.5 months	MS.CIP.1, MS.CIP.5, MS.STS.2	Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved.

Unit Name: Political Parties, Voting, and Elections	Length: ~ 2-2.5 months
Standards: MS. TTC.1, MS. TCC.4, MS.CIP.10, MS.CIP.1, MS. CIP.2, MS. PAG.2	Outcomes: Identify the origin, structure, function, and types of U.S. political parties. Explain voting requirements and the process of voting in elections.
Essential Questions: Why do we have political parties? Why would people join them? Why is it important for citizens in a democracy to exercise their right to vote?	Learning Targets: Compare the history of the Republican Party to the Democratic Party. Understand the role of third parties. Analyze political party organization. Dissect the voting requirements. Identify the requirements for voting and voting locations. Classify the types of elections.
Topic 1: Political Parties	Length: ~1-1.5 months
Standard(s): MS. TCC.1, MS. TCC.4, MS. CIP.10	Academic Vocabulary: political party, two-party system, third party, precinct, direct primary, plurality, majority
Lesson Frame: a) Development of Political Parties b) Political Parties Today	We will: Investigate the development of political parties. Explore the organization of political parties. I will: Compare the history of the Republican Party to the Democratic Party. I will understand the role of third parties. Analyze political party organization.
Performance Tasks: Quiz, Venn Diagram, Debate	Notes:
Topic 2: Voting and Elections	Length: ~1 month
Standard(s): MS.CIP.1, MS. CIP.2, MS. PAG.2	Academic Vocabulary: polling place, ballot, returns, apathy, Electoral College, referendum, recall, electors
Lesson Frame: a) Who Can Vote b) Elections	We will: examine who is able to vote. We will learn the process of how and where to vote. We will discuss the different types of elections. I will: dissect the voting requirements. I will identify the requirements for voting and voting locations. I will classify the election types.
Performance Tasks: Quiz, Summary Writing	Notes:

Unit Name: Economics and the American Economy	Length: ~2-2.5 months
Standards: MS. PDC. 3, MS. PDC. 1 MS. PDC. 2, MS. PDC. 5, MS. PDC. 6	Outcomes: Distinguish between wants and needs and identify how scarcity affects economic decisions. Identify how democratic capitalism and free enterprise work in the American economy. Relate personal finance choices and decisions to economic principles. Explain the relationship between demand and supply in an economic system.
Essential Questions: Why do we need an effective economic system? How does supply and demand affect pricing?	Learning Targets: Understand what economics means and differentiate between needs and wants. Construct a flow-chart regarding scarcity. Practice economic decision making. List factors of production. Explain the circular flow of economic activity. Define what type of economic system the US has. Identify smart buying strategies. Demonstrate monetary planning. Demonstrate how change in price affects demand and supply. Explain the law of demand and supply and how it can change.
Topic 1: What is Economics?	Length: ~ 2 weeks
Standard(s): MS. PDC.3	Academic Vocabulary: need, want, economics, microeconomics, macroeconomics, economic systems, resources, scarcity, trade-off, opportunity cost, marginal cost, marginal benefit, cost-benefit analysis
Lesson Frame: a) How Economic Systems Work b) Making Economic Decisions	We will: define economics and distinguish between needs and wants. We will analyze the problem of scarcity. We will discuss economic decision making. I will: understand what economics means and differentiate between needs and wants. I will construct a flow-chart regarding scarcity. I will practice economic decision making.
Performance Tasks: Quiz, Comic Strip	Notes:
Topic 2: The American Economy	Length: ~ 2.5 weeks
Standard(s): MS. PDC. 1	Academic Vocabulary: goods, services, factors of production, capital, factor markets, product markets, productivity, capitalism, free enterprise, profit
Lesson Frame: a) Economic Resources b) Economic Activity c) Capitalism and Free Enterprise	We will: Investigate the factors of production. Analyze the circular flow of economic activity. Discuss important characteristics of the US economy. I will: list factors of production. I will explain the circular flow of economic activity. Define what type of economic system the US has.
Performance Tasks: Graphic Organizer, Descriptive Writing (circular flow of economic activity)	Notes:
Topic 3: Personal Finance and Economics	Length: ~ 2 weeks
Standard(s):MS. PDC. 2, MS. PDC. 5	Academic Vocabulary: consumer, discretionary income, budget, income, expenses, impulse buying
Lesson Frame: a) Managing Your Money b) Planning and Budgeting c) Achieving Your Financial Goals	We will: Talk about consumer rights and responsibilities. We will understand the importance of budgeting. I will: Identify smart buying strategies. I will demonstrate monetary planning.
Performance Tasks: Mock Budget Spreadsheet	Notes:

Topic 4: Demand and Supply	Length: ~ 2.5 weeks
Standard(s): MS. PDC. 6	Academic Vocabulary: demand, demand schedule, demand curve, law of demand, substitute, compliment, supply, law of supply, supply schedule, supply curve, surplus, shortage, equilibrium price
Lesson Frame: a) Demand b) Factors Affecting Demand c) Supply and the Supply Curve d) Demand and Supply at Work	We will: Introduce the concept of demand and supply. Examine the law of demand and supply. We will discuss how demand and supply can change. I will: demonstrate how change in price affects demand and supply. I will explain the law of demand and supply and how it can change.
Performance Tasks: Quiz, Food Truck Project	Notes:

Unit Name: Foundations of American Citizenship	Length: ~ 2-2.5 months
Standards: MS.PAG.1, MS.PAG.3, MS.TCC.4, MS.TCC.2, MS.PAG.4, MS.CIP.10, MS.PAG.2	Outcomes: Explain the role of government in everyday life. Understand the history of our country's government. Describe the principles in the Constitution. Discuss the freedoms guaranteed by the Bill of Rights.
Essential Questions: What rights do United States citizens have? What does the Constitution say?	Learning Targets: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy. Summarize the events leading up to the Declaration of Independence. Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution. Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27.
Topic 1: The American People	Length: ~ 2 weeks
Standard(s): MS.PAG.1, MS.PAG.3, MS.TCC.4	Academic Vocabulary: civics, values, naturalization, immigrant, representative democracy, republic, majority rule, authoritarian, totalitarian
Lesson Frame: a) The Diversity of Americans b) Who Are America's Citizens? c) Government and the People	We will: Review our country's immigration history and discuss how our diversity formed our shared American values. Discuss the qualifications for U.S. citizenship. Examine the purpose for government. I will: Identify where my ancestors came from before entering the U.S. Categorize the paths to U.S. citizenship and qualifications needed. Identify the functions of government and the principles of American democracy.
Performance Tasks: Test, Compare and Contrast Graphic Organizer	Notes:
Topic 2: Roots of American Democracy	Length: ~ 1.5 weeks
Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4	Academic Vocabulary: egalitarianism, delegates
Lesson Frame: a) Colonial Society b) Birth of a Democratic Nation	We will: Review the colonial settlements, growing tensions with the British, and the decision to declare independence. I will: Summarize the events leading up to the Declaration of Independence.
Performance Tasks: Quiz	Notes: inspect the Declaration of Independence
Topic 3: The Constitution	Length: ~ 2.5 weeks
Standard(s): MS.TCC.2, MS.TCC.4, MS.PAG.4, MS.CIP.10	Academic Vocabulary: constitution, bicameral, confederation, ratified, Constitutional Convention, Great Compromise, Three-Fifths Compromise, Electoral College, Federalists, federalism, Anti-Federalists, Preamble, legislative branch, executive branch, judicial branch amendment, popular sovereignty, rule of law, separation of powers, checks and balances, expressed powers, reserved powers, concurrent powers

Lesson Frame: a) The Nation's First Governments b) The Road to The Constitution c) The Structure of Our Constitution d) Principles Underlying the Constitution	We will: Discuss the first attempts of Americans to form a new government. Examine the plans and compromises of the Constitutional Convention. Disect the structure and major principles of our Constitution. I will: Examine the initial colony governments and the Articles of Confederation. Compare/Contrast the proposals discussed at the Convention. Identify the sections of the Constitution and the principles of government stated in the Constitution.
Performance Tasks: Quiz, Venn Diagram, Comparison Chart, Opinion Writing	Notes:
Topic 4: The Bill of Rights	Length: ~ 2.5 weeks
Standards: MS.PAG.2, MS.PAG.3, MS.TCC.2, MS.TCC.4	Academic Vocabulary: civil liberties, slander, libel, double jeopardy, due process, eminent domain, suffrage, poll taxes
Lesson Frame: a) The First Amendment b) The Bill of Rights c) Extending the Bill of Rights	We will: Discuss the freedoms and rights guaranteed by the Bill of Rights. Discuss the Constitutional amendments beyond the Bill of Rights. I will: Identify the first amendment freedoms. Examine the rights promised in amendments 2-10. Identify the purposes of amendments 11-27.
Performance Tasks: Quiz, Bill of Rights Song Parody Project	Notes:

Unit Name: The National Government	Length: ~1.5-2 months
Standards: MS. CIP. 6 MS. PAG. 1, MS.PAG.2	Outcomes: Identify the structure and functions of the legislative branch. Analyze the duties, qualifications, and powers of the executive branch. Recognize the structure and authority of the judicial branch.
Essential Questions: What is the structure and function of our government?	Learning Targets: Understand the houses in Congress. List the steps of how laws are passed. Categorize the qualifications and responsibilities of the president and vice president. Understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for.
Topic 1: The Legislative Branch	Length: ~ 2 weeks
Standard(s): MS. CIP. 6, MS. PAG. 1	Academic Vocabulary: constituents, filibuster, veto
Lesson Frame: a) How Congress is Organized b) Representing the People c) How a Bill Becomes a Law	We will: analyze how Congress is organized and the powers they have. I will: understand the houses in Congress. I will list the steps of how laws are passed.
Performance Tasks: Quiz, Graphic Organizer, Collage	Notes:
Topic 2: The Executive Branch	Length: ~ 2 weeks
Standard(s): MS. PAG. 1	Academic Vocabulary: executive order, pardon, cabinet
Lesson Frame: a) The President and the Vice President b) The President's Job c) Presidential Advisers and Executive Agencies	We will: Discuss the roles and duties of the president and vice president. I will: Categorize the qualifications and responsibilities of the president and vice president.
Performance Tasks: Quiz, Collage	Notes:
Topic 3: The Judicial Branch	Length: ~ 2 weeks
Standard(s): MS.PAG.1, MS.PAG.2	Academic Vocabulary: district courts, appeals courts, judicial review, constitutional
Lesson Frame: a) How Federal Courts are Organized b) The Supreme Court	We will: Discuss the structure and authority of the judicial branch. Examine the qualifications and responsibilities of the Supreme Court. I will: understand how the federal court system is organized and what powers it has. Identify who can become a Supreme Court justice and what those justices are responsible for.
Performance Tasks: Quiz, Collage	Notes:

Unit Name: Individual and Digital Citizenship	Length: ~1-1.5 months
Standards: MS.CIP.1, MS.CIP.5, MS.STS.2	Outcomes: Differentiate between the duties and responsibilities of citizens. Define and explain what it means to be a digital citizen and potential risks involved.
Essential Questions: How does fulfilling our duties and responsibilities as citizens help the government to be effective? What role does digital citizenship play in today's world?	Learning Targets: Categorize duties and responsibilities. Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy.
Topic 1: Citizenship in a Democracy	Length: ~1.5-2 weeks
Standard(s): MS.CIP.1	Academic Vocabulary: responsibilities, duties, draft, tolerance
Lesson Frame: a) Duties and Responsibilities	We will: Discuss why citizens have duties and responsibilities to fulfill. I will: Categorize duties and responsibilities.
Performance Tasks: Graphic Organizer, Summary writing	Notes:
Topic 2: Digital Citizenship	Length: ~1.5-2 weeks
Standard(s): MS.CIP.5, MS.STS.2	Academic Vocabulary: digital footprint, clickbait, fake news, reliable resource
Lesson Frame: a) What is Digital citizenship? b) Problems and Dangers with Being Online c) Rights and Responsibilities of a Digital Citizen	We will: Explain what is meant by digital citizen. Discuss potential dangers and problems. Determine characteristics of high quality websites. I will: Define digital citizenship. Identify the risks of being online. List what makes a website trustworthy.
Performance Tasks: Website evaluation, Reflection Writing	Notes: collaboration with Library Media Specialist

September	October	November	December	January	February	March	April	May	June
Political Parties, Voting, and Elections									
	Economics and the American Economy								
		Foundations of American Citizenship							
					The National Government				
							Individual and Digital Citizenship		

Course Name: World Geography			
Credits:	1		
Prerequisites:	n/a		
Description:	Course emphasising the people, places, and cultures of the world.		
Academic Standards:	NCSS Standards		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
The World	1-1.5 months	MS.PPE.2 MS.PPE.3 MS.PPE.4 MS.GC.2 MS.PPE.5 MS. PPE.6	Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. Discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture.
US and Canada	1.5-2 months	MS.PPE.1 MS.PPE.2 MS.C.1 MS. C.4 MS.TCC.2	Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures.
Latin America	1-1.5 months	MS.C.2 MS.C.3.MS.C.4 MS. C5 MS.C.1 MS. PPE.1 MS. PPE.2	Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America.
Europe	1.5-2 months	MS. C.1, MS. C5, MS. C.6, MS. MS. TCC1, MS. TTC.4, MS. IGI.3, MS. PPE.2 MS. GC4	Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. Explore the major time periods in Europe's history.
Russia	1 month	MS. PPE.6 MS.C.1 MS. GC3 MS.PPE.1 MS.PPE.3 MS.PPE.5 MS.GC.6	Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. Research current topics and issues related to Russia.
South Asia	1 month	MS. C.1, MS. C.5, MS. C.6, MS. C.7, MS. PPE. 6, MS. GC.3 MS. PPE. 2	Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions.
East Asia and Southeast Asia	1 month	MS. C.1, MS. C.3, MS. PPE.2, MS. PPE.6, MS. IGI.3, MS. IGI.5, MS. GC.6	Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. Explore China's government, society, economy, and environment. Discuss current events between North and South Korea.

Unit Name: The World	Length: 1-1.5 Months
Standards: MS.PPE.2 MS.PPE.3 MS.PPE.4 MS.GC.2 MS. PPE.5 MS. PPE.6	Outcomes: Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. Discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture.
Essential Questions: *Why is it important to have geography skills? *What is culture?	Learning Targets: Interpret each of the 5 Geography themes. Understand that geographers must use tools along with prior and gained knowledge to analyze the people and places of our Earth. Describe the Geography skills. Identify the earth's layers and tectonic plate movements. Understand that geographers distinguish different regions using various characteristics. Explain that all living things depend on one another. List issues about challenges in world population. Compare and contrast using population distribution maps. Understand the meaning of culture.
Topic 1: Geography Skills	Length: 2 weeks
Standard(s): MS. GC2 MS. PPE. 4, MS. PPE.2 MS. PPE.5	Academic Vocabulary: geography, absolute location, relative location, place, movement, region, latitude, longitude, hemisphere, climate, emigrate, culture, ethnic group, cultural diffusion, globalization, interdependence
Lesson Frame: a) thinking like a geographer b) skills handbook	We will: Identify the 5 themes of Geography. Discuss the tools and knowledge geographers use to study the Earth's people and places. Review the skills needed to help understand Geography. I will: Interpret each of the 5 Geography themes. Understand that geographers must use tools along with prior and gained knowledge to analyze the people and places of our Earth. Describe the Geography skills.
Performance Tasks (Assessments): create a visual representation of the necessary Geography skills, summarize the 5 themes of Geography, produce a narrative explaining why it is important to have geography skills (include an example)	Notes:
Topic 2: Earth's Physical Geography	Length: 1 week
Standard(s): MS. PPE.3 MS. PPE.4 MS. PPE.5	Academic Vocabulary: weathering, erosion, continents, plate tectonics, weather, climate, climate zone
Lesson Frame: a) forces shaping the Earth b) landforms and water resources c) climate regions d) human-environment interaction	We will: Review forces acting within the earth that shape its surface. Explore how physical features determine where people live. We will discuss how geographers use climate to categorize world regions. Review the cause/effect of human/environment interaction. I will: Identify the earth's layers and tectonic plate movements. Understand that geographers distinguish different regions using various characteristics. Explain that all living things depend on one another.
Performance Tasks: Project-Aurasma: Forces, Features, Change, and Influence	Notes:

Topic 3: Earth's Human and Cultural Geography	Length: ~ 1 week
Standard(s): MS. PPE.6	Academic Vocabulary: death rate, birth rate, culture, culture region, ethnic group, cultural diffusion, globalization, natural resources, interdependence
Lesson Frame: a) world population b) global cultures c) resources, technology, and world trade	We will: Examine how the world's population increasing has created new challenges. Discuss that population and resources are not distributed evenly throughout the world. Define culture. I will: list issues about challenges in world population. Compare and contrast using population distribution maps. Understand the meaning of culture.
Performance Tasks: Test on Population and Movement	Notes:

Unit Name: United States and Canada	Length: 1.5-2 months
Standards: MS.PPE.1 MS.PPE.2 MS.C.1 MS. C.4 MS.TCC.2	Outcomes: Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures.
Essential Questions: *How do landforms and climate help or hinder transportation in a vast region? *How does immigration affect the cultures of countries?	Learning Targets: Recognize that elevation is different throughout the region. Identify important waterways. Conclude that most people reside in a temperate climate zone. Research significant historical events of the United States and of Canada. Realize that the diverse population of the US is what forms our culture. List ways the US and Canada's cultures are similar and different.
Topic 1: Physical Geography of U.S. and Canada	Length: 2-3 weeks
Standard(s): MS. PPE.2, MS. PPE.1	Academic Vocabulary: contiguous, navigable, cordillera
Lesson Frame: a) physical features b) climate regions	We will: Discuss how the elevation rises from East to West. Discuss how waterways are essential to the region. Investigate the diverse climate zones. I will: Recognize that elevation is different throughout the region. Identify important waterways. Conclude that most people reside in a temperate climate zone.
Performance Tasks: Summary writing answering the essential questions Quiz on physical geography	Notes:
Topic 2: History and Cultures of U.S. and Canada	Length: 3 weeks
Standard(s): MS. C.1, MS. PPE.1, MS. C.4, MS. TCC.2	Academic Vocabulary: colonies, indigenous, bilingual
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Be introduced to significant historical events of the United States and of Canada. Investigate the development of American culture. Compare/contrast US culture to Canadian cultures. I will: Research significant historical events of the United States and of Canada. Realize that the diverse population of the US is what forms our culture. List ways the US and Canada's cultures are similar and different.
Performance Tasks: Project- Tiki Toki Timeline	Notes:

Unit Name: Latin America	Length: ~1-1.5 months
Standards: MS.C.2 MS.C.3.MS.C.4 MS. C5 MS.C.1 MS. PPE.1 MS. PPE.2	Outcomes: Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America.
Essential Questions: *In what ways can language and religion both unite and divide a region? *In what ways does the physical environment affect how people live?	Learning Targets: Analyze how varying altitudes affect vegetation and climate. Connect the continued importance of rivers and lakes throughout time. Research answers to why resources aren't all used in the region. Summarize essential elements of culture of Latin America's people. Discover the many shared common characteristics amongst the many cultures. Synthesize the region's blend of cultures.
Topic 1: Physical Geography	Length: 1- 1.5 weeks
Standard(s): MS.PPE.2 MS.PPE1	Academic Vocabulary: gasohol, archipelago, sub-region
Lesson Frame: a) physical features b) climate regions	We will: Discuss the prominence of many mountains in Latin America. Explore the value of waterways in the region both past and present. Investigate various reasons why resources in the region can't be fully used. I will: Analyze how varying altitudes affect vegetation and climate. Connect the continued importance of rivers and lakes throughout time. Research answers to why resources aren't all used in the region.
Performance Tasks: Quiz on Latin America's Physical Features	Notes:
Topic 2: History and Cultures of Latin America	Length: ~ 1-1.5 weeks
Standard(s):MS.C1, MS.C2, MS.C3, MS. C4, MS.C5	Academic Vocabulary: cash crop, empire, pidgin language, carnival
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Discuss the importance of culture in this region. Analyze aspects of daily life in Latin America. I will: Summarize essential elements of culture of Latin America's people. Discover the many shared common characteristics amongst the many cultures. Synthesize the region's blend of cultures.
Performance Tasks: Graphic Organizer and Cultural Board Game Project	Notes:

Unit Name: Europe	Length: ~1.5-2 months
Standards: MS. C.1, MS. C5, MS. C.6, MS. MS. TCC1, MS.TTC.4, MS. IGI.3, MS. PPE.2 MS. GC4	Outcomes: Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. Explore the major time periods in Europe's history.
Essential Questions: *How do people use waterways? *What forces have helped to unify Europeans at different times? *What factors help make a region an important world economic center?	Learning Targets: Understand that Europe is comprised of multiple peninsulas and islands. Identify benefits of living near the coast. Conclude that ocean currents and wind patterns create different climate zones. Analyze the various cultural beliefs and their impact throughout Europe's history.
Topic 1: Physical Geography of Europe	Length: 1-1.5 weeks
Standard(s): MS. PPE.2	Academic Vocabulary: landlocked, navigable
Lesson Frame: a) physical features b) climate regions	We will: Investigate the unique landforms of Europe. Discuss the benefits of Europe's access to the coastline. Compare currents and wind patterns to climate zones. I will: Understand that Europe is comprised of multiple peninsulas and islands. Identify benefits of living near the coast. Conclude that ocean currents and wind patterns create different climate zones.
Performance Tasks: Quiz and Poster	Notes:
Topic 2: History and Cultures of Europe	Length: 2-2.5 weeks
Standard(s):MS.C.1, MS. C.5, MS.C.6, MS. TCC.1, MSTCC.4, MS. IGI.3, MS. GC.4	Academic Vocabulary: classical, city-state, republic, feudalism, revolution,
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore the major time periods in Europe's history. I will: Analyze the various cultural beliefs and their impact throughout Europe's history.
Performance Tasks: Notetaking and Skit and Artifact Project	Notes:

Unit Name: Russia	Length: ~1 month
Standards:MS. PPE.6, MS.C.1, MS.GC3, MS.PPE.1, MS.PPE.3, MS.PPE.5, MS.GC.6	Outcomes: Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. Research current topics and issues related to Russia.
Essential Questions: *How do Russia's location and landforms affect its population and its use of resources? *Why is the success of democracy in Russia important to the rest of the world?	Learning Targets: Identify the major landforms and natural resources of Russia. I will know the climate zones of Russia. I will understand the cause and effect of Russia's current environmental issues. Understand the different types of governments throughout Russia's history. Identify ways in which the arts have impacted the culture of Russia. Draw conclusions about current topics and issues in Russia and how it will impact other countries
Topic 1: Physical Geography of Russia	Length: ~1.5 weeks
Standard(s): MS. PPE.6, MS.PPE.1, MS.PPE.3, MS.GC.6	Academic Vocabulary: fossil fuel, softwood, infrastructure, permafrost, taiga, smog, pollutant
Lesson Frame: a) physical features b) climate and the environment	We will: Discuss the landforms in Russia. Identify the natural resources of Russia. Identify the locations of Russia's climate zones. Analyze and compare the climate zones to population distribution and resource locations. Evaluate Russia's pollution issues. I will: Be able to identify the major landforms and natural resources of Russia. I will know the climate zones of Russia. I will understand the cause and effect of Russia's current environmental issues.
Performance Tasks (Assessments): Project- Shark Tank Russia, Quiz on Physical features and climates	Notes:
Topic 2: History and Cultures of Russia	Length: ~1.5 weeks
Standard(s): MS.PPE.5 MS.C.1 MS.GC3	Academic Vocabulary: czar, serf, communist state, cold war, nationalism
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Discuss Russia's different governments throughout their later history. Discuss how the arts have impacted the country's cultural identity. I will: Understand the different types of governments throughout Russia's history. Identify ways in which the arts have impacted the culture of Russia.
Performance Tasks: Project - Shark Tank Russia	Notes:
Topic 3: Russia Today	Length: ~1 week
Standard(s): MS.PPE.3, MS.GC6	Academic Vocabulary: underemployment
Lesson Frame: a) a changing Russia b) issues and challenges	We will: Research current topics and issues related to Russia. I will: Draw conclusions about current topics and issues in Russia and how it will impact other countries.
Performance Tasks (Assessments): Project- Shark Tank Russia	Notes:

Unit Name: South Asia	Length: ~1 month
Standards: MS. C.1, MS. C.5, MS. C.6, MS. C.7, MS. PPE. 6, MS. GC.3 MS. PPE. 2	Outcomes: Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions.
Essential Questions: *How do seasonal weather patterns affect a region? *How do religious beliefs and practices influence people's lives? *How do a country's resources affect its role in world affairs?	Learning Targets: Identify the landforms of South Asia. Research population, their needs, resources, and environmental effects. Identify the three unique seasons of the region. Identify early civilizations, and major world religions. Learn about the tension between India and Pakistan. Identify the highly dense areas of the region. Understand religious and cultural traditions date back thousands of years.
Topic 1: Physical Geography of South Asia	Length: ~1-1.5 weeks
Standard(s): M S. PPE. 2, MS. PPE.6	Academic Vocabulary: subcontinent, monsoon, cyclone
Lesson Frame: a) physical features b) climate regions	We will: Discuss the drastic changes in landscape. Investigate the discrepancy between resources and population and its effect on the environment. Explore the seasonal variation. I will: Identify the landforms of South Asia. Research population, their needs, resources, and environmental effects. Identify the three unique seasons of the region.
Performance Tasks (Assessments): Quiz and Graphic Organizer	Notes:
Topic 2: History and Cultures of South Asia	Length: ~1-1.5 weeks
Standard(s):	Academic Vocabulary: caste, dharma, reincarnation, karma, nirvana,
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore the early history of the region. Discuss tensions between countries in the region. Investigate population growth and density along with diversity and cultural traditions. I will: Identify early civilizations and major world religions. Learn about the tension between India and Pakistan. Identify the highly dense areas of the region. Understand religious and cultural traditions date back thousands of years.
Performance Tasks: Test, Green Screen Meme mini-project	Notes:

Unit Name: East Asia and Southeast Asia	Length: ~1 month
Standards: MS. C.1, MS. C.3, MS. PPE.2, MS. PPE.6, MS. IGI.3, MS. IGI.5, MS. GC.6	Outcomes: Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. Explore China's government, society, economy, and environment. Discuss current events between North and South Korea.
Essential Questions: *What impact does rapid economic change have on people of the region? * How can trade influence lifestyles of cultures?	Learning Targets: Locate the mountains and important rivers of the region. Identify which resources have had a direct impact on economic growth. Gain an understanding of Chinese history, continued economic growth and China's change into an economic world power. Compare and contrast population growth and movement along with opportunities for diversity. Synthesize China's current status within themselves and in the world. Research current events relating to North and South Korea.
Topic 1: Physical Geography of East Asia and Southeast Asia	Length: ~1-1.5 weeks
Standard(s): MS. PPE.2, MS. PPE.6	Vocabulary: gorge, teak
Lesson Frame: a) physical features b) climate regions	We will: Discuss the landforms and rivers of Asia and Southeast Asia. Investigate how the available resources support the growing economies. I will: Locate the mountains and important rivers of the region. Identify which resources have had a direct impact on economic growth.
Performance Tasks (Assessments): Quiz and Graphic Organizer	Notes:
Topic 2: History and Cultures of East Asia and Southeast Asia	Length: ~1-1.5 weeks
Standard(s): MS. C.1, MS. C.3	Academic Vocabulary: yurt, dynasty, shogun, sphere of influence, pagoda
Lesson Frame: a) history and governments b) cultures and lifestyles	We will: Explore early Chinese history and its influence on other countries in the region. Discuss China's transformation into an economic world power. Investigate population patterns and ethnic diversity. I will: Gain an understanding of Chinese history, continued economic growth and China's change into an economic world power. Compare and contrast population growth and movement along with opportunities for diversity.
Performance Tasks: Project or Test (depending on time)	Notes:
Topic 3: East Asia and Southeast Asia Today	Length: ~ 1-1.5 weeks
Standard(s): MS. IGI.3, MS. IGI. 5, MS. GC. 6	Academic Vocabulary: human rights, demilitarized zone (DMZ)
Lesson Frame: a) China b) The Koreas	We will: Explore China's government, society, economy, and environment. Discuss current events between North and South Korea. I will: Synthesize China's current status within themselves and in the world. Research current events relating to North and South Korea.

Performance Tasks: Summary, Project or test (depending on time)	Notes:
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September	October	November	December	January	February	March	April	May	June
The World									
	The US and Canada								
		Latin America							
			Europe						
						Russia			
							South Asia		
								East Asia & Southeast Asia	

Course Name:	Global Studies		
Credits:	0.5		
Prerequisites:	NONE		
Description:	Students may take this course in their 11th or 12th grade year. This course will focus on studying the culture of various regions around the world and the global connections of those cultural regions to our own and others around the world. The objectives and learning targets of this course will address two standards of the National Council for Social Studies Curriculum, as adopted by the School District of Manawa: 1-Culture and 9-Global Connections.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
International Influence	11 days	HS. PAG. 1 HS. IGI.6 HS. IDI. 3 HS. GC.4 .8 .9 .10 .11 HS.C. 2 .4	Students will evaluate the cultural diversity in the world. Students will understand instances of conflict and cooperation between countries in the world. Students will consider how international organizations can impact critical issues.
Social Issues	15 days	HS.GC. 6 .10 HS. C. 1 .5 .7 .9 HS. CIP. 9 .10 HS. STS. 8 HS. PAG. 2 HS. IGI. 4 .7	Students will research and present an opinion on a current problem and analyze ways to contribute to finding solutions. Students will identify how organizations can work to increase the positive effects of global connections and address the negative impacts of global issues.
War & Terrorism	23 days	HS. IGI. 3 .4 .8 HS. PAG. 4 HS. PPE. 1 .4 HS. GC. 1 .7 HS. C. 8	Students will understand how international support can impact another country's development and culture. Students will understand how the media can impact and formulate personal opinions related to conflict and cooperation in the world. Students will evaluate the importance of public opinion on governmental decisions.
Globalization	18 days	HS. C. 3 HS. STS. 7 HS. PDC. 1 .6 HS. PAG. 5 HS. PPE. 6 HS. GC. 5	Students will compare and contrast economies around the world. Students will understand the positive and negative impact globalization creates. Students will develop an opinion and support it with evidence on a chosen global topic. Students will identify factors that contribute to cooperation and conflict among peoples of the world, including language, religion and political beliefs.
World Cultures	17 days	HS. CIP. 2 .3 HS. STS. 1 .3 .6 HS. PDC. 8 HS. PAG. 3 .6 HS. IDI. 6 .7 HS. TCC. 2 HS. C. 2. 3. 6. 9	Students will conduct extensive research on a culture to gain a deeper understanding of a group of people. Students will create a visual presentation of a cultural group. Students will evaluate current events and determine their impact on society.

Course Name:	Government		
Credits:	0.5		
Prerequisites:	None		
Description:	This portion of the course provides the student an opportunity to acquire detailed knowledge of the democratic form of government practiced in the United States. The overall objective of this course is to prepare students for their place in society, by helping them learn how our government works, how it can be changed and what rights and freedoms our Constitution guarantees us. It will also provide students with a broad overview of modern forms of government, present in today's global community. Finally, it will allow students to investigate and possibly participate in service learning opportunities for hands on experience of their civic responsibilities.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Roots & Forms of Government	12 days	HS.TCC.2-3-5 HS.IGI.1-5-6 HS.GC.3 HS.PAG.1-7 HS.CIP.2 HS.STS.2	Students will understand the similarities and differences between different forms of government and how these various forms impact the way countries interact with each other. Students will also develop an understanding of how the US Government developed and continues to shape the US today.
Legislative Branch	12 days	HS.PDC.8 HS.PAG.1 .4 HS.CIP.7 .10 HS.IGI.6 HS.STS.2	Students will understand how Congress is organized and who represents their interests in Congress. They will understand how laws are made and what powers are given to Congress in the Constitution.
Executive Branch	12 days	HS.PAG.1 .4 .6 .7 HS.TCC.1 .2 HS.PDC.4 .8 HS.IGI.6 .7 HS.STS.2 .5 HS.GC.7 .8	Students will understand how the President is elected and how the bureaucracy ensures laws are enforced. Students will evaluate the effectiveness of a chosen President and assess how they impacted society.
Judicial Branch	15 days	HS.IGI.4 .5 .6 HS.PAG.1 .2 HS.TCC.2 HS.STS.2	Students will understand the ways the court system interprets laws to protect human liberties. Students will evaluate how the court system interprets laws. Students will formulate whether they agree or disagree with major historical decisions made by the Supreme Court.
Bill of Rights & Amendments	20 days	HS.CIP.6 HS.PAG.1 .2 .3 .6 HS.TCC.4 HS.C.7 HS.IGI.4 .5 .6 .7 HS.STS.2	Students will understand how the Bill of Rights and other amendments protect their individual liberties. Students will analyze how individual liberties have been developed and evolved throughout history. Students will apply their understanding of individual liberties to current events and evaluate the outcomes of past events. Students will propose suggestions to improve or strengthen individual liberties protected within the constitutional amendments.
Political Parties, Elections & Public Opinion	18 days	HS.CIP.1 .5 .8 .9 HS.TCC.1 HS.IGI.5 .6 HS.STS.2 HS.PAG.1	Students will gain an understanding of the role and common ideologies of political parties in the US. Students will formulate their own opinions about controversial issues and work to persuade others to support their ideas. Students will demonstrate how public opinion is shaped by the media. Students will evaluate the election process and determine if it should be changed. Students will learn what is required to vote in Wisconsin and analyze current voting trends in society.

Course Name:	World History		
Credits:	1		
Prerequisites:	NONE		
Description:	World History is concerned with the development of past civilizations, centering on Mesopotamian, Egyptian, Greek, Roman and the European Middle Ages, with an emphasis on their cultural development and contributions to present civilization. Linking the present to the past is an important aspect of the course as students learn to relate history to present events and developments.		
Academic Standards:	National Curriculum Standards for Social Studies		
Units:	Unit Length:	Unit Standards:	Unit Outcomes:
Beginnings of Civilization	22 days	HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Ancient Civilizations	10 days	HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6	Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.
Greece	20 days	HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Rome	20 days	HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9	Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.
Middle Ages	23 days	HS. C. 8 .9 HS. STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Renaissance, Reformation, Exploration & Enlightenment	20 days	HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Students will understand how spreading knowledge can improve a society Students will understand the impact of religious beliefs on human behavior Students will critically analyze people's thoughts on a selected topic

Revolutions & Independence	20 days	HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2	Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.
WWI-WWII	20 days	HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2	Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.

Unit Name: Beginnings of Civilization	Length: 22 days
Standards: HS. GC.1 .2 HS. TCC. 5 HS. IGI. 2 HS. PAG. 1 HS. CIP. 2 HS. C. 8	Outcomes: Students will gain knowledge of the significance agriculture plays within societies in the past and today. Students will be able to identify unique characteristics found within any civilization. Students will make connections between the organization in early civilizations and society today.
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? What are the origins and influence of social, cultural, political, and economic systems? What types of global connections exist in the community, state, region, and nation, and what are their consequences?	Learning Targets: Synthesize how an event can create massive changes within the focus of everyday life. Analyze similarities and differences between cultural groups across time. Evaluate primary and secondary sources to identify various accounts of a past society.
Topic 1: Agricultural Revolution	Length: 8 days
Standard(s): HS. GC. 1 HS. TCC. 5	Academic Vocabulary: systematic agriculture, domestication, revolution
Lesson Frame: Systematic Agriculture	We will: compare how life changes when systematic agriculture begins. I will: predict how society changes once a food surplus is created through agricultural practices.
Lesson Frame: Effects of Farming	We will: evaluate how systematic agriculture creates changes within various aspects of society. I will: summarize the effects a food surplus has on a society in history and in societies today.
Performance Tasks: Importance of Farming writing	Notes:
Topic 2: Characteristics of Civilization	Length: 3 days
Standard(s): HS. GC. 2	Academic Vocabulary: culture, civilization, social structure
Lesson Frame: Characteristics of Civilization	We will: identify unique characteristics that define a civilization. I will: be able to provide examples of specific characteristics from a chosen civilization.
Lesson Frame: Civilization Analysis	We will: demonstrate knowledge of civilization characteristics by researching a chosen civilization. I will: describe a unique civilization by providing information fitting in each characteristic category.
Performance Tasks: Characteristics of Civilization Poster Civilization Design	Notes:
Topic 3: Mesopotamia	Length: 11 days

Standard(s): HS. CIP. 2 HS. PAG. 1 HS. IGI.2	Academic Vocabulary: fertile crescent, city-state, ziggurat, theocracy, cuneiform, polytheism, patriarchal, retaliation, empire
Lesson Frame: Characteristics	We will: distinguish how Mesopotamia developed into a civilization. I will: identify how Mesopotamian society worked to overcome obstacles and thrive.
Lesson Frame: Significance	We will: determine the significance of Mesopotamian civilization. I will: make connections between today's society and the organization found in Mesopotamian society.
Lesson Frame: Hammurabi's Law Code	We will: evaluate the importance of having a uniform law code within society. I will: create a law code that could successfully govern a society.
Performance Tasks: Comparison DBQ	Notes:
Topic 4: Egypt	Length:
Standard(s): HS. C. 8 HS. IGI. 2 HS. TCC. 5	Academic Vocabulary: kingdom, dynasty, pharaoh, bureaucracy, vizier, mastabas, mummification, embalming, cataracts, resurrection, hieratic script, hieroglyphs
Lesson Frame: Government	We will: outline how leaders maintained control within Egypt. I will: evaluate why the Egyptian civilization was able to last for so long.
Lesson Frame: Religion	We will: determine the significance of religious ideas to Egyptian society. I will: demonstrate how religious ideas helped to create order and security within society.
Lesson Frame: Additional Significance	We will: examine prominent structures and their significance within Ancient Egypt. I will: evaluate primary and secondary sources to determine how historians gain understanding of ancient beliefs and practice.
Performance Tasks: Egyptian Gods project Monuments & Tombs research Mummification and Embalming activity	Notes:

Unit Name: Ancient Civilizations	Length: 10 days
<p>Standards: HS. PAG. 1 .5 .7 HS. CIP. 2 HS. GC.1 .2 HS. C.3 .8 HS. TCC. 1 HS. STS. 1 .3 .6</p>	<p>Outcomes: Students will research and analyze the significance of an ancient civilization. Students will make connections to advancements in today's society that have their origins within ancient civilizations.</p>
<p>Essential Questions: How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? How can methods of inquiry of anthropology, sociology, history, economics, and geography contribute to an understanding of cultures and the ways in which they address needs and problems? How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the norms, principles, purposes, and functions of governments? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?</p>	<p>Learning Targets: Research and present information on the significance of an ancient civilization. Compare and contrast significant contributions from various groups throughout history. Evaluate different interpretations of historic developments.</p>
Topic 1: Research	Length: 7 days
<p>Standard(s): HS. PAG. 1 .7 HS. TCC. 1 HS. STS. 1 .3 .6</p>	Academic Vocabulary:
Lesson Frame: Sources of information	We will: identify quality primary and secondary sources of information to learn about ancient civilizations.
	I will: analyze sources to ensure they are of good quality.
Lesson Frame: Gathering information	We will: use primary and secondary sources to gather information about an ancient civilization.
	I will: take notes from sources to identify characteristics of an ancient civilization.
Lesson Frame: Creating presentation	We will: interpret sources of information to create a clear picture of a chosen ancient civilization.
	I will: create a visually appealing and informative presentation on an ancient civilization.
<p>Performance Tasks: Source Analysis Notes guide Ancient Civilization Presentation</p>	Notes:
Topic 2: Presentation	Length: 3 days
<p>Standard(s): HS. PAG. 5 HS. C. 3 .8 HS. GC. 1 .2 HS. CIP. 2</p>	Academic Vocabulary: caste system, hinduism, astronomy, judaism, taoism, confucianism, satrapies, silk road, royal road
Lesson Frame: Information & Lasting Contributions	We will: present information gathered about an ancient civilization.
	I will: listen, take notes, and actively participate during presentations.
Lesson Frame: Activity	We will: develop an activity that helps to identify the key contributions made by an ancient civilization.
	I will: be able to identify the key contributions from an ancient civilization.

Performance Tasks: Ancient Civilizations Presentation Lasting Contributions Analysis	Notes:

Unit Name: Greece	Length: 20 days
Standards: HS. TCC. 2 HS. CIP. 2 .3 HS. PAG. 1 .2 .7 HS. GC. 1 HS. C. 8	Outcomes: Students will evaluate the importance of key values within a society and how those values influence civic participation. Students will compare and contrast how the environment and institutions shape the development of a civilization. Students will assess how traditions evolve and change throughout history.
Essential Questions: How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? What are the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? How are the rights and responsibilities of citizens in a democracy similar to and different from those in other forms of government?	Learning Targets: Analyzing the similarities and differences in the values and traditions honored across cultures or historical eras, and presenting the findings. Creating maps to represent changes over time in the borders and balance of power in a region. Writing accounts of events and developments based on evidence from primary and secondary sources, and evaluating different interpretations of these events and developments. Developing a timeline depicting historical changes over time.
Topic 1: Greek Polis comparisons	Length: 7 days
Standard(s): HS. PAG. 2 HS. TCC. 2	Academic Vocabulary: polis, peninsula, acropolis, agora, stoa
Lesson Frame: Athens v. Sparta	We will: compare and contrast aspects of society within Athens and Sparta in Ancient Greece. I will: evaluate which polis was more influential in Ancient Greece.
Lesson Frame: Organizing a Polis	We will: evaluate the differences between city-states in Ancient Greece. I will: create a comparison chart showing similarities and differences.
Lesson Frame: Polis Creation	We will: determine what is necessary to create a successful polis. I will: design a unique Greek polis incorporating the key pieces that allowed them to thrive.
Performance Tasks: "A day in the life" journal entry Argumentative writing: Athens or Sparta Polis poster Polis creation	Notes:
Topic 2: Maintaining control	Length: 8 days
Standard(s): HS. CIP. 2 HS. PAG. 1 .7	Academic Vocabulary: hoplites, phalanx, ritual, festival, tyranny, democracy, oligarchy, delian league,
Lesson Frame: Types of Government	We will: assess the various ways that leaders maintained control within their city-state. I will: develop a list of strengths and weaknesses for each type of government present in Ancient Greece.
Lesson Frame: Religion	We will: evaluate the significance of religious ideas within Greek society. I will: design an advertisement for a Greek god explaining why people found them important.

Lesson Frame: War	We will: establish how various Greek city-states maintained control and expanded their influence across the world.
Performance Tasks: Argumentative writing: Maintaining control Greek gods advertisement Greece v. Rome analysis	I will: explain why Greek military tactics were superior to other civilizations. Notes:
Topic 3: Social Values	Length: 5 days
Standard(s): HS. CIP. 3 HS. GC. 1 HS. C. 8	Academic Vocabulary: arete, hubris, pankration, pentathlon, philosophy, sophist,
Lesson Frame: Philosophers	We will: identify new philosophies presented within Ancient Greek society. I will: summarize the changes in thinking that were present in Ancient Greece.
Lesson Frame: Olympics	We will: identify the purpose of the Olympics and how this practice evolved over time. I will: explain how an event can exemplify the values within a society.
Lesson Frame: Arete v. Hubris	We will: establish key values that people strived for in Ancient Greece. I will: analyze how people express key values within historical events and within society today.
Performance Tasks: Philosopher matching/ reflection Olympics significance discussion & presentation Arete v. Hubris persuasive essay	Notes:

Unit Name: Rome	Length: 20 days
<p>Standards: HS. C. 4 .8 HS. PAG. 1 .2 .7 HS. GC. 1 .3 HS. TCC. 2 .3 HS. CIP. 2 .3 .9</p>	<p>Outcomes: Students will evaluate the actions of governmental leaders and determine which ones impact citizens the most. Students will use primary sources to support an opinion about what specific event creates a turning point in history. Students will evaluate the success of an Ancient Society and provide evidence to support their opinion.</p>
<p>Essential Questions: How does culture change over time due to social, political, economic, geographic, and environmental conditions? What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? How do historians use a variety of sources and inquiry methods to support their reconstruction and interpretations of past events? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? What are the norms, principles, purposes, and functions of governments? What are key ideals and practices, supporting a democratic republic, and how do they compare and contrast to civic ideals in other nations? What documents support civic ideals and practices in nations of the world?</p>	<p>Learning Targets: Culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns. Philosophers, individuals, and key events contribute to turning points that shape history. Compare and contrast different government structures and write an analysis of the type of governance. Identify mechanisms by which governments meet the needs and wants of citizens.</p>
Topic 1: Government	Length: 10 days
<p>Standard(s): HS. C. 4 HS. PAG. 1 .7 HS. CIP. 2 HS. GC. 1</p>	<p>Academic Vocabulary: republic, praetorian guard, triumvirate, Pax Romana, Senate, Praetor, Consul, Twelve Tables, Law of Nations, Tribunes, magistrates</p>
<p>Lesson Frame: From Republic to Empire</p>	<p>We will: outline the events that led Rome from a republic to an empire. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Prominent Leaders</p>	<p>We will: identify how Roman leaders strengthened and weakened the Roman government. I will: decide why people allowed the Roman Republic to fall.</p>
<p>Lesson Frame: Comparing Ancient Rome & the USA</p>	<p>We will: distinguish between Ancient Rome's government to the US government. I will: consider why the US chose to replicate aspects of Rome's government when they created their government.</p>
<p>Performance Tasks: Roman government organization chart Who Am I poster & activity Government comparison chart Rome v. US</p>	<p>Notes:</p>
Topic 2: Society & Values	Length: 10 days
<p>Standard(s): HS. TCC. 2 .3 HS. CIP. 3 .9 HS. C. 8 HS. GC. 3 HS. PAG. 2</p>	<p>Academic Vocabulary: satire, plebeian, patrician, persecution, insulae</p>
<p>Lesson Frame: Social class distinctions</p>	<p>We will: compare and contrast social classes in Ancient Rome. I will: describe what life would have been like for a person living in Rome.</p>
<p>Lesson Frame: "Bread & Circus"</p>	<p>We will: identify how Roman leaders maintained power and control.</p>

	I will: evaluate the best way for leaders to maintain control over the masses.
Lesson Frame: Fall of Rome	We will: determine why the Roman empire fell apart.
	I will: develop an opinion about why Rome fell and support it with evidence.
Performance Tasks: Life in Rome journal Fall of Rome DBQ analysis Greece v. Rome analysis writing	Notes:

Unit Name: Middle Ages	Length: 23 days
Standards: HS. C. 8 .9 HS STS. 6 HS. TCC. 5 HS. IGI. 1 .4 HS. PAG. 1 .4 HS. CIP. 2 .9 HS. GC. 1 .4	Outcomes: Students will understand how leaders gain power over people in a society. Students will identify how knowledge influences people's ability to succeed. Students will evaluate the importance of cooperation among people within society to be successful. Students will understand how historical issues can continue to impact people's beliefs in today's society
Essential Questions: What patterns of behavior and interactions foster or pose obstacles to cross cultural understanding? How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? How do we use knowledge of the past to evaluate the possible consequences of specific course of action and make more informed decisions? What are the influences of groups and institutions on people and events in historical settings? Under what circumstances is the exercise of political power and authority legitimate? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated?	Learning Targets: Awareness and knowledge of other cultures is important in a connected society. Knowledge of the past is important to an understanding of the present and to informed decision making about the future. The impact of tensions and examples of cooperation or conflict between groups with different belief systems. Explain cause and effect relationships to key events in history.
Topic 1: Feudalism	Length: 8 days
Standard(s): HS. GC. 1 HS. IGI. 1 HS. PAG. 1 HS. CIP. 2 HS. TCC. 5	Academic Vocabulary: feudalism, lord, knight, serf, page, squire, manor, tithe, chivalry, three-fields system, coat of arms
Lesson Frame: Structure	We will: explain the structure of feudalism.
	I will: analyze how kings were able to gain power in feudalism.
Lesson Frame: Roles	We will: describe the various roles in the feudal system.
	I will: determine why people agreed to follow feudalism at this time in history.
Performance Tasks: Feudalism written summary Feudalism Project	Notes:
Topic 2: Life in the Middle Ages	Length: 7 days
Standard(s): HS. C. 8 HS. GC. 4 HS. STS. 6	Academic Vocabulary: bubonic plague, inquisition, anti-Semitism, guild, heresy, blasphemy, schism, mangonel, trebuchet, ballista
Lesson Frame: Living Conditions	We will: evaluate the greatest difficulties facing people in the Middle Ages.
	I will: explain how difficulties in the Middle Ages eventually led to the end of feudalism.
Lesson Frame: Torture	We will: summarize why people were tortured in the Middle Ages.
	I will: consider why people confessed when innocent to crimes.

Performance Tasks: Impact of Bubonic Plague Torture analysis	Notes:
Topic 3: Crusades	Length: 8 days
Standard(s): HS. IGI. 4 HS. PAG. 4 HS. CIP. 9 HS. C. 9	Academic Vocabulary: Crusades, infidel
Lesson Frame: Location	We will: consider the importance of geographic features and location to the success of an event. I will: illustrate a map showing where the Crusades occurred and how they failed.
Lesson Frame: Actions	We will: identify the methods Crusaders used to achieve their goal. I will: evaluate how these tactics influenced people's opinions of Christians..
Lesson Frame: Impact	We will: interpret the impact the Crusades had on society. I will: argue what impact was most significant from the Crusades.
Performance Tasks: Crusades Map Impact of Crusades Quick Write	Notes:

Unit Name: Renaissance, Reformation, Exploration, & Enlightenment	
Standards: HS. TCC. 3 HS. PAG. 1 HS. IGI. 4 HS. STS. 1 .3 .7 HS. GC. 1 .6 .7	Length: 20 days Outcomes: Students will understand how spreading knowledge can improve a society. Students will understand the impact of religious beliefs on human behavior. Students will critically analyze people's thoughts on a selected topic.
Essential Questions: What are the different interpretations made by historians of the causes and consequences of key past events and turning points, and how are the interpretations supported? What are the origins and influence of social, cultural, political, and economic systems, and how can they be compared across time and space? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How have changes in science and technology impacted individuals, groups, societies, nations, and the environment, past and present, in both positive and negative ways? What can be learned from the past about how science and technology have resulted in broad social change, planned or unanticipated? How can individuals, groups, and organizations more effectively address critical issues?	Learning Targets: Contributions of philosophies, ideologies, individuals, institutions, and key events and turning points shape history. Examine how the beliefs of dominant groups tend to become norms in society. Examine how groups and institutions work to meet individual needs, and can promote the common good and address persistent social issues.
Topic 1: Renaissance	
Length: 4 days	
Standard(s): HS. PAG. 1 HS. GC. 7	Academic Vocabulary: renaissance, secular, mercenary, doge, patrician, burgher, dowry, vernacular, humanism, fresco
Lesson Frame: Government	We will: determine how leadership changed during the Renaissance. I will: evaluate if leaders had greater power during the Renaissance than the Middle Ages.
Lesson Frame: Arts	We will: identify how people began to express their ideas in art during the Renaissance. I will: look for similarities and differences between artistic expression from different artists.
Performance Tasks: Machiavelli's Advice letter Renaissance Artists Project	Notes:
Topic 2: Reformation	
Length: 3 days	
Standard(s): HS. IGI. 4 HS. GC. 1 .6	Academic Vocabulary: salvation, indulgence, Ninety-five Theses, predestination, annul, anabaptist
Lesson Frame: Martin Luther	We will: evaluate the concerns Martin Luther expressed about the Catholic Church. I will: analyze the impact Martin Luther's beliefs had on society.
Lesson Frame: Other Protestant leaders	We will: identify other leaders who followed Martin Luther's example. I will: determine the role religion played in people's lives at this time.
Performance Tasks: Compare/Contrast Venn Diagram	Notes:
Topic 3: Exploration	
Length: 10 days	
Standard(s): HS. STS. 1 .3 .7 HS. GC. 7	Academic Vocabulary: NONE
Lesson Frame: Research	We will: identify important discoveries from this era.

	I will: conduct research on an important figure.
Lesson Frame: Impact of New Ideas/Information	We will: present new ideas formed during this era.
	I will: evaluate how new ideas from this era impacted society.
Performance Tasks: Facebook page Timeline	Notes:
Topic 4: Enlightenment	Length: 3 days
Standard(s): HS. TCC. 3 HS. GC. 7	Academic Vocabulary: Enlightenment, salon, deism
Lesson Frame: New Ideas	We will: identify the main ideas of Enlightenment thinkers.
	I will: make comparison and identify similarities between Enlightened thinkers.
Lesson Frame: Salon	We will: simulate an Enlightenment Salon.
	I will: hold a discussion as an Enlightened thinker with others during the Salon.
Performance Tasks: Comparison of Ideas Chart Salon Discussion	Notes:

Unit Name: Revolutions & Independence		Length: 20 days
Standards: HS. C. 9 HS. TCC. 4 HS. PAG. 1 .4 .7 HS. IGI. 1 HS. GC. 1 .4 HS. CIP. 2		Outcomes: Students will understand how the masses can demand changes within government. Students will understand the values and beliefs that unite people in society. Students will evaluate what makes a leader successful.
Essential Questions: What roles do unity among cultures and diversity across cultural groups play in communities, nations, and world regions? How do we use knowledge of the past to evaluate the possible consequences of specific courses of action and make more informed decisions? How do groups and institutions work to meet individual needs, promote the common good, and address persistent social issues? Under what circumstances is the exercise of political power and authority legitimate? What are the proper scope and limits of power and authority? How do location, resources, and cross-cultural diffusion cause tension, as well as lead to positive global connections? What role do individuals, groups, and institutions play in strengthening democratic ideals and practices?		Learning Targets: The impact across time and place of key historic forces, such as nationalism, imperialism, globalization, leadership, revolution, wars, concepts of rights and responsibilities, and religion. The importance of knowledge of the past to an understanding of the present and to the informed decision-making about the future. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. Mechanisms by which leaders and governments meet the needs and wants of citizens, regulate territory, manage conflict, establish order and security, and balance competing conceptions of a just society.
Topic 1: Rise of Nation-States		Length: 5 days
Standard(s): HS. C. 9 HS. GC. 1 HS. CIP. 2		Academic Vocabulary: nationalism, Parliament, Estates General, absolutism, Palace of Versailles, Glorious Revolution
Lesson Frame: Governments		We will: determine the differences between governments that form after feudalism ends. I will: decide which region has the strongest government.
Lesson Frame: Nationalism		We will: identify how leaders used nationalism to unite the people in various regions. I will: evaluate how governments can succeed by creating unity within society.
Performance Tasks: Comparison Chart		Notes:
Topic 2: French Revolution		Length: 15 days
Standard(s): HS. TCC. 4 HS. IGI. 1 HS. PAG. 1 .4 .7 HS. GC. 4		Academic Vocabulary: faction, taille, diplomacy, guillotine, Girondins, sans-culottes, coup d'etat, plébiscite, scorched earth, Jacobins, reconnaissance, bourgeoisie, megalomaniac, Concordat
Lesson Frame: Social Classes & Revolution		We will: consider why the lower class demanded changes to government in France. I will: analyze how people were able to create a revolution in France.
Lesson Frame: Radical Revolution		We will: identify how the revolution's purpose changed and became radical. I will: determine how people become changed when given too much power.
Lesson Frame: Napoleon		We will: describe how Napoleon rose to power and created order in society. I will: decide if Napoleon was a successful leader or an oppressive leader.

Performance Tasks: Star Powers comparative essay Timeline Journal	Notes:

Unit Name: WWI- WWII		Length: 20 days
Standards: HS. C. 8 HS. IDI. 3 HS. IGI. 5 HS. PAG. 1 .4 .5 .7 HS. GC. 1 .4 .11 HS. CIP. 2	Outcomes: Students will identify how key events cause future events to occur. Students will understand how nations use resources and values to mobilize for war. Students will evaluate how leaders can manipulate people to gain control. Students will consider the roles people play in major events.	
Essential Questions: What is the role of a sense of ethics in individual development and identity? What are the roles of individuals, groups, and institutions in furthering both societal continuity and change over time? What are the proper scope and limits of power and authority? How are individual rights protected and social justice promoted within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? How are the rights and responsibilities of citizens in a constitutional democracy similar to and different from those in other forms of government? How and why is global interdependence more evident at some times in history than others, and in some places rather than others?	Learning Targets: The influence of individuals, groups and institutions on people and events in historical and contemporary settings. The impact of tensions and examples of cooperation between individuals, groups, and institutions, with their different belief systems. The ideologies, political cultures, structures, institutions, and processes of political systems that differ from those in the US. The causes and consequences of various types of global connections. Technological advances can both improve and detract from the quality of life.	
Topic 1:WWI		Length: 14 days
Standard(s): HS. PAG. 1 .4 .5 .7 HS. GC. 4 .11 HS. CIP. 2	Academic Vocabulary: Imperialism, Self-determination, Militarism, Trench warfare, Armistice, Propaganda, Schlieffen Plan, Reparations, Total war, War of attrition, mandate system, Alliance, Nationalism, Blank check, Cheka, Vladimir Lenin, Sovereignty, Autonomy	
Lesson Frame: Causes	We will: identify the causes of WWI. I will: summarize how events at the time led to war.	
Lesson Frame: Impact on Nations	We will: evaluate the role various nations played in WWI. I will: determine the role people played in the war effort and how they were impacted by events in the war.	
Lesson Frame: Results	We will: identify how WWI ended. I will: evaluate how decisions made in the Treaty of Versailles created resentment and future problems.	
Performance Tasks: Nations Project Predictive writing Primary Source comparison	Notes:	
Topic 2: WWII		Length: 6 days
Standard(s): HS. C. 8 HS. IDI. 3 .5 HS. PAG. 1 HS. GC. 1 .4	Academic Vocabulary: lend-lease act, Holocaust, anti-semitism, communism, Nazi, Fascism, United Nations	
Lesson Frame: Causes & Leaders	We will: evaluate how events allowed totalitarian leaders to take control and start war. I will: consider why people were willing to accept totalitarian leaders to rule.	

Lesson Frame: Holocaust	We will: identify how the world allowed the atrocities of the Holocaust to occur. I will: consider the role all nations played in allowing the Holocaust to occur.
Lesson Frame: Strategies & Results	We will: compare various strategies used in war and evaluate the successes and failures of each nation. I will: evaluate which war strategies seemed to be most effective.
Performance Tasks: Comparison DBQ	Notes:

September	October	November	December	January	February	March	April	May	June
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Course:		Wildlife	
Credits:	0.5		
Prerequisites:	None, Biology Recommended		
Description:	This course focuses on 4 "F's": fish, fowl, forestry and fur in addition to other topics related to the world of wildlife. Study will include natural resources, water quality, ecosystems, wildlife management, taxidermy, hunting ethics, fish, tree identification, trapping, and more. School forest projects will also be included. Learn about careers, economic benefits and social influences. FFA projects will be incorporated.		
Academic Standards:	https://dpi.wi.gov/ag/standards		
Unit Name:	Unit Length:	Unit Standards:	Unit Outcomes:
Ecosystems	Length: 14 days	NR1 4C3 CD1 IMT1	Apply knowledge of natural resource components to the management of natural resource systems. Classify natural resources. Use cartographic skills to aid in developing, implementing and evaluating natural resource management plans, measure and survey for natural resource status in developing related plans with interpretation of laws related to natural resource management and protection. Apply ecological concepts and principles to natural resource systems. Work collaboratively with others.
Forestry	Length: 9 days	NR1 NR3 4C3 4C3.a	Learn about the world of forestry and the interdependence with society as well as essential vocabulary within the unit. Tree Identification and resources that come from trees. Exploration of careers and products in forestry.
Fish	Length: 18 days	NR1 NR3.a.16.h NR1.b.4.e NR1.b.9.m	Describe the similarities and differences in the appearance and behaviors of types of fish, understand the purpose of external and internal fish parts.
Turkeys	Length: 12 days	NR1 NR2 NR3 NR5	Name 6 kinds of game birds. Evaluate the role of game birds in their environment. Describe coloration and habits of game birds.
Fur and Resources	Length: 7 days	NRS.01 CS.09	Students will learn about fericulture and the fur bearing industry, including terminology and techniques. Additionally, research will be conducted on usage of natural resources.
History & Careers	Length: 11 days	NR1 NR2 NR5 CD1 CD2 CD3 CD4	Students will learn the history of wildlife management in this unit and apply scientific principles to natural resource situations. The key individuals and laws in the history of natural resources will be identified.
Conservation	Length: 11 days	NR3 NR4 ESS1	Students will learn about aquatic resources and pollutants in our environment as well as methods of stewardship.

Unit Name: Turkeys	Length: 12 days
Standards: NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments. NR2: Students will apply scientific principles to natural resource management activities. NR3: Students will apply knowledge of natural resources to production and processing industries. NR5: Students will use effective methods and venues to communicate natural resource processes to the public.	Outcomes: Name 6 kinds of game birds, Evaluate the role of game birds in their environment, Describe coloration and habits of game birds.
Essential Questions: What affect does imprinting have on animals and humans? What is the current status of the turkey population and hunting in Wisconsin?	Learning Targets: Techniques of hunting and harvesting game birds. Comparison of coloration of game birds.
Topic 1: Turkeys	Length: 7 days
Standards: NR1, NR2, NR3	Academic Vocabulary: Gizzard, Carnacucles, Snood, Spur, Diaphragm
Lesson Frame: Parts of a Turkey	We will: learn the parts of a turkey and anatomical purpose. I will: label a turkey with 8 major parts.
Lesson Frame: Life of a Turkey	We will: watch documentary "My Life as a Turkey". I will: write a summary/reaction of the movie.
Lesson Frame: Turkey Calls	We will: research ways turkeys can be called. I will: demonstrate a slate turkey call.
Lesson Frame: Laws Related to Turkeys	We will: research hunting techniques and laws. I will: write a summary/reaction.
Performance Tasks: summary/reaction, compare and contrast, labeling parts, make a turkey call	Notes:
Topic 2: Other Game Birds	Length: 2 days
Standard: NR1, NR2, NR3	Academic Vocabulary: clutches, gamebirds, preen, nomenclature
Lesson Frame: Other Game Birds	We will: identify 5 other major game birds. I will: list major game birds.
Lesson Frame: Population of Gamebirds	We will: assess similarities and differences of gamebirds. I will: compare and contrast gamebirds.
Lesson Frame: Reproduction	We will: discuss reproduction of gamebirds. I will: speculate on why gamebirds produce large clutches of eggs.
Lesson Frame: Mating Rituals	We will: describe the importance of mating rituals among game birds. I will:
Performance Tasks: compare and contrast, reading analysis, create an infographic	Notes:
Topic 3: Birds of Prey	Length: 3 days
Standard: NR1, NR2, NR3, NR5	Academic Vocabulary: predator, prey, raptor
Lesson Frame: Six families of raptors in the US	We will: list differences between birds of prey and other birds. I will: complete exit ticket.

Lesson Frame: Role of Raptors	We will: evaluate the role of raptors in ecosystems.
	I will: list the role of raptors.
Performance Tasks: research raptors, create a raptor battle	Notes:

Unit: Ecosystems	Length: 14 days
Standards: NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents. IMT1: Students will access, interpret and evaluate information from a variety of sources in order to inform and support premises, arguments, decisions, ideas and initiatives.	Outcomes: Apply knowledge of natural resource components to the management of natural resource systems. Classify natural resources. Use cartographic skills to aid in developing, implementing and evaluating natural resource management plans, measure and survey for natural resource status in developing related plans with interpretation of laws related to natural resource management and protection. Apply ecological concepts and principles to natural resource systems. Work collaboratively with others.
Essential Questions: How are species interdependent upon each other within different ecosystems? Explain what responsibility you believe humans have to keep ecosystems in balance and what factors influence ecosystem relationships. What responsibilities do you have as a group member and how do you influence group dynamics?	Learning Targets: Students will... Identify natural resources. Compare and contrast different ecosystems. Define ecosystem and related terms. Compare and contrast the interdependence of organisms within an ecosystem. Match names to plants, wildlife/aquatic species, and morphological characteristics. Differentiate different types of maps. Describe the value of resource inventories and population studies. Explain population ecology, population density and population dispersion. Complete an assignment as part of a group.
Topic 1: Types of Biomes and Ecosystems	Length: 2 classes
Standard(s): NR1 and 4C3	Academic Vocabulary: Decomposer, Ecosystem, Herbivore, Omnivore, Population
Lesson Frame: Ecoregions http://www.biology-pages.info/B/Biomes.html	We will: identify types of biomes in the world. I will: compare and contrast two biomes found in the United States.
Lesson Frame: What Makes it a Biome?	We will: learn characteristics for biomes. I will: complete an exit ticket about a biome to research further.
Lesson Frame: Biome Research	We will: explore animal and plant relationships. I will: exit ticket on predator/prey.
Lesson Frame: Mapping biomes	We will: map biome distribution. I will: color code main categories.
Performance Tasks: categorization of biome traits, correlation of adaptations for plants and animals	Notes:
Topic 2: Animal Relationships	Length: 2 days
Standard(s): NR1 and CD1	Academic Vocabulary: Mutualism, Parasitism, Predator, Prey, Symbiosis
Lesson Frame: Types of Animal Relationships	We will: explore animal relationships. I will: sketch animal dependents.
Lesson Frame: Plant/Animal Interdependencies	We will: review essential vocabulary. I will: create a word web.
Performance Tasks: create poster of animal relationships (predation, mutualism, commensalism, etc), quiz on terminology, compare and contrast relationship terms, draw conclusions on relationships	Notes:

Topic 3: Essential Cartography & Map Skills	Length: 2 days
Standard(s): NR1 and CD1	Academic Vocabulary:
Lesson Frame: Types of Animal Relationships	We will: explore animal relationships. I will: sketch animal dependents.
Lesson Frame: Plant/Animal Interdependencies	We will: review essential vocabulary. I will: create a word web.
Performance Tasks: create base map of 10 animals and 5 plants before creating diorama.	Notes:
Topic 4: Ecosystem Dioramas and Essential Vocabulary	Length: 8 days
Standard(s): NR1, NR2, 4C3, CD1, and IMT1	Academic Vocabulary: Annu, Arboreal, Carrying capacity, Benthic, Conifer, Conservation tillage, Den tree, Edge, Flora, Fragmented habitat, Habitat, Halophyte, Hydrologic cycle, Interspersion, Litter, Perennial, Riparian, Snag, Wilderness
Lesson Frame: Animal and Plant Relationships and Correlation of Essential Vocabulary	We will: explore animal relationships. I will: define relationship of plants and animals.
Lesson Frame: Plant/Animal Interdependencies	We will: review essential vocabulary. I will: incorporate 10 assigned words into diorama.
Performance Tasks: create a diorama and complete vocabulary tasks	Notes:

Unit Name: Forestry	Length: 9 days
Standards: NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments. NR3: Students will apply knowledge of natural resources to production and processing industries. 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities. 4C3.a: Communicate thoughts and feelings with others using verbal and non-verbal language.	Outcomes: Learn about the world of forestry and the interdependence with society as well as essential vocabulary within the unit. Tree Identification and resources that come from trees. Exploration of careers and products in forestry.
Essential Questions: What responsibility do humans have to trees and what do trees give to people? How are natural resources modified to help humans and other animals? Why are certain plants used for landscaping, for papermaking, and for other uses? What factors influence the species composition of the deciduous forest in our area?	Learning Targets: Distinguish among conifer, deciduous and tropical rain forest with regard to climatic limiting factors. Define harvesting related to tree products. List ways to enjoy natural resources. List and describe uses of trees species and determine when to harvest forest products. Define essential vocabulary in this unit. Explore careers related to forestry.
Topic 1: Tree Identificaton	Length: 6 days
Standards: NR1	Academic Vocabulary: conifer, crown, deciduous, defects, evergreens, hardwoods, softwood
Lesson frame: What morphological differences are there in trees and how can you identify them?	We will: review edges and margins of leaves. I will: explain the difference between an edge and a margin.
Lesson Frame: What processes do trees need to thrive?	We will: learn the requirements of trees. I will: sketch out the needs of trees.
Lesson Frame: Why do leaves change colors?	We will: learn about pigments in tree leaves. I will: explain why leaves turn colors.
Lesson Frame: Identification of Trees	We will: learn about coniferous and deciduous trees. I will: identify 8 major trees found in Wisconsin.
Performance Tasks: word wall, LeafSnap ID, powerpoint of tree ID	Notes:
Topic 2: Forestry Production and Processing	Length: 3 days
Standard: NR3	Academic Vocabulary: caliper, canopy, cord, girdling, growth rings, increment borer, pruning, skidder, snag, skidder
Lesson Frame: What trees are used in landscaping?	We will: discuss trees used in landscaping. I will: identify shapes used in landscaping trees.
Lesson Frame: What products come from silviculture?	We will: define silviculture. I will: brainstorm products from trees.
Lesson Frame: How can natural resources be enjoyed?	We will: learn about an overview of natural resources. I will: write critically about natural resources.
Lesson Frame: How does forestry relate to the career pathways?	We will: identify career pathways related to forestry. I will: research a career of interest related to forestry.
Performance Tasks: identification of trees by margin and edge, silviculture career research	Notes:

Unit Name: Fish Unit	Length: 18 days
Standards: NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments. NR3.a.16.h: Describe techniques used in the harvesting of wildlife and aquatic species. NR3.a.17.h: Explain and use techniques to process wildlife and aquatic species. NR1.b.4.e: Match names to aquatic species. NR1.b.9.m: Compare and contrast aquatic species. NR3.a.9.m: Identify wildlife and aquatic species that can be commercially and or sustainably harvested for commercial and recreational purposes.	Outcomes: Describe the similarities and differences in the appearance and behaviors of types of fish, understand the purpose of external and internal fish parts.
Essential Questions: What adaptations do fish have that will help them survive? What are the main factors that affect the aquaculture industry?	Learning Targets: Identify internal and external fish parts, learn about fish adaptations, and other aspects of the aquaculture industry.
Topic 1: External Parts of Fish and Morphology	Length: 14 days
Standards: NR3.a.16.h: Describe techniques used in the harvesting of wildlife and aquatic species. NR3.a.17.h: Explain and use techniques to process wildlife and aquatic species. NR1.b.4.e: Match names to aquatic species. NR1.b.9.m: Compare and contrast aquatic species. NR3.a.9.m: Identify wildlife and aquatic species that can be commercially and or sustainably harvested for commercial and recreational purposes.	Academic Vocabulary: Advertising Pattern, Anatomy, Camouflage, Fusiform, Mimicry, Morphology, Truncate, Internal & External Parts of Fish plus identification terms
Lesson Frame: Describe characteristics and morphology of freshwater fish and identify common Wisconsin fish.	We will: speculate about factors influences body shape/morphology of fish. I will: be able to compare and contrast differences in fish.
Lesson Frame: Label the external parts of a fish.	We will: study external parts of fish. I will: sketch and label external fish parts.
Lesson Frame: Learn about types of fishing lures used to harvest aquatic species.	We will: carve a fishing lure into one of the selected shapes. I will: sketch five common shapes (e.g. diver, minnow, etc).
Lesson Frame: Identify habitats of common fish.	We will: research habitat needs of common fish. I will: select a fish to research
Performance Tasks: Build a model of external fish parts, carve a fishing lure.	Notes:
Topic 2: Fish Management Techniques	Length: 4 days
Standard: NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.	Academic Vocabulary: varied lure shapes and morphology
Lesson Frame: What relationship exists between natural resources important to aquatic life and humans?	We will: read about natural resource relationships. I will: make a flow chart of relationship needs.
Lesson Frame: What management techniques are used for freshwater and saltwater fishing?	We will: explore management techniques. I will: compare and contrast management techniques.
Lesson Frame: Characteristics of aquatic biomes.	We will: explore the differences in aquatic biomes. I will: list characteristics of biomes.
Performance Tasks: create a powerpoint comparing techniques, research aquatic systems	Notes:



Unit Name: Fericulture & Natural Resources	Length: 7 days
Standards: NRS.01. Explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments. CS.09. Technical Skills: Compare and contrast issues affecting the AFNR industry.	Outcomes: Students will learn about fericulture and the fur bearing industry, including terminology and techniques. Additionally, research will be conducted on usage of natural resources.
Essential Questions: How does the fericulture industry impact society? What attitudes exist for the fur bearing industry?	Learning Targets: Students will learn about techniques and care of fur bearing animals commons in Wisconsin as well as the interrelationships of natural resources and humans.
Topic 1: Renewable and non-renewable resources	Length: 3 days
Standards: NRS.01 CS.09	Academic Vocabulary: Ecology
Lesson Frame: Differentiate between renewable and nonrenewable natural resources.	We will: learn about renewable and non-renewable resources. I will: compare and contrast renewable and nonrenewable resources.
Lesson Frame: Compare and contrast natural resources used for recreational purposes.	We will: identify recreational purposes related to wild animals. I will: list recreational uses of animals.
Performance Tasks: Identification of tracks, scat and morphology.	Notes:
Topic 2: Commercial and recreational usage	Length: 2 days
Standard: NR3.a.9.m	Academic Vocabulary aquatic, recreational, commercial, asthetic
Lesson Frame: Identify wildlife and aquatic species that can be commercially and or sustainably harvested for commercial and recreational purposes.	We will: identify wildlife species that are harvested for commercial and recreational reasons. I will: compare and contrast wildlife species.
Performance Tasks: research economic impact of fur bearing animals, identification of species	Notes:
Topic 3: Fur Bearing Species	Length: 2 days
Standard: NR1.b.3.e	Academic Vocabulary: Alphas, Beta, Dominant, Scavenger, Omega, Pelage, Pelt, Poaching, Scat
Lesson Frame: Match names to wildlife species.	We will: research fur bearing wild animals. I will: write a summary of a selected fur bearing animal.
Lesson Frame: Identify methods of trapping fur bearing animals.	We will: examine methods of trapping. I will:
Performance Tasks: Presentation on types of fur-bearing animals,	Notes:

Unit Name: History of Wildlife Management & Careers	Length: 11 days
<p>Standards:</p> <p>NR1: Students will explain interrelationships between natural resources and humans necessary to conduct management activities in natural environments.</p> <p>NR2: Students will apply scientific principles to natural resource management activities.</p> <p>NR5: Students will use effective methods and venues to communicate natural resource processes to the public.</p> <p>CD1: Students will consider, analyze and apply an awareness of self, identity and culture to identify skills and talents.</p> <p>CD2: Students will identify the connection between educational achievement and work opportunities in order to reach personal and career goals.</p> <p>CD3: Students will create and manage a flexible and responsive individualized learning plan to meet their career goals.</p> <p>CD4: Students will identify and apply employability skills.</p>	<p>Outcomes:</p> <p>Students will learn the history of wildlife management in this unit and apply scientific principles to natural resource situations. The key individuals and laws in the history of natural resources will be identified.</p>
<p>Essential Questions:</p> <p>Describe the development of wildlife management in the United States. What actions have led to modern wildlife management? Describe the era of exploitation in wildlife management. What career opportunities are available in wildlife and natural resource careers? What strengths and weaknesses do you possess? What transferable skills correlate with this course?</p>	<p>Learning Targets:</p> <p>Historical perspective of wildlife, proper terminology for wildlife management, and changes in conservation throughout history.</p>
Topic 1: Evolution of Wildlife Management	Length: 3 days
<p>Standards:</p> <p>NR1</p> <p>NR2</p> <p>NR5</p>	<p>Academic Vocabulary:</p> <p>Aesthetic value, Commercial value, Ecological value, Endangered Species Act, Exploitation, Game value, Scientific Value</p>
<p>Lesson Frame: Describe the development of wildlife management in America.</p>	<p>We will: explore a timeline of wildlife management in America.</p> <p>I will: select an era to study in depth.</p>
<p>Lesson Frame: List specific actions that led to modern wildlife management.</p>	<p>We will: brainstorm purpose and ramifications of wildlife management</p> <p>I will: create a flow chart of one management technique.</p>
<p>Lesson Frame: Explore the era of exploitation of America's wildlife.</p>	<p>We will: research exploitation of wildlife.</p> <p>I will: compare American exploitation to that of other countries.</p>
<p>Performance Tasks:</p> <p>Create a timeline and read/research about wildlife management throughout the years.</p>	Notes:
Topic 2: Influential People in Wildlife Laws/History	Length: 2 days
<p>Standard:</p> <p>NR2</p> <p>NR5</p>	<p>Academic Vocabulary</p> <p>Endangered Species Act, Lacey Act, Morrill Act, Pittman-Robertson Act</p>
<p>Lesson Frame: Protected, Threatened and Extinct Species</p>	<p>We will: discuss factors in protection of species and ways to prevent overharvesting</p> <p>I will: write critically about laws that protect natural resources</p>
<p>Lesson Frame: Role of Aldo Leopold in Game Management</p>	<p>We will: research Aldo Leopold and other influential contributors</p> <p>I will: define the term "wildlife management"</p>
<p>Lesson Frame: Goals of Wildlife Management</p>	<p>We will: discuss management of wildlife.</p> <p>I will: formulate an opinion and defend.</p>
<p>Lesson Frame: Active Management Strategies</p>	<p>We will: compare species richness vs. featured species approaches</p>

	I will: create a Venn diagram
Performance Tasks: create a Venn diagram of species, identify influential people and laws in history, inquiry based lesson	Notes: Kohn
Topic 3: Carrying Capacity and Population Monitoring	3 days
Standard: NR2:	Academic Vocabulary: carrying capacity, mark-recapture
Lesson Frame: Methods of determining population of ecosystems	We will: identify methods of determining populations I will: submit results of the mark-recapture method
Lesson Frame: Factors of Carrying Capacity	We will: explore factors that influence carrying capacity I will: summarize results of the bear carrying capacity activity
Lesson Frame: Habitat Management	We will: explore presentation of managing habitat I will: select a management technique to further explore
Performance Tasks: complete sample estimation projects, demonstrate carrying capacity through Project Wild activity, research management techniques	Notes: Kohn PP

Unit Name: Conservation of Natural Resources	Length: 11 days
Standards: NR3: Students will apply knowledge of natural resources to production and processing industries. NR4: Students will demonstrate techniques used to protect natural resources. ESS1: Students will use analytical procedures to plan and evaluate environmental service systems while assessing the impact of policies and regulations on environmental service systems.	Outcomes: Students will learn about aquatic resources and pollutants in our environment as well as methods of stewardship.
Essential Questions: How are surface water systems essential in ecosystems? How do aquatic systems function? How can you tell if a body of water is healthy?	Learning Targets: signs of a healthy body of water, point source and non-point source pollution, oligotrophic vs eutrophic
Topic 1: Water Pollution	Length: 4 days
Standards: NR3: Students will apply knowledge of natural resources to production and processing industries. NR4: Students will demonstrate techniques used to protect natural resources. ESS1: Students will use analytical procedures to plan and evaluate environmental service systems while assessing the impact of policies and regulations on environmental service systems. NR2.d.14.m: Define invasive species along with pollution descriptions and delineation between point and nonpoint source pollutions with descriptions of climatic factors that influence natural resources.	Academic Vocabulary: Point Source Pollution, Non-point Source Pollution, Biomagnification, Eutrophication
Lesson Frame: Surface water systems	We will: explore connection to watersheds and water pollution I will: label factors of a watershed
Lesson Frame: Aquatic systems	We will: learn components of aquatic systems I will: label parts of aquatic systems
Lesson Frame: Health of waterways	We will: explore components affecting the quality of water I will: list ways to tell the quality of waterways
Lesson Frame: Non point and point source pollution	We will: investigate pollution I will: contrast non point and point source pollution
Performance Tasks: Complete Kohn water quality project, research sources of non-point and point source pollution, investigate water quality systems	Notes:
Topic 2: Air Quality	Length: 2 days
Standard: NR4: Students will demonstrate techniques used to protect natural resources. ESS1: Students will use analytical procedures to plan and evaluate environmental service systems while assessing the impact of policies and regulations on environmental service systems.	Academic vocabulary: renewable, nonrenewable
Lesson Frame: Distinguish between renewable and non-renewable resources	We will: distinguish between renewable and non-renewable resources. I will: trace the path of production for a non-renewable resource.
Lesson Frame: Effects of air pollution on wildlife.	We will: research the effect of pollution on wildlife. I will: list effects in an exit ticket.
Lesson Frame: Ways air pollution can be reduced.	We will: research ways to reduce air pollution. I will: make a flow chart of air pollution.
Performance Tasks: Renewable and non-renewable showdown, air quality powerpoint and Kohn activity	Notes:

Topic 3: Elk and Game Animals	
Standard:	Length: 5 days
NR4: Students will demonstrate techniques used to protect natural resources. ESS1: Students will use analytical procedures to plan and evaluate environmental service systems while assessing the impact of policies and regulations on environmental service systems.	Academic vocabulary: prediction, hypothesis, legend
Lesson Frame: Big Game Animal Care and Management	We will: research big game animals. I will: select an animal to research.
Lesson Frame: Population Analysis and Scenario Study	We will: predict population factors. I will: read graphs to make predictions.
Performance Tasks: Kohn scenario research, population predictions, create a brochure	Notes:

New Materials Proposal

School District of Manawa

Staff Member Requesting Materials: Andrea Hraban

Date: 4-17-2018

Course Materials will be used for:

Materials are: New Replacements

Title and publish year of existing materials intended to replace: ^{Marquee Series} Office Brief Edition 2010

Textbook, Materials, Resource Title: Skills for Success Office 2016 w/code & online access

Publisher: Pearson

Copyright Date: 2017

Describe the process that led to the recommendation of these textbooks, materials, or resources.

This book is used at FVTC for their MOS classes.
This class will now be taught for Dual Credit.

What other options were investigated?

Using a new version of the Marquee Series.

Why were textbooks, materials, or resources chosen?

Recommendation from FVTC.

How do they align with the curriculum maps and/or career pathways?

This aligns with FVTC and Certiport certification requirements.

**Include a sample copy of the proposed textbooks, materials, or resources for review.