



## Board of Trustees Work Session

Tuesday, May 27<sup>th</sup>, 2025

Broadwater Elementary School

900 Hollins Ave., Helena, MT 59601

& Via TEAMS

4:00 p.m. Business & TEAMS Portion  
of the Meeting

Members of the public can attend in person or remotely by clicking the link below:

[Join the meeting now](#)

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## AGENDA

I. CALL TO ORDER / PLEDGE OF ALLEGIANCE

II. REVIEW OF AGENDA

III. GENERAL PUBLIC COMMENT

*This is the time for comment on public matters that are not on the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order. The Board cannot enter into a discussion during General Public Comment.*

#### **IV. PRESENTATION**

Principal Kellie Boedecker, Broadwater Elementary School

#### **V. NEW BUSINESS**

##### **A. Consent Action Items**

1. Personnel Actions
2. 4.22.25 Board Work Session Meeting Minutes

##### **B. Items For Action**

1. Approval of HPS - HEA Teacher Collective Bargaining Agreement
2. Approval of HPS - Electrician Collective Bargaining Agreement
3. Approval of High School Social Studies - World Cultures, American Studies I and American Studies II Updates

##### **C. Items For Information**

1. Recommendations for Pay Plan Priorities, Communication and Management Services, LLC (CMS)
2. Budget-STARS Discussion

#### **VI. BOARD/SUPERINTENDENT COMMENTS**

#### **VII. ADJOURNMENT**

**HELENA SCHOOL DISTRICT**  
**Board of Trustees Meeting**

**Item I.**

**Meeting Date:** 5/27/2025

☒ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

**Item Title:**      **Call To Order/Pledge of Allegiance**

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Meeting Date: 5/27/2025

Item II.

☐ Call To Order/Pledge of Allegiance

☒ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Review of Agenda



HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Meeting Date: 5/27/2025

Item III.

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☒ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      General Public Comment

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item IV.

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☒ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Item For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      **Presentation**  
Principal Kellie Boedecker, Broadwater Elementary School

## Demographics

Free and Reduced Lunch-  
51%

Students on an IEP-49  
Students with a speech  
IEP-42

Students with a 504 plan-  
7

McKinney Vento-14

## Community Partnerships

- Lunch buddies
- Carroll College trick or treating
- Carroll College reading with puppies
- Carroll and CHS running clubs KTVH
- Give a Child a Book



## Grade (FTE) Enrollment

Kindergarten (2)

35

1st grade (2)

35

2nd grade (1)

20

3rd grade (2)

54

4th grade (1.5)

30

5th grade (1.5)

39

Lower Montessori (2)

36

Upper Montessori (1)

24

Total enrollment

273



# Broadwater Elementary

Broadwater provides a safe, positive, and engaging learning environment so that ALL students can become responsible and productive members of their community.



# Community Building

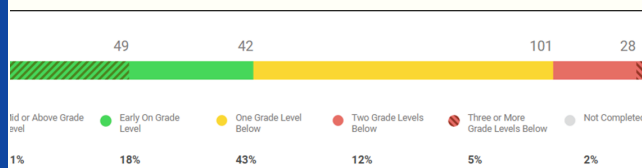
- Cheers and tears
- Game night
- Math night
- Carroll Trick or Treat
- Lunch Buddies
- Reading dogs
- Running club
- Open House
- Cub packs for reading and math
- Crafts and Cocoa
- Bingo for Books
- Family folk dance night
- Bring your grown up to music
- Carnival Classic
- Carroll basketball game
- Kindergarten jumpstart
- Storytime with principal
- Tootle ticket drawings
- Pizza party with the principal
- Talent show
- Family BBQ

# Academic Performance

I-Ready Math

On level +23%

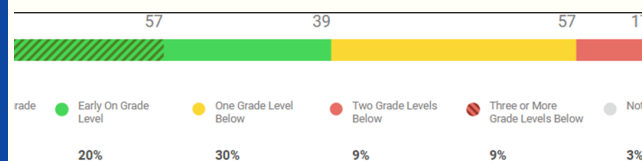
Intensive -15%



I-Ready ELA

On level +17%

Intensive -12%



\*Fall to Winter growth

## Highly trained teachers

Science of Reading trained

LETRS- 50%

UFLI trained teachers (k-2)- 100%

Graham Fletcher

Foundations of Numerical Reasoning-81%

# Action Plan and Goals

## Goal #1: ELA

1.1 By June 2025, 60% of 2-5 students at each grade level will score proficient on i-Ready reading.

1.2: By June 2025, 75% of K-1 students at each grade level, will be proficient on Acadience as a school – then individual grade levels have a goal.

## Goal #2 Math

By June of 2025, 60% of 1-5 students at each grade level, will be proficient on i-Ready math (any green).

## Goal #3: MTSS-B

Using the PAX framework & Broadwater Behavior Flow Chart, implement a school-wide behavior system where 80% or more of students are successful with Tier 1 behavior supports by June 2025, as measured by data (data tracker).

## Goal #4: Engagement

Have 95% of families attend/participate in parent teacher conferences.

By June 2025, reduce chronic absenteeism by 12% (from 32 to 20).

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Meeting Date: 5/27/2025

Item V.A.1-A.2.

<input type="checkbox"/>	Call To Order/Pledge of Allegiance
<input type="checkbox"/>	Review of Agenda
<input type="checkbox"/>	General Public Comment
<input type="checkbox"/>	Presentation
<input checked="" type="checkbox"/>	Consent Action Items
<input type="checkbox"/>	Items For Action
<input type="checkbox"/>	Items For Information
<input type="checkbox"/>	Board/Superintendent Comments
<input type="checkbox"/>	Adjournment

Item Title:      Consent Action Items  
1. Personnel Actions  
2. 4.22.25 Board Work Session Meeting Minutes

Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Robison					
Satre					
Murnane Butcher					
Cleatus					
Walsh					
Armstrong					

## **PERSONNEL ACTIONS**

May 14, 2025 – May 27, 2025

### **CERTIFIED PERSONNEL**

#### **Terminations/Retirements**

<b><u>Location/Assignment</u></b>	<b><u>Name</u></b>	<b><u>Reason</u></b>	<b><u>Effective</u></b>
Jim Darcy-Rossiter-Hawthorne/Nurse	Tamcke (Boutin), Autumn	Resignation	06/10/2025

### **CLASSIFIED PERSONNEL**

#### **Appointments**

<b><u>Location/Assignment</u></b>	<b><u>Name</u></b>	<b><u>Offered Salary</u></b>	<b><u>Accepted Salary</u></b>	<b><u>Start Date</u></b>
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#### **Terminations/Retirements**

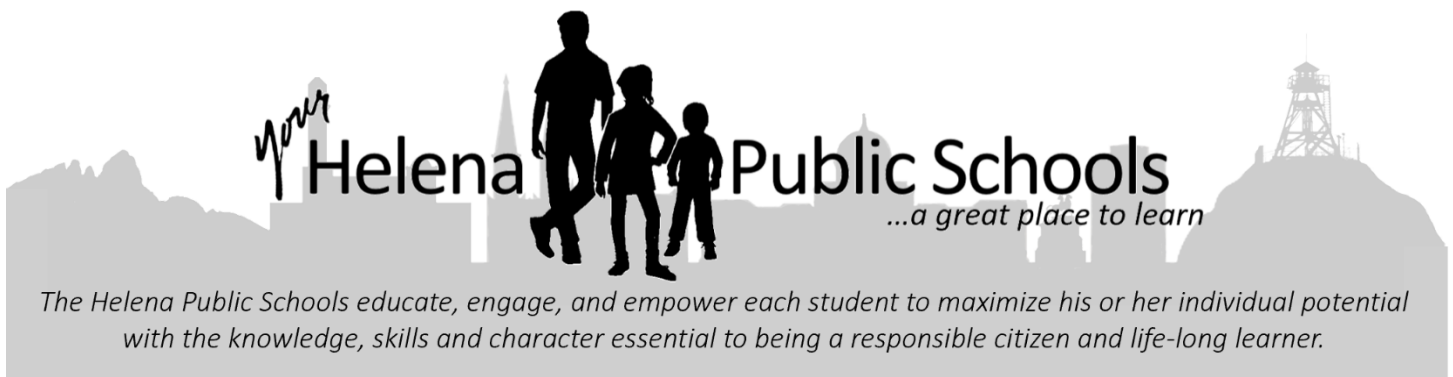
<b><u>Location/Assignment</u></b>	<b><u>Name</u></b>	<b><u>Reason</u></b>	<b><u>Effective</u></b>
CRA/Evening Custodian	Connolly, Paul	Resignation	06/06/2025
Jim Darcy/Evening Custodian	Linjanen, Zachary	Resignation	05/13/2025 *

\*Date Correction

### **SUPPLEMENTARY CONTRACT ASSIGNMENT**

<b>Name</b>	<b>Assignment</b>	<b>Salary</b>	<b>Start Date</b>	<b>End Date</b>
Christensen, Reid R.	TRAFFIC EDUCATION	\$7,623.00	5/5/2025	7/20/2025
Curry, Bryana	TRAFFIC EDUCATION	\$1,920.00	5/5/2025	8/15/2025
Feuerstein, Caleb M.	TRAFFIC EDUCATION	\$5,215.50	5/5/2025	7/2/2025

Larson, Patrick D.	TRAFFIC EDUCATION	\$5,764.50	5/6/2025	7/9/2025
McMahon, Richard B.	TRAFFIC EDUCATION	\$2,490.00	5/5/2025	8/15/2025
Pandis, Jaime Denise	TRAFFIC EDUCATION	\$3,180.00	5/5/2025	6/30/2025
Peterson, Nancy A.	TRAFFIC EDUCATION	\$2,520.00	5/5/2025	8/15/2025
Scanlon, Martin M.	TRAFFIC EDUCATION	\$5,841.00	5/5/2025	7/1/2025
Toivonen, Jamie W	TRAFFIC EDUCATION	\$3,210.00	5/5/2025	8/22/2025



## Board of Trustees Work Session

Tuesday, April 22<sup>nd</sup>, 2025

3:30 p.m. Tour of Kessler Elementary followed by  
Business & TEAMS Portion of the Meeting at 4:00 p.m.

### MINUTES

#### ATTENDEES

<i>Trustees</i>	<i>Others</i>
Jennifer McKee, Vice Chair	Rex Weltz, Superintendent
Jeff Hindoien, Trustee	Janelle Mickelson, Business Manager
Linda Cleatus, Trustee	Josh McKay, Assistant Superintendent
Rachel Robison, Trustee	Barb Ridgway, Chief of Staff
Kay Satre, Trustee	Candice Delvaux, Executive Assistant
Siobhan Hathhorn, Board Chair	Gary Myers, Director of Educational Technology
Jennifer Walsh, Trustee	Justine Alberts, Curriculum Director
Janet Armstrong, Trustee	Keri Mizell, Human Resources Director
	Kaitlyn Hess, Assessment & Federal Programs Director
	Todd Verill, Facilities Director
	Jane Shawn, HEA President
	Karen Ogden, Communications Officer
	Rich Franco, Human Resource Benefits Manager
	Lona Carter, Student Health Services & Special Education Director
	Riley Thatcher, Kessler Elementary Principal
	Several Kessler Elementary Staff Members & Students
	Several Guests of the Public

#### I. CALL TO ORDER/ PLEDGE OF ALLEGIANCE

Board Chair Siobhan Hathhorn called the meeting to order at 4:03 p.m. and the Board participated in the Pledge of Allegiance.



## **II. REVIEW OF AGENDA**

Board Chair Siobhan Hathorn reviewed the agenda with the Board of Trustees and there were no suggested changes.

The Board of Trustees then proceeded to hear general public comment.

## **III. GENERAL PUBLIC COMMENT**

There was no general public comment.

## **IV. PRESENTATION**

Ms. Riley Thatcher, Principal of Kessler Elementary provided a comprehensive overview of the school and reviewed the pamphlet included in the agenda. The pamphlet begins by outlining the mission of Kessler Elementary which states. *"Be Safe, Be Respectful, Be Responsible, Be a Learner, ROAR..."*

Principal Thatcher reviewed demographics at Kessler Elementary with the Board of Trustees.

Kindergarten-37

First-38

Second-33

Third-49

Fourth-26

Fourth/Fifth Combo-25

Fifth-30

Total Enrollment-238

Principal Thatcher reviewed the services, commitments, and connections offered at Kessler Elementary with the Board of Trustees.

### Services

Free and Reduced Lunch-81

Kid Packs-48

New Shoe Program-118

Students with IEP's-41

Students receiving Speech-54

Students on 504 Plans-8

Indian Education Tutoring-11

McKinney Vento-16

CSCT Services-14

Afterschool Tutoring-8

### Commitments

Jobs Program-47  
Conflict Managers-21  
Book Pals-12  
Read Dog  
Composting  
PAX Assemblies  
Tootle Ticket Drawings  
Schoolwide Granny Wacky Prizes

### Connection

Open House  
Number Sense Backpacks  
Family Game Night  
One School One Book  
Trunk or Treat  
Winter Extravaganza  
Coffee with the Principal  
CHS Basketball Game  
Parent College 101  
Kessler Carnival  
Family Folk Dance Night  
Storytime with the Principal  
Parent College 201  
Kindergarten Jumpstart  
Mt. Wild Fishing Night  
Career & College Readiness  
Kessler BBQ  
Field Day

Grant Dollars Awarded Since 2022: \$30,810

Next, Principal Thatcher reviewed the Kessler Elementary 24-25 Action Plan with the trustees.

Math Goal: By the end of the year, at least 90 1<sup>st</sup>-5<sup>th</sup> grade students will move a tier as measured by iReady math data.

Extension: By the end of the year, tier 3 will decrease from 14% to 9%.

ELA Goal #1: By the end of the year, at least 55 2<sup>nd</sup>-5<sup>th</sup> grade students will move a tier as measured by iReady reading data.

ELA Goal #2: By the end of the year at least 25 K-1 students will move a tier as measured by Acadience reading data.

Extension: By the end of the year, well below benchmark will decrease by 10%. By the end of the year, below benchmark will decrease by 10%.

Principal Thatcher concluded her presentation by addressing questions from the Board of Trustees regarding the information presented.

The Board of Trustees moved on to review the Consent Action Items.

## **V. NEW BUSINESS**

### **A. Consent Action Items**

1. Personnel Actions
2. 3.25.25 Board Work Session Meeting Minutes
3. Approval of FY 2024-25 Out-Of-District Attendance Agreements (Non-Resident Students Attending HPS)
4. Acknowledge FY 2024-25 Out-Of-District Attendance Agreements (Helena Resident Students Attending Other School Districts)

Board Chair Siobhan Hathhorn commented. "I would entertain a motion for the Consent Action Items as presented."

**Motion:** Trustee Jennifer McKee moved to approve the Consent Action Items as presented. Trustee Kay Satre seconded the motion.

**Public Comment:** None.

**Vote:** 8-0 motion carries unanimously.

The Board of Trustees moved on to review the Item for Information.

### **B. Item For Information**

#### **1. Update on RFP for Medical/Dental/Vision & Rx-Richard Franco-Human Resource Benefits Manager**

Mr. Richard Franco, Human Resource Benefits Manager for Helena Public Schools, presented for information an *Update on RFP for Medical/Dental/Vision & Rx*. Finalists for medical coverage are Allegiance and Blue Cross Blue Shield, selected for their strong networks and competitive pricing. Delta Dental and Ameritas are finalists for dental coverage, with emphasis on improving network

access in Helena. For vision, Ameritas and VSP are being considered, with Ameritas offering broad provider access through multiple networks. Pharmacy RFP proposals are due today and present significant potential savings, including opportunities through the federal 340B program. Top proposals will be reviewed on May 9, with final decisions expected between May 21–23. Final recommendations for medical, dental, and vision are anticipated by next week, in advance of a potential Board vote on June 10. Mr. Franco also shared that an actuarial review of current plans shows close alignment with marketplace top tier gold plans and platinum plans. A silver plan option is being explored to reduce premium costs for the employees and plan costs for the district. Mr. Franco addressed questions from the Board of Trustees regarding the information presented.

The Board of Trustees moved on to hear any final board comments.

**VI. BOARD COMMENTS**

There were no further board comments.

**VII. ADJOURNMENT**

Board Chair Siobhan Hathhorn adjourned the meeting at 4:58 p.m.

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Candice Delvaux, Recording Secretary

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item V.B.1

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☒ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Item For Action  
1. Approval of HPS – HEA Teacher Collective Bargaining Agreement

Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Robison					
Satre					
Murnane Butcher					
Cleatus					
Walsh					
Armstrong					

# Board of Trustees

## Approval of HPS – HEA Teacher Collective Bargaining Agreement

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### V. NEW BUSINESS

#### B. Items for Action

##### 1. Approval of the HPS-HEA Teacher Collective Bargaining Agreement

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#### **Background:**

Pursuant to MCA 39-31-306, an agreement reached by the public employer and the exclusive representative must be reduced to writing and must be executed by both parties.

The Helena School District and the Helena Education Association (HEA) reached a tentative agreement on April 29, 2025.

The two (2) year agreement was open for language and wages for July 1, 2025, through June 30, 2027.

#### Highlights of significant language changes:

- New language to address workforce shortages through a proactive meeting with outlined option(s) for consideration to best meet the needs of the building and the impacted staff member(s).
- Clarification that teachers on an approved long-term leave of absence are not eligible for professional growth funds.
- New language for teachers returning from sabbatical to make a short presentation to the Board of Trustees, summarizing their sabbatical experience.
- Clarifying language to reflect that an employee on sabbatical would receive full health benefits and paid leave based on their full-time equivalency (FTE), regardless of sabbatical length.
- New language to address short term leave of absence requests (less than two days).
- Revised language on teacher qualifications should there be a reduction in force (removed language that the teacher had to have taught in a particular subject matter and grade level within the last ten years).
- Revised language on the Educator Evaluation Governance to include that tenured teachers scheduled for evaluation, only the fall evaluation will be necessary, unless, at the discretion of the supervisor, a second evaluation is needed.

#### Compensation summary:

- The District shall increase the contribution to the employee cafeteria plan by \$37.50 per month (a total contribution of \$1,069.40 per month) for the 2025 - 2027 fiscal years.
- The extra duty rate will increase from \$30.56 per hour to \$33.00 per effective July 1, 2025.
- Adjustment to the salary matrix for 2025-2026 for entry teacher salary to be 66% of the average teacher salary to be compliant with STARS Act.
- Adjustment to the salary matrix for 2026-2027 for entry teacher salary to 70% of the average teacher salary to be compliant with the STARS Act.
- A two percent (2%) increase to the salary matrix for 2025-2026 and a two and a half percent increase (2.5%) for 2026-2027 fiscal years.
- The estimated cost for salary increases is approximately \$2.6 million for the 2025-2027 fiscal years.

**Considerations:**

- HPS and HEA engaged in a six day consensus model that continued to foster collaborative relationship building.
- This agreement supports the directive of the Board to support our staff members and address issues relative to the district budget.

**Superintendent recommendation:**

Approve the collective bargaining agreement as agreed upon between HPS and Teachers.

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item V.B.2

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☒ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Item For Action  
2. Approval of HPS - Electrician Collective  
Bargaining Agreement

Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Robison					
Satre					
Murnane Butcher					
Cleatus					
Walsh					
Armstrong					



# Board of Trustees

## Approval of HPS – Electrician Collective Bargaining Agreement

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### V. NEW BUSINESS

#### B. Items for Action

##### 2. Approval and Ratification of the HPS-Electrician Collective Bargaining Agreement for 2025-2026

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#### **Background:**

Pursuant to MCA 39-31-306, an agreement reached by the public employer and the exclusive representative must be reduced to writing and must be executed by both parties.

The Helena School District and the International Brotherhood of Electrical Workers Local 233 reached a tentative agreement on May 21, 2025. The District negotiation team recommends ratification.

The two (2) year agreement was open for wages for July 1, 2025 through June 30, 2026. A summary of the conditions of the contract are noted below. Upon the Board's approval, a final copy will be made available electronically.

- The District shall contribute to the employee cafeteria plan an amount of \$1,069.40 per month/\$12,832.80 for the 2025-2027 benefit years.
- A two percent (2%) increase of \$.71 per hour to the base wage from \$35.65 to \$36.36 per hour for the 2025-2026 fiscal year.
- Increase the longevity schedule as follows:
  - Employed 5+ to 10 years \$.60 per hour additional
  - Employed 10+ to 15 years \$0.85 per hour additional
  - Employed 15+ to 20 years \$1.10 per hour additional
  - Employed 20+ years \$1.60 per hour additional
- An increase in the clothing allowance from \$300 to \$500 per year to be paid in July.
- The estimated salary cost of this settlement is \$1,919.84 for the 2025-2026 fiscal year.

#### **Considerations:**

- HPS and the Electrical Workers have a collaborative relationship and productive negotiations history.
- This agreement continues to bring parity to the bargaining units within HSD that work together on facility projects.
- This agreement supports the directive of the Board to support our staff members and address issues relative to the district budget.

#### **Superintendent recommendation:**

Approve and ratify the collective bargaining agreement as agreed upon between HPS and Electrician.

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item V.B.3

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☒ Items For Action

☐ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Item For Action  
3. Approval of High School Social Studies - World Cultures, American Studies I and American Studies II Updates

Board Action	1st Motion	Second	Aye	Nay	Other
Hathhorn					
McKee					
Robison					
Satre					
Murnane Butcher					
Cleatus					
Walsh					
Armstrong					

## *Where have we been?*

The high school social studies curriculum has undergone a six-year revision to transition from content-heavy instruction to an inquiry-driven model, **with a concerted effort to incorporate government/civics, and geography over a two-year scope history chronology.**

Initiated in fall 2020, this work responded to national shifts in social studies education. With Montana revising its state standards, our teachers opted for the more rigorous, national C3 framework to ensure a high-quality, inquiry-based curriculum. Major milestones include:

- **Refining Content & Scope:** Shift from rote memorization to thematic, critical thinking-based learning.
- **Curriculum Piloting & Adjustments:** Teachers have adjusted unit pacing, with some American Studies I content moving to American Studies II to improve depth and manageability. All three levels of social studies have piloted inquiry units.
- **Professional Development & Collaboration:** Ongoing work through Professional Learning Communities (PLCs), work days, and summer workshops has facilitated curriculum fine-tuning and alignment.
- **Vertical Skill Alignment:** Ensure students develop core historical analysis skills progressively from middle school through senior year.

## *Curricular Agreements*

The district-wide social studies curriculum is built on a foundation of inquiry-based learning aligned with the C3 standards. The following key elements have been agreed upon for consistent instruction across high schools:

- **Common Inquiry Approach:** Utilizing compelling and supporting questions to engage students in critical thinking.
- **Writing and Analytical Skill Development:** Progressive skill-building in thesis writing, argumentation, and source analysis.
- **Alignment Across Schools:** Coherence between CHS and HHS with shared content, assessments, and pacing.
- **Balanced Content Delivery:** Adjustments to pacing and unit placement as needed to optimize depth of learning.
- **Standardized Assessments:** Common summative assessments and rubrics for consistency in grading and expectations.
- **Resource Refinement:** Streamlined materials with an emphasis on civic engagement, historical thinking, and writing alignment.

In summary, the following components are proposed for crosstown updates: Compelling Questions, Supporting Questions, Summative Assessments/Rubrics, Semester Pacing, Unit Foundational Document/Topics.



*High School (9-12)*

# SOCIAL STUDIES

*Curriculum Review*



## *Process*

The curriculum revision process has been highly collaborative, involving educators, administrators, and external consultants. The following steps have guided development:

1. **Evaluation & Research:** Adoption of the C3 framework, incorporating best practices from national and state standards.
2. **Pilot Implementation:** Phased integration of inquiry-based units, with feedback cycles for improvement.
3. **Content Refinement:** Adjustments based on pacing needs, teacher feedback, and student outcomes.
4. **Alignment with Writing & Assessment:** Development of shared rubrics and assessment criteria to ensure skill progression (ongoing).
5. **Professional Learning:** Continuous discussions in PLCs to address challenges, improve strategies, and ensure long-term success (ongoing).
6. **Comprehensive and Collaborative Feedback Protocol:** A structured feedback process was utilized throughout the five-year revision to ensure all voices—teachers, students, and administrators—had an opportunity to be heard and incorporated into the decision-making process.

## *Where we are going?*

As the curriculum continues to evolve, key priorities include:

- **Finalizing & Implementing**  
**Adjustments:** Completing unit revisions with clear compelling questions, hyperlinked resources, and aligned assessments.
- **Enhancing Writing Progression:**  
Creating a structured path for students to build analytical writing skills from 9th to 12th grade.
- **Strengthening Vertical Alignment:**  
Deepening coordination with middle and elementary school social studies instruction.
- **Addressing Implementation**  
**Challenges:** Collective efficacy, new department teachers, addressing concerns about content rigor, and making assessment criteria clear and accessible.



## *Final Scope and Sequence*

World Studies (9th Grade) Units:

1. Western Europe
  2. Eastern Europe
  3. Americas
  4. Africa
  5. Middle East/West Asia/Central Asia/SW Asia
  6. East and SE Asia
  7. Australia and Oceania
- Focus:** Building historical thinking skills, foundational knowledge, and global perspectives.

American Studies I (11th Grade) Units:

1. First Americans & Early European Interactions
  2. The American Revolution
  3. Consolidation of a Young Nation
  4. Division & Reconstruction of the United States
  5. A Changing Nation
  6. Imperialism and Global Power
- Focus:** Chronological development of the United States, inquiry-based analysis, early civic understanding.

American Studies II (12th Grade) Units:

1. Boom and Bust Era
2. WWII & The Holocaust
3. Elections & Civic Engagement
4. Cold War Abroad (Foreign Policy Focus)
5. Social Movements in Cold War Era (Domestic Focus)
6. Economics & Policy (80s to modern - American Golden Age)
7. America Now/Modern Politics

**Focus:** Applying historical analysis to modern issues, integrating civic responsibility, refining writing and research skills

## Inquiry #1 Western Europe

### Options;

*Foundations of Democracy/Rise of the Republic*

*End of WWI/Interim/WWII*

*-Holocaust - European Perspective Specific (leave out Am. influences/policies)*

<i>Compelling Question</i>	<b>Are empires destined to fail?</b>
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## Aligned Standards

*The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.*

Dimension 1	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D1.5.9-12.</p> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Dimension 2	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D2 CIV.1</p> Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions.
	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D2 GEO.5</p> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D2 ECON.9</p> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.
	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D2 HIST.9</p> Analyze the relationship between historical sources and the secondary interpretations made from them.
Dimension 3	<p style="background-color: #00ff00; display: inline-block; padding: 2px;">D3.2.9-12.</p> Evaluate the credibility of a source by examining how experts value the source.



	<p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
<p>Dimension 4</p>	<p><b>D4.7.9-12.</b></p> <p>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8.9-12.</b></p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

<b>Supporting Question #1</b>	<b>Supporting Question #2</b>	<b>Supporting Question #3</b>	<b>Supporting Question #4</b>
What is an empire?	How are people led?	Do the goals of empires lead to failure?	What does it mean to fail?
<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>
<p><i>Students will visually or verbally identify examples of an empire.</i></p> <p><u>Beginning:</u> Complete a T-Chart identifying examples of an empire.</p>	<p><i>Students will identify differing forms of government that led a group of people within an empire?</i></p> <p><u>Beginning:</u> Answer the 5 w's referencing the assigned source.</p>	<p><i>Students will identify and recognize specific goals the lead an empire's demise?</i></p> <p><u>Beginning:</u> Summarize the specific goals that lead to an empire's demise.</p>	<p><i>Students will evaluate a variety of sources, providing appropriate citations, to determine how an empire failed or will?</i></p> <p><u>Beginning:</u> Using an assigned source, describe how an empire failed or will.</p>

<p><u>Proficient:</u> Answer the 5 w's referencing the assigned source. (Who, What, Where, When, &amp; Why)</p> <p><u>Advanced:</u> Summarize the key characteristics of an empire.</p>	<p>(Who, What, Where, When, &amp; Why)</p> <p><u>Proficient:</u> Summarize the differing forms of government that lead people within an empire.</p> <p><u>Advanced:</u> Summarize the differing forms of government that lead people within an empire with evidence from the assigned source.</p>	<p><u>Proficient:</u> Summarize the specific goals that lead to an empire's demise with evidence from the assigned source.</p> <p><u>Advanced:</u> Analyze the specific goals that lead to an empire's demise with evidence from the assigned source.</p>	<p><u>Proficient:</u> Describe how an empire failed or will fail using two assigned sources citing at least one piece of evidence.</p> <p><u>Advanced:</u> Describe how an empire failed or will fail using a variety of sources while citing a variety of evidence from those sources.</p>
<b>Featured Sources #1</b>	<b>Featured Sources #2</b>	<b>Featured Sources #3</b>	<b>Featured Sources #4</b>
<p>A) <a href="#">Khan Academy Article, "What is an Empire?"</a></p> <p>B) <a href="#">OER Project Article, "What is an empire?"</a> **(modifiable reading)</p>	<p>A) <a href="#">Khan Academy Article, "Authority and Control in Ancient Empires"</a></p> <p>B) <a href="https://www.jstor.org/stable/574219?seq=9">https://www.jstor.org/stable/574219?seq=9</a></p> <p>C) <a href="https://education.nationalgeographic.org/resource/kingdom/">https://education.nationalgeographic.org/resource/kingdom/</a></p>	<p>A) <a href="#">The Purpose of Empires</a></p> <p>B) <a href="#">Empire</a></p> <p>C) <a href="#">Regional Analysis Regarding Empire</a></p> <p>D) <a href="#">Noam Chomsky - Having an Empire</a></p>	<p>A) <a href="#">How did the Galactic Empire rise, and how did it fail?</a></p> <p>B) Evaluating <a href="#">Primary versus Secondary sources</a></p> <p>C) <a href="#">Definition of failure</a></p> <p>D) <a href="#">Comparing the rise and fall of empires - Khan</a></p>

## Summative Performance Task AND Taking Informed Action

Summative Performance Task		
	<p><u>Argument</u></p> <p>“Eventually students will construct an argument that addresses the ways in which empires may be destined to fail. Using evidence from multiple sources while acknowledging counterclaims present.”</p> <p><b>Q1 skill set aligned assessment #1 = Sourcing and Citation</b></p>	

	<p><u>Extension</u></p> <p><i>Students will focus on deciphering the validity of documents as well as whether they are primary or secondary to support both the compelling question and supporting question(s) to conclude what modern day empires will eventually fail).</i></p> <p><b>*In this task, students are asked to construct an evidence-based argument responding to the compelling question, “Are empires destined to fail?” Students may use any of the sources from the formative performance tasks. Students must use a minimum of 2 sources.</b></p> <p><i>Students pick a modern empire and decide whether or not it is going to fail using provided primary and secondary sources then <b>write a letter to the editor</b>, using evidence from sources, MLA, APA, or Chicago cited, that explain their rationale (I.e., EU, South Asia Alliance, Ukraine, Russia, China, UN, Religious Institutions, Vatican City, etc).</i></p>
<p>Civic Extension - Taking Informed Action: (Choose ONE Civic Extension Piece For Students to Perform and Complete, Per Semester)</p>	<p><u>Understand</u></p> <p>Students will understand what an empire was and/or is, and/or can be.</p> <p><u>Assess</u></p> <p>Evaluate whether or not an empire will fail.</p> <p><u>Act(ion)</u></p> <p>Students will create a product that explores empire building. Students will evaluate products (student-created or teacher-assigned) to determine if their empire will be successful.</p> <p>Products could include: Teacher-assigned, Minecraft, Sims, Catan, Risk, etc.</p>

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**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**



Options	Suggestions/Approaches/Routes To Explore	Sources
<b>Athens</b>	<i>Ancient Athens, Foundations [Hammurabi's Code, Solon, Limited vs. Direct Democracy, Polis/City-States, Role of Women/Slaves], Philosophers [Aristotle {student of Plato-taught Alex.}, Socrates {taught Plato}, Plato {taught Alex.}, Plutarch], Golden Age of Athens [Pericles, Architecture], Persian/Peloponnesian Wars [King Darius/Xerxes], Athens vs. Sparta, 'Alexander the Great' [King Philip, Macedonia, Hellenistic culture, legacies] and its downfall?</i>	<p><b><u>Sources WITH hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Howstuffworks article</a> by Jane McGrath, 'What's so Important About the ode of Hammurabi?'</li> <li>- John Green, <a href="#">Crash Course</a>, 'Ancient Greece'</li> <li>- <a href="#">Flocabulary's</a> 'Party at the Parthenon'</li> <li>- John Green, <a href="#">Crash Course</a>, 'Persians and Greeks'</li> <li>- <a href="#">History Channel Reading</a>, 'Pericles'</li> <li>- <a href="#">History Channel Reading</a>, 'Peloponnesian War's'</li> <li>- <a href="#">World History Encyclopedia</a>, 'The Persian Wars'</li> <li>- <a href="#">Ancient History Encyclopedia</a>, 'Persian Wars'</li> <li>- <a href="#">The Guardian article</a>, 'Classics for the People-Why We Should All Learn From the Ancient Greeks'</li> <li>- <a href="#">PBS comparative table</a>, 'Athens vs. Sparta'</li> <li>- The Greeks; <a href="#">PBS film</a>, The Crucible of Civilization [excerpts utilized_Suggestion is to print transcript to determine usage {3 episodes total}]</li> <li>- The Macedonian Empire, <a href="#">Khan Academy</a></li> <li>- 'The Persian Empire', <a href="#">Khan Academy</a></li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <p>*The following explore a 'hero or villain' adventure to uncover whether Alexander was actually 'Great.'</p> <ul style="list-style-type: none"> <li>- Alexander's Aims by Arrian, circa 140 CE</li> <li>- 'Alexander the Great's Campaigns and Empire, 336-323 BCE' [MAP]; Located from 'MapCentral: Empire's. Bedford-St. Martin's Make History. Web. 29 Jan. 2011'</li> <li>- Peter Green. Alexander of Macedon, University of CA Press, 1991.</li> <li>- Arrian, The Campaigns of Alexander, circa 130 CE [A re-telling of 'The Legend of the Helmet'].</li> <li>- Christopher Hitchens. What Made Alexander so Great? Nov. 29, 2004.</li> <li>- Anonymous author [translated by Lolo Davies, 1998]. Excerpts from "Itinerarium Alexandri." 4<sup>th</sup> century CE.</li> <li>- Plutarch [translated by John Dryden]. Excerpts. 90 CE.</li> <li>- Ian Worthington. How Great Was Alexander? The Ancient History Bulletin, vol. 13, no. 2 (April-June 1999).</li> <li>- Andra Varin. What Made Alexander So Great? 2004.</li> <li>- Charles Le Brun. Alexander Entering Babylon [painting]. 1665 CE.</li> </ul>
<b>Roman Republic</b>	<i>Beginnings/Foundations, Growth out of Ancient Athens failures ['Pats and Plebs,' Etruscans, citizenship {inequalities}, policies, shift</i>	<p><b><u>Sources WITH Hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Britannica</a> intro to the Roman Republic</li> <li>- TCI Student Handout 1.2A, 'The Struggle for Political Power in Ancient Rome' (email Mrs. Gustafson for copy)</li> </ul>

	<p>in political ideology], Punic Wars [Rome vs. Carthage], religious impacts, explore leaders/Caesar's/villains [Julius, Octavian, Augustus, Antony, Lepidus, Brutus, Cassius, Cleopatra, Nero] shift to concept of a Republic vs. Empire [Triumvirate's, Senate, Assemblies, Consuls, 12 Tables, Legions, etc.], lasting effects [Pax Romana, Colosseum, gladiators, aqueducts, Circus Maximus/Charioteers], Factors lead toward the end?</p>	<ul style="list-style-type: none"> <li>- <a href="#">National Geographics</a>, 'Rome's Transition From Republic to Empire'</li> <li>- <a href="#">Khan Academy's</a> Five Part Lecture [Rise of Rome and Emperor's]</li> <li>- <a href="#">LiveScience's</a>, Roman Republic: Rise and Fall of Rome's Government</li> <li>- <a href="#">History Channel</a>, The Colosseum</li> <li>- <a href="#">Modern Marvels</a>, Roman Aqueducts</li> <li>- Ben Hur, the Film, <a href="#">Clip from Chariot Race scene</a></li> <li>- <a href="#">Thoughtco article</a>, The Fall of Rome?</li> <li>- <a href="#">History Channel's Mankind</a>, The Story of Us All, 'The Fall of Roman Empire'</li> <li>- John Green, <a href="#">Crash Course</a>, The Fall of the Roman Empire</li> <li>- <a href="#">Musician Jeffrey Lewis</a>, 'The Fall of Rome'</li> <li>- <a href="#">National Geographic Education</a>, 'Rome's Transition from Republic to Empire'</li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <ul style="list-style-type: none"> <li>- 'Pats and the Plebs Mosaic Activity' (email Mrs. Gustafson for copies)</li> <li>- National Geographic Magazine [Sept. 2014], 'Rome's Bad Boy; Nero Rises From the Ashes' (email Mrs. Gustafson to borrow)</li> </ul>
France	<p>Foundations [liberty, equality, fraternity], political ideologies with exploration on monarchy [Royal Status Quo, The Louis' {14<sup>th</sup>, Daupin_dad &amp; 16<sup>th</sup>, Capet_son} , Antoinette], and needs of the people [Econ./Pol./Soc.], Versailles, Causes of revolution, Enlightenment [Scientific, Philosoph era {Montesquieu, Rousseau, Smith}], Declaration of Rights of Man, Estates General, National Assembly, Tennis Court Oat] concept of revolution [Women's March, 'Bread Rev.,' Bastille] rise of power [Jacobins/Robespierre/Reign of Terror, The Directory, Napoleon {Rise/Campaigns/Success &amp; failures}] and form of government [Feudalism,</p>	<p><b><u>Sources WITH Hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- John Green, Crash Course, <a href="#">The French Revolution</a></li> <li>- <a href="#">Flocabulary's</a>, The French Revolution</li> <li>- <a href="#">TedEd</a>, What Caused the French Revolution?</li> <li>- Ted-Ed, 'History vs. Napoleon [Gendler]'</li> <li>- <a href="#">Musician Jeffrey Lewis</a>, 'The French Revolution'</li> <li>- <a href="#">History.com</a>, '8 Things you May Not Know About the Guillotine'</li> <li>- <a href="#">BBC's</a> Timeline of Napoleon Bonaparte</li> <li>- <a href="#">Biography's</a> 'Napoleoeon Bonaparte: Criminal or War Hero?'</li> <li>- <a href="#">History.com's</a> 'Napoleon Invades Russia'</li> <li>- <a href="#">History.com's</a> 'Battle of Leipzig'</li> <li>- <a href="#">History.com's</a> 'Napoleon's Final Exile' [video]</li> <li>- <a href="#">History Pod</a>, '2<sup>nd</sup> December 1804'</li> <li>- <a href="#">Francisco Goya's</a> 'El Tres De Mayo de 1808 en Madrid'</li> <li>- <a href="#">Time Magazine</a>, 'Top 10 Prison Escapes-Napoleon Leaves Elba'</li> <li>- <a href="#">PBS Documentary</a>, Napoleon [4 parts]</li> <li>- John Green, Crash Course, Biography, <a href="#">'Napoleon: The Mighty Ruler of France'</a></li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <ul style="list-style-type: none"> <li>- Disney's, A Bugs Life (i.e., grasshoppers are the 'Old Regime' and ants are the '3<sup>rd</sup> Estate {98% of the population})</li> <li>- Philosophe activity [email Mrs. Gustafson for copy]</li> </ul>

	<p><i>Estates, Influences {U.S. Constitution}, Congress of Vienna, Concert of Europe], lasting effects, did it ever end?</i></p>	<ul style="list-style-type: none"> <li>- Jean Jacques Rousseau. <i>The Social Contract</i>. 1762</li> <li>- Charles de Secondat &amp; Baron de Montesquieu. <i>The Spirit of the Laws</i>. 1749.</li> <li>- Reading Like a Historian [Stanford History Education Group]. <i>Reign of Terror Textbook Excerpt {packet read}</i></li> <li>-RJ Tarr's 'interactive workpack' via <a href="http://activehistory.co.uk">activehistory.co.uk</a>. 'The King and Queen.'</li> <li>- Discovering Democracy-Human Rights, Commonwealth of Australia. <i>France Before the Revolution of 1789</i>. 2010.</li> <li>- Adaptation of Active History's handout: 'Change in France, 1788 – 1791.</li> <li>- Interact with History, textbook copy, 'The French Revolution and Napoleon, pgs. 572-573</li> </ul> <p>*The following explore a 'hero or villain' adventure to uncover Napoleon's true place in history.</p> <ul style="list-style-type: none"> <li>- Code of Napoleon, 1804. <i>The Napoleon Series</i>. Robert Burnham, Editor in chief. Web. 12 August 2013.</li> <li>- Bergeron, Louis. <i>France Under Napoleon</i>. Princeton, NJ: Princeton University Press. 1981. Print.</li> <li>- Bonaparte, Napoleon. "Letter to Jerome Napoleon, King of Westphalia." 15 November 1807. <i>Napoleon Bonaparte: Leader, General, Tyrant, Reformer</i>. <a href="http://Historymuse.net">Historymuse.net</a>. Web. 12 August 2013.</li> <li>- Moreau, Jean Victor Marie. "Letter from Moreau to Bonaparte." <i>New York Evening Post</i>. 14 May 1804. Web. 12 August</li> <li>- Lobingier, Charles Sumner. "Napoleon and His Code." <i>Harvard Law Review</i>. 32.2 (Dec. 1918): 114-134. Print.</li> <li>- Mole, Count Louis-Mathieu. "Remarks on Napoleon." <i>Early 19<sup>th</sup> Century</i>. My DBQ Page: <i>Napoleon Bonaparte</i>. Web. 12 August 2013.</li> <li>- Bonaparte, Napoleon. "Proclamation to His Troops in Italy." March-April 1796. <i>The History Guide: Lectures on Modern European Intellectual History</i>. Steven Kreis. 13 May 2004. Web. 12 August 2013.</li> <li>- "Du Haut en Bas." 1814. University of Washington Libraries. <i>Digital Collections: Napoleonic Period Collection</i>. Web. 12 August 2013.</li> </ul>
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***RATIONALE:*** Overall, each of these content areas of focus will give choice in deciding what three powerful empires went through, various forms of government, and leadership, including culture and expansion, thus, allowing students to rationalize, even in their differences, what makes a good and poor empire and compare them to present day examples as well as make predictions.

## Inquiry #2 Eastern Europe

*Options; The Rise and Fall of the Soviet Union*

*Rise of the Soviet Union*

*Role in WWI*

*Interim Period SU between WWI and WWII*

*Lenin, Trotsky, Stalin*

*Policies (Collectivisation/5 Year Plan/Results) & Propaganda*

*Soviet Union's Role between WWI and WWII*

*An axis to an ally*

*The Cold War*

*Soviet policy, nuclear warfare, Berlin Wall, leaders, space*

<i>Compelling Question</i>	<b>Does unity lead to harmony or division?</b>
<p style="text-align: center;"><b>Aligned Standards</b></p> <p><i>The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.</i></p>	
<p>Dimension 1</p>	<p><b>D1.5.9-12.</b></p> <p>Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p>
<p>Dimension 2</p>	<p><b>D2 CIV.5</b></p> <p>Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p> <p><b>D2 GEO.10</b></p> <p>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p> <p><b>D2 ECON.1</b></p> <p>Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.</p> <p><b>D2 HIST.4</b></p>

	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
Dimension 3	<p><b>D3.1.9-12.</b></p> <p>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
Dimension 4	<p><b>D4.1.9-12.</b></p> <p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.8.9-12.</b></p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

<b>Supporting Question #1</b>	<b>Supporting Question #2</b>	<b>Supporting Question #3</b>	<b>Supporting Question #4</b>
What is the geographical make-up of Eastern Europe over time?	Who orchestrates unification of the people?	What does it mean to live harmoniously?	What leads to division?
<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>

<p><i>Regardless of teacher pedagogical approaches, content specific areas, student individual needs [IEP/504s/High Functioning], the approaches presented cater to teacher discretion on how students will meet the agreed upon criteria as long as approaches to show 'mastery' of the supporting question are met.</i></p> <p><u>RUBRIC including scaffold approaches:</u></p> <p><i>Students identified visually, verbally, contextually, or digitally, (etc.), how Eastern Europe has changed over time.</i></p> <p><u>Beginning:</u> Students completed a T-chart identifying the geographical make-up of Eastern Europe over time.</p> <p><u>Proficient:</u> Students answered the 5 w's about the geographical make-up of Eastern Europe referencing the assigned source(s). (Who, What, Where, When, &amp; Why)</p> <p><u>Advanced:</u> Students summarized how the geographical make-up of Eastern Europe</p>	<p><i>Regardless of teacher pedagogical approaches, content specific areas, student individual needs [IEP/504s/High Functioning], the approaches presented cater to teacher discretion on how students will meet the agreed upon criteria as long as approaches to show 'mastery' of the supporting question are met.</i></p> <p><u>RUBRIC including scaffold approaches:</u></p> <p><i>Students evaluated factors that brought civilians together and made them feel united.</i></p> <p><u>Beginning:</u> Students answered the 5 w's of who orchestrates the people, referencing the assigned source(s). (Who, What, Where, When, &amp; Why)</p> <p><u>Proficient:</u> Students identified and summarized one factor that brought civilians together and made them feel unified.</p> <p><u>Advanced:</u> Students identified and summarized multiple factors of unification with evidence from</p>	<p><i>Regardless of teacher pedagogical approaches, content specific areas, student individual needs [IEP/504s/High Functioning], the approaches presented cater to teacher discretion on how students will meet the agreed upon criteria as long as approaches to show 'mastery' of the supporting question are met.</i></p> <p><u>RUBRIC including scaffold approaches:</u></p> <p><i>Students will outlined key elements present that prove a society is living harmoniously.</i></p> <p><u>Beginning:</u> Students summarized the key elements that prove a society is living harmoniously.</p> <p><u>Proficient:</u> Students identified and summarized multiple factors with evidence from the assigned source(s) that proves a society is living harmoniously.</p> <p><u>Advanced:</u> Students analyzed the specific factors that led to proving society is living harmoniously by using evidence from the assigned source(s).</p>	<p><i>Regardless of teacher pedagogical approaches, content specific areas, student individual needs [IEP/504s/High Functioning], the approaches presented cater to teacher discretion on how students will meet the agreed upon criteria as long as approaches to show 'mastery' of the supporting question are met.</i></p> <p><u>RUBRIC including scaffold approaches:</u></p> <p><i>Students identified different regions of the then existing Soviet Union where divisions were present.</i></p> <p><u>Beginning:</u> Using an assigned source, students described different regions where unification and/or division is present.</p> <p><u>Proficient:</u> Students described how unification and/or division was/is present using two assigned sources citing at least one piece of evidence.</p> <p><u>Advanced:</u> Students described how unification and/or division existed in Eastern Europe using</p>
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changed over time referencing the assigned source(s).	the assigned source(s) that made civilians feel unified.		a variety of sources while citing a variety of evidence from those sources.
<b>Featured Sources #1</b>	<b>Featured Sources #2</b>	<b>Featured Sources #3</b>	<b>Featured Sources #4</b>
A)	A)	A)	A)

## Summative Performance Task AND Taking Informed Action

Summative Performance Task	<table> <tr> <td><u>Argument</u></td><td> <p>“Construct an argument that addresses way unity leads to harmony or division using evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.”</p> <p><b>Q1 skill set aligned assessment #2 = Create a thesis/topic sentence</b></p> </td></tr> <tr> <td><u>Extension</u></td><td> <p><i>Students will focus on creating an original thesis/topic sentence relevant to content learned.</i></p> </td></tr> </table>	<u>Argument</u>	<p>“Construct an argument that addresses way unity leads to harmony or division using evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.”</p> <p><b>Q1 skill set aligned assessment #2 = Create a thesis/topic sentence</b></p>	<u>Extension</u>	<p><i>Students will focus on creating an original thesis/topic sentence relevant to content learned.</i></p>
<u>Argument</u>	<p>“Construct an argument that addresses way unity leads to harmony or division using evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.”</p> <p><b>Q1 skill set aligned assessment #2 = Create a thesis/topic sentence</b></p>				
<u>Extension</u>	<p><i>Students will focus on creating an original thesis/topic sentence relevant to content learned.</i></p>				
Civic Extension - Taking Informed Action: (Choose ONE Civic Extension Piece For Students to Perform and Complete, Per Semester)	<p><b><u>Understand</u></b></p> <p>Students will be able to identify the intention propaganda can hold over a people.</p> <p><b><u>Assess</u></b></p> <p>Students will use appropriate language that differentiates propaganda from other media.</p> <p><b><u>Act(ion)</u></b></p> <p>Assessment could include: An analysis of a range of examples of propaganda from past and/or present.</p> <p>Growth Mindset Opportunity to further their understanding of how propaganda influences their daily lives. (I.e., explore TikTok, Instagram,</p>				

YouTube, streaming services, [etc.] to examine the effects of propaganda on a personal level.)

**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**

Options	Suggestions/Approaches/Routes To Explore	Resources
<i>Rise of the Soviet Union</i>	<i>This can range from pre-Bolshevik Revolution, Rise of Lenin to power [Trotsky/Stalin], or begin at this starting point including major precursors leading to revolution [Russo-Japanese War, Bloody Sunday, Rasputin, the March Revolution, etc.].</i>	<p><b><u>Sources WITH hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Crash Course</a>, John Green, Industrial Revolution</li> <li>- <a href="#">Louis De Rochemont's</a>, Animal Farm [animated film]</li> <li>- <a href="#">Bio.com</a>, Leon Trotsky</li> <li>- <a href="#">BBC Bio</a>, Leon Trotsky</li> <li>- <a href="#">BBC Teach</a>, Joseph Stalin, National Hero or blooded murderer</li> <li>- <a href="#">The New Yorker</a>, My Friend, Stalin's Daughter</li> <li>- <a href="#">Bio.com</a>, Joseph Stalin-Dictator</li> <li>- <a href="#">Valencia High School's</a> educators version, Red Terror</li> <li>- <a href="#">Study.com</a>, Stalin's Five Year Plans: Collectivization and Industrialization</li> <li>- <a href="#">SpartacusEducational.com</a>, Stalin's Five Year Plan</li> <li>- <a href="#">TedEd</a>, History vs. Lenin</li> <li>- <a href="#">BBC News</a>, 'Russian Revolution: Ten Propaganda Posters From 1917'</li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <ul style="list-style-type: none"> <li>- <i>Fiddler on the Roof</i>, Joseph Stein [book], musical film lyrics by Jerry Bock and Sheldon Harnick</li> <li>- George Orwell's, <i>Animal Farm</i></li> <li>- <i>Beginnings of Understanding the 'Rise and Fall of the Soviet Union_ Revolutions Disrupt Order'</i> [email Mrs. Gustafson for PDF]</li> <li>- <i>World History: Patterns of Interactions</i>, McDougal Littell Inc., excerpts of the 'Communist Manifesto</li> <li>- <i>An Age of Reforms</i>, adapted from textbook and variety of sources, informative doc. [email Mrs. Gustafson for PDF]</li> <li>- <i>Animal Farm Study Guides</i>, The McCrowHill Companies, Inc. [email Mrs. Gustafson for PDF]</li> <li>- <i>The Guardian's Karl Cohen, The Cartoon That Came From the Cold</i></li> </ul>



		<ul style="list-style-type: none"> <li>- Briefing's exploration of 'Trotsky and Stalin' through 'Stalin Gains Control'</li> <li>- CN Trueman's 'The Russian Civil War via the History Learning Site</li> <li>- Brown University's Watson Institute for International Studies, The Russian Revolution (Part II: We can no longer live like this)</li> <li>- Father Gapon's primary source from Bloody Sunday</li> <li>- Rieber and Nelson, A Study of the USSR and Communism, A Historical Approach to Theory and Development of Communist Ideology</li> <li>- Joseph S. Nye Jr., Understanding International Conflict, Chapter 5, The Cold War.</li> </ul>
<p><i>Cold War Era (Soviet/E. European Perspective)</i></p>	<p>A range of topics can include the impact WWII had on US/SU relations, the role Stalin played in shaping the SU, Atomic Bomb/Hydrogen Bomb, Satellite nations, geographical impacts, human toll, reaching Soviet arms, the Iron Curtain, Space Race, and legacies of the SU.</p>	<p><b><u>Sources WITH Hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Stanford History Education Group</a>, Timeline of Early Cold War, Including excerpts from FOUR primary sources and questions included</li> <li>- <a href="#">Crash Course</a>, John Green, WWII</li> <li>- <a href="#">The Atlantic</a>, WWII: Allied Invasion of Europe</li> <li>- <a href="#">Office of the Historian</a>, U.S.-Soviet Alliance</li> <li>- <a href="#">History.com</a>, Jesse Greenspan, 8 Things You Should Know About the Korean War</li> <li>- American Experience, The Berlin Airlift</li> <li>- <a href="#">History.com</a>, The Berlin Blockade</li> <li>- <a href="#">History.com</a>, Marshall Plan</li> <li>- <a href="#">History.com</a>, The Berlin Airlift</li> <li>- <a href="#">Smithsonian Channel</a>, How the Biggest Airlift in History Saved West Berlin</li> <li>- <a href="#">The Atomic Café</a>, compilation from archives put together by Rafferty, Loader, and Rafferty</li> <li>- <a href="#">CNN</a>'s The Cold War (episodes 1 – 8)</li> <li>- <a href="#">The Atlantic</a>, The Soviet War in Afghanistan</li> <li>- <a href="#">PBS News Hour</a>, The Soviet Occupation of Afghanistan</li> <li>- <a href="#">TED-ed</a>, The History of the Cuban Missile Crisis</li> <li>- <a href="#">History Video</a>, What Was the Iran Hostage Crisis?</li> <li>- <a href="#">The National Archives</a>, 'Cold War On File'</li> </ul> <p><b><u>*Propaganda Specific Sites:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">Santa Clara University</a>, 'Soviet Propaganda' project</li> <li>- <a href="#">BBC Culture</a>, 'Eye-Opening</li> <li>- <a href="#">PBS.org</a>, 'Soviet Propaganda Posters Once Evoked Heroism, Pride &amp; Anxiety'</li> <li>- <a href="#">The Guardian</a>, 'Seven Decades of Soviet Propaganda-In Pictures'</li> <li>- <a href="#">The National Archives</a>, 'Propaganda' (How to view records covered throughout by era &amp; FAQs)</li> <li>- <a href="#">Huffpost</a>, '35 Communist Propaganda Posters Illustrate The Art and Ideology of Another Time'</li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p>

		<ul style="list-style-type: none"> <li>- <i>Stalin's Great Purge</i>, adapted from 'War History Online_Nikola Budanovic' [email Mrs. Gustafson for PDF]</li> <li>- 'Choose Your Own Communist Adventure' activity, adapted over time [email Mrs. Gustafson for PDF]</li> <li>- <i>Setting the Stage: The Cold War</i>, adapted over time [email Mrs. Gustafson for PDF]</li> <li>- 'Spies, McCarthyism, and historiography' compilation read from sources provided by numerous textbooks that indicate bias present in each of the three [email Mrs. Gustafson for PDF]</li> <li>- Montana PBS, <i>The Iranian Hostage Crisis</i></li> <li>- PBS.org's, <i>Battlefield Vietnam</i>, Prof. Robert K. Brigham of Vassar College</li> <li>- Teacher's Curriculum Institute, <i>The Cold War, Terms &amp; Definitions AND Simulation</i></li> <li>- Sam Roberts for Times Past, '1951, The Rosenberg Trial'</li> <li>- The Victims of Communism Foundation, <i>Exploration: How and Why did Stalin Limit Individual Liberty in the Soviet Union?</i></li> <li>- Daily News Sports, Filip Bondy's, 'Moscow Boycott Makes 1980 Olympic Games a Distant Memory'</li> <li>- Students of History, 'Nikita Khrushchev's speech to the 22<sup>nd</sup> Communist Party Congress, 1961'</li> <li>- PBS News Hour, <i>The Soviet Occupation of Afghanistan</i></li> <li>- Teacher's Curriculum Institute, <i>Key Events in the History of the Cold War</i>, activity</li> </ul>
<i>Fall of the Soviet Union</i>	<i>Explorations can range from the fall of the Berlin Wall</i>	<p><b><u>Sources WITH Hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- <a href="#">CNBC's</a> Alexandra Gibbs, 'Who Still Owes For the Two World Wars?'</li> <li>- <a href="#">CNN's</a> <i>The Cold War</i> (episodes 9 – 24)</li> <li>- <a href="#">Now This Original</a>, <i>The Fall of the Soviet Union</i></li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <ul style="list-style-type: none"> <li>- History's, 'Rise and Fall of the Berlin Wall, DVD, 2009'</li> <li>- Textbook and Leffler chpts. 13 (why did détente end in a second Cold War?) and 17 (The collapse of the SU and the Cold War)</li> <li>- RJ Tarr for <a href="http://activehistory.co.uk">activehistory.co.uk</a>, <i>The Decline of the Soviet Control in Eastern Europe</i></li> <li>- The Social Studies School Service (<a href="http://socialstudies.com">socialstudies.com</a>), <i>Failure of the Soviet System and Reform and Collapse</i>, adapted over time</li> </ul>
<i>Previous Sources used in 'featured' worthy of</i>		<p><b><u>FS1</u></b>  <b><u>Source A)</u></b>  <a href="#">The 30 Year Revival</a></p> <p><b><u>Source B)</u></b>  <a href="#">Transitions in Eastern Europe</a></p> <p><b><u>Source C)</u></b></p>

noting/re visit		<p><u><a href="#">Political and Economic Changes</a></u></p> <p><u>FS2</u>  <u>Source A)</u>  <u><a href="#">TedEd, History vs. Lenin</a></u></p> <p><u>Source B)</u>  <u><a href="#">Words of the Enlightenment Primary Source Set</a></u></p> <p><u>Source C)</u>  <u><a href="#">Crash Course, John Green, Industrial Revolution</a></u></p> <p><u>FS3</u>  <u>Source A)</u>  <u><a href="#">Racial harmony in a marxist utopia:how the soviet union capitalized on US discrimination</a></u></p> <p><u>Source B)</u>  <u><a href="#">PBS.org, 'Soviet Propaganda Posters Once Evoked Heroism, Pride &amp; Anxiety'</a></u></p> <p><u>Source C)</u>  <u><a href="#">George Orwell's, Animal Farm</a></u> <u><a href="#">Louis De Rochemont's, Animal Farm [animated film]</a></u></p> <p><u>FS4</u>  <u>Source A)</u>  <u><a href="#">Communism in the Soviet Union (*Can be modified)</a></u></p> <p><u>Source B)</u>  <u><a href="#">Collapse of the Soviet Union (*Can be modified)</a></u></p> <p><u>Source C)</u>  <u><a href="#">Fall of the berlin Wall and The Impact Around the World</a></u></p>

**RATIONALE:** Overall each of these content areas of focus allow students to recognize early intentions of want to reform, unite, and call to arms for the sake of bettering a society. Comparisons can be made and determinations as to whether or not the Soviet Union should be considered an Empire and collect thoughts on what was present to cause its collapse. By understanding preliminary phases of ideology, revolution, reform, rise of dictators, lack of voice, concepts presented 'for the good of the order,' relationship people have with a place, and role of propaganda will allow them to determine what factors led to harmony and what factors led to division.

## Inquiry #3 The Americas

### *Indigenous Communities of North America*

***Compelling Question***

**What makes a complex society?**

### Aligned Standards

*The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.*

Dimension  
1

**D1.3.9-12.**

Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension  
2

**D2 CIV.13**

Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

**D2 GEO.6**

Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

**D2 ECON.13**

Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

**D2 HIST.1**

Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.

Dimension  
3

**D3.2.9-12.**

Evaluate the credibility of a source by examining how experts value the source.

**D3.4.9-12.**

Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4	<p><b>D4.1.9-12.</b></p> <p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.3.9-12.</b></p> <p>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

<b>Supporting Question #1</b>	<b>Supporting Question #2</b>	<b>Supporting Question #3</b>	<b>Supporting Question #4</b>
<i>What characteristics are present to make a society complex?</i>	<i>What role did the environment play in the legacy of a society?</i>	<i>What challenges become present when complex societies meet?</i>	<i>Do you think your society should be considered complex? Explain.</i>
<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>

<p><i>Students will</i></p> <p><u>Beginning:</u> Students can identify where America is on a map.</p> <p><u>Proficient:</u> Students identified at least three characteristics of a complex society.</p> <p><u>Advanced:</u> Students identify and summarize how one American society was impacted by the environment.</p>	<p><i>Students will</i></p> <p><u>Beginning:</u> Students identified at least three characteristics of a complex society.</p> <p><u>Proficient:</u> Students identify and summarize how one American society was impacted by the environment.</p> <p><u>Advanced:</u> Students compare and contrast how two American societies were impacted by the environment.</p>	<p><i>Students will find examples where the environment molded a society's legacy.</i></p> <p><u>Beginning:</u> Students identify and summarize how one American society was impacted by the environment.</p> <p><u>Proficient:</u> Students compare and contrast the challenges when two societies clash.</p> <p><u>Advanced:</u> Students identify and explain the cause and effect of at least two complex societies meeting using supportive evidence from the assigned source(s).</p>	<p><i>Students will explore their own society and compare it to a society learned leading to a determination.</i></p> <p><u>Beginning:</u> Students compare and contrast whether a society should be complex.</p> <p><u>Proficient:</u> Students identify and explain the cause and effect of at least two complex societies meeting using supportive evidence from the assigned source(s).</p> <p><u>Advanced:</u> Students are able to create an outline that includes Topic Sentence, piece of evidence, and analysis that links evidence and topic sentence.</p>
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## Summative Performance Task AND Taking Informed Action

Summative  
Performance Task

Argument

“Construct an argument that highlights ways in which a society can be considered complex using evidence from multiple sources while acknowledging counterclaims and evidentiary weaknesses.”

Components of a paragraph (TEAL).

**Q1 skill set aligned assessment #3 = Complete an outline for components of TEAL structure**

**Summative  
Rubric**

BEGINNER:

Student is able to construct a topic sentence.

PROFICIENT:

Student is able to complete an outline for ALL components of TEAL structure.

ADVANCED:

Student is able to complete an outline for ALL components of TEAL structure for two paragraphs while connecting it to a thesis.

Extension

*Students will be given documents AND a topic sentence then, fill in the provided outline to indicate they recognize the main components of the TEAL structure.*

Civic Extension -  
Taking Informed  
Action: (Choose  
ONE Civic  
Extension Piece  
For Students to  
Perform and  
Complete, Per  
Semester)

### Understand

- Understand components of a society such as: ...
- Evaluate different societal structures throughout history.
- Explore local MT societies (past and present)
- Understand that historical complexities are not defined by lasting legacies.
- Understand that complex societies are not defined by colonialism or colonial impacts.

### Assess

Students will identify, using a medium of their choice, why a particular society is complex.

### Act(ion)

Active participation: Guest speaker (students create questions for Q&A), Students find a qualified pre-approved guest speaker, brochure, PSA, participate in an event, language, etc.

**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**

Options	Suggestions/Approaches/Routes To Explore	Resources
<i>Ancient Civilizations</i>	<i>Architecture, location, environment, similarities amongst cultures, differences amongst cultures, languages, religions, unique features specific to [Olmec, Incas, Mayan, Aztec].</i>	<p><b><u>Sources WITH hyperlinks:</u></b></p> <ul style="list-style-type: none"> <li>- Supportive lectures: <a href="#">Ancient American History - Ancient Civilizations of America (thegreatcourses.com)</a></li> <li>- Downloaded in zip file for further perusal: <a href="#">CKHG Unit 5: Early Civilizations of the Americas - Core Knowledge Foundation</a></li> </ul> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p>



<p><i>North American Indigenous Communities</i></p>	<p><i>IEFA, tribal sovereignty, make-up/structure, language, religion, beliefs, trading, nomadic vs. sedentary, oral histories/traditions, food [etc] specific to at least TWO tribes focused on.</i></p>	<p><u><b>Sources WITH Hyperlinks:</b></u></p> <ul style="list-style-type: none"> <li>- IEFA lessons <a href="#">via OPI</a> with heavy emphasis on thriving cultures that existed prior, their downfall, and where we are today</li> <li>- Film, 'Dances With Wolves'</li> <li>- Multiple sources and videos available: <a href="#">Ancient America: Maya, Inca, Aztec and Olmec   HISTORY.com - HISTORY</a></li> </ul> <p><u><b>IEFA Specific Sources</b></u></p> <ul style="list-style-type: none"> <li>-Helena High School' Database titled, '<a href="#">Collections</a>'</li> </ul> <p><u><b>Additional Sources [sans hyperlinks]:</b></u></p> <ul style="list-style-type: none"> <li>- Documentary, '300 Years'</li> <li>- Documentary short, 'Crazy Mountains' with supplementary reading as well</li> </ul>
<p><i>Effects of Colonization (on specific complex societies)</i></p>	<p><i>Explore how diversity, religion, practices, food, culture, dress, language, etc., shifted after colonization and whether or not the impact of colonization changed communities complexity.</i></p>	<p><u><b>Sources WITH Hyperlinks:</b></u></p> <p><u><b>Additional Sources [sans hyperlinks]:</b></u></p>

***\*RATIONALE:** Overall each of these explorations allow students to realize that North America was thriving in a multitude of ways. Mainly, by exploring different societies, they can understand that the richness of these indigenous cultures were alive and thriving in many ways, including their connection to the land, and the role geography played in shaping their societies. It is important to end with their downfalls as well, also bringing back unit I and II information to assess the societies as empires destined to fall and/or learn that the harmonious and divisive times also played a role in their complexity. This unit will also focus on IEFA driven content and must end with the role that colonialism played in assisting to the fall of each one.*

## Inquiry #4 Africa

### *The Boy Who Harnessed the Wind*

<i>Compelling Question</i>	<b>What makes a region rich?</b>
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### Aligned Standards

*The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.*

Dimension 1	<p><b>D1.4.9-12.</b></p> <p>Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge</p>
Dimension 2	<p><b>D2 CIV.14</b></p> <p>Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</p> <p><b>D2 GEO.2</b></p> <p>Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p><b>D2 ECON.11</b></p> <p>Use economic indicators to analyze the current and future state of the economy.</p> <p><b>D2 HIST.3</b></p> <p>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>
Dimension 3	<p><b>D3.1.9-12.</b></p> <p>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>

	<p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
Dimension 4	<p><b>D4.1.9-12.</b></p> <p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.6.9-12.</b></p> <p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

<b>Supporting Question #1</b>	<b>Supporting Question #2</b>	<b>Supporting Question #3</b>	<b>Supporting Question #4</b>
What does it mean to be rich within the context of CHEG?	Does culture enrich a region?	In what ways do outside forces impact societies?	What is the future of Africa?
<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>

<p><i>Students will explore through a variety of opportunities and ways to assess whether or not their region is 'rich.'</i></p> <p><u>Beginning:</u> Students prove this through identifying 1 of 4 CHEG characteristics</p> <p><u>Proficient:</u> 2 of 4</p> <p><u>Advanced:</u> Students prove this through identifying 4 of 4 CHEG characteristics</p>	<p><i>Students will</i></p> <p><u>Beginning:</u> Students prove this through identifying 2 of 4 CHEG characteristics</p> <p><u>Proficient:</u> Students prove this through identifying 4 of 4 CHEG characteristics</p> <p><u>Advanced:</u> Students will be able to organize where Africa will go in the future with an overarching theme.</p>	<p><i>Students will</i></p> <p><u>Beginning:</u> Students prove this through identifying 4 of 4 CHEG characteristics</p> <p><u>Proficient:</u> Students will be able to organize where Africa will go in the future with an overarching theme.</p> <p><u>Advanced:</u> Students will be able to organize where Africa will go in the future with an overarching theme with two supporting pieces of evidence.</p>	<p><i>Students will prove to their teacher whether or not your region, truly is, rich?</i></p> <p><u>Beginning:</u> Students will be able to organize where Africa will go in the future with an overarching theme.</p> <p><u>Proficient:</u> Students will be able to organize where Africa will go in the future with an overarching theme with two supporting pieces of evidence.</p> <p>Students are able to organize where Africa will be in the future with evidence and analysis given a thesis statement.</p> <p><u>Advanced:</u> Students will be able to organize where Africa will go in the future with an overarching theme with three supporting pieces of evidence and analysis.</p> <p>Students are able to organize where Africa will be in the future with creating thesis statement and evidence and analysis.</p>
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<b>Featured Sources #1</b>	<b>Featured Sources #2</b>	<b>Featured Sources #3</b>	<b>Featured Sources #4</b>
A) <i>Africa, a Vast Continent</i> (document located in 'Inquiry 4_Lessons')	A) <i>'The Boy Who Harnessed The Wind'</i> (Materials and digital copy/packet also in 'Inquiry 4_Lessons')	A) <i>'The Boy Who Harnessed the Wind'</i>	A) <i>'The Boy Who Harnessed the Wind'</i>

## Summative Performance Task AND Taking Informed Action

Summative  
Performance  
Task

Argument

*“Construct an argument that identifies the “richness” of a region using evidence from multiple sources while addressing counterclaims and evidentiary weaknesses.*

*Outline a five-paragraph essay.”*

**Q1 skill set aligned assessment #4 = Create an original outline of a five paragraph essay** (students will be given documents, and topic sentence where they will create, unassisted, an outline that proves they understand what a five paragraph argumentative report would look like in its basic form)

**Summative  
Rubric**

BEGINNER:

Student is able to outline a TEAL paragraph

PROFICIENT:

Student is able to complete an outline including a thesis and three TEAL paragraphs

ADVANCED:

Student is able to complete an outline including an introduction, three TEAL paragraphs, and a conclusion.

Extension

*Students will outline a five-paragraph essay.*

Civic Extension  
- Taking  
Informed  
Action: (Choose  
ONE Civic  
Extension Piece  
For Students to  
Perform and  
Complete, Per  
Semester)

### Understand

Students will understand why the term ‘rich’ relates to more than a monetary value.

### Assess

Students will create, in groups, a project that will explore the regions of Africa, using a rubric that highlights the ‘richness’ of the continent.

### Act(ion)

Students will be active participants in the listening process and eventually hold a discussion and vote, based on the presentations, which region and or/country is considered the ‘richest.’

**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**

Options	Suggestions/Approaches/Routes To Explore	Resources
<i>The Geography of Africa</i>	<i>Explore how the geography of Africa helps students understand its ‘richness.’</i>	<p><u>Sources WITH hyperlinks:</u></p> <p><u>Additional Sources</u> [sans hyperlinks]:</p>
<i>The History Of Africa</i>	<i>Explore in a variety of ways how Africa has changed as a continent over time [teachers choose at least TWO countries and/or tribes]</i>	<p><u>Sources WITH Hyperlinks:</u></p> <p><u>Additional Sources</u> [sans hyperlinks]:</p>

<i>The Culture of Africa</i>	<i>Explore why Africa is so unique, diverse, impacted, looked too, viewed, talked about, and affected by others?</i>	<p><u>Sources WITH Hyperlinks:</u></p> <p><u>Additional Sources [sans hyperlinks]:</u></p>
Additional sources - fit in where needed		<p><u>Sources WITH Hyperlinks:</u></p> <p>-</p> <p><a href="#"><u>Teaching about Africa: Where to start? / African Studies Center (bu.edu)</u></a></p> <p>- <a href="#"><u>BBC news, Africa</u></a></p> <p>- BBC World Service Podcast, 'The Comb: ' <a href="#"><u>BBC World Service - The Comb - Downloads</u></a> ("Combing Africa for stories about the unseen forces that bind us together and tear us apart. A single story, every week. Hosted by Kim Chakanetsa. #thecomb")</p> <p><u>The Boy Who Harnessed the Wind</u> - textbooks available as a class set, hard copy provided as a PDF scanned in to resources</p>

**RATIONALE:** Overall, this unit will focus on the richness [beauty, diversity, language, culture, food, religion, and culture of many different societies both past and present. This unit will be a great way to explore through case-studies, podcasts, primary sources, photography, art, and documentary the vastness of Africa. By exploring the continent as a whole through geography will allow students to truly grasp its richness in sheer square mileage. From there, focus will continue with the history of the continent as a whole and breaking up into mini explorations of each country. Thus, going deeper into the culture of a place. Africa is more than what the general public concerns themselves with and to have the chance to share the richness of this incredible continent is necessary to enrich students understanding of a place.



# Inquiry #5: Middle East/West Asia/Central Asia/SW Asia

ME = Syria\*, Lebanon\*, Iraq\*, Saudi Arabia\*, Kuwait\*, Iran, UAE\*, Qatar\*, Bahrain\*, Oman\*, Yemen\*, Jordan\*, Palestine, Israel\*  
 WA = Iran\*, Azerbaijan, Armenia, Turkey\*, Georgia, Cyprus, Afghanistan\*  
 CA = Kazakhstan, Kyrgyzstan, Uzbekistan, Turkmenistan, Tajikistan

## Incorporated #7: South Asia, "How Does Society Benefit From Diversity?"

India, Bangladesh, Bhutan, Maldives, Nepal, Pakistan, Sri Lanka, Afghanistan [debatable]

Aligned Content Specific Area of Study	
<i>World Religions            Top FIVE</i>	
<i>Christianity            Islam            Hinduism            Buddhism            Judaism</i>	
Compelling Question	Does Misperception Cause Conflict? (benefits of diversity)

Aligned Standards	
<i>The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.</i>	
Dimension 1	<b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.
	<b>D1.2.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question
Dimension 2	<b>D2 CIV.11</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purpose  <b>D2 GEO.7</b>


	<p>Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p> <p><b>D2 ECON.8</b></p> <p>Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>D2 HIST.7</b></p> <p>Explain how the perspectives of people in the present shape interpretations of the past.</p> <hr/> <p><b>D2 CIV.3</b></p> <p>Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</p> <p><b>D2 HIST.6</b></p> <p>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p><b>D2 HIST.10</b></p> <p>Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p><b>D2 GEO.10</b></p> <p>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>
<p>Dimension 3</p>	<p><b>D3.2.9-12.</b></p> <p>Evaluate the credibility of a source by examining how experts value the source.</p> <p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p> <hr/> <p><b>D3.2.9-12.</b></p> <p>Evaluate the credibility of a source by examining how experts value the source.</p>

	<p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
Dimension 4	<p><b>D4.7.9-12.</b></p> <p>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p> <p><b>D4.8.9-12.</b></p> <p>Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p> <hr/> <p><b>D4.6.9-12.</b></p> <p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p> <p><b>D4.7.9-12.</b></p> <p>Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

1. What is misperception (d11.9-12) and what tools assist (D3.4.9-12)?	2. How does ethnicity shape the ways of life and what conflicts arise when they are not represented?  <i>*discussed morning of 2-7-24</i>	3. How are ethnic groups represented in a country's government?	4. What regions can be identified that lead to possible misperception (D2HIST7)?  <i>*discussed morning of 2-7-24</i>
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<p><i>*discussed morning of 2-7-24</i></p> 		<p><i>*discussed morning of 2-7-24</i></p>	
<p><b>Formative Performance Task #1</b></p>	<p><b>Formative Performance Task #2</b></p>	<p><b>Formative Performance Task #3</b></p>	<p><b>Formative Performance Task #4</b></p>
<p><i>Students will</i></p> <p><u>Beginning:</u></p> <p>verbally explain the definition of misperception</p> <p><u>Proficient:</u></p> <p>be able to explain the definition of misperception and use real world examples of where it exists</p> <p><u>Advanced:</u></p> <p>be able to explain the definition of misperception, use real world examples of where it exists, and have them supported by reputable sources</p>	<p><i>Students will</i></p> <p><u>Beginning:</u></p> <p>verbally alert the teacher which tools and/or strategies can be used to identify misperception</p> <p><u>Proficient:</u></p> <p>find a real world example of where misperception exists in a particular geographical region and use THREE tools to determine the level of misperception within a region/event</p> <p><u>Advanced:</u></p> <p>research an event happening in contemporary times, identify the conflict, and assess the level of misperception via a written report, citing</p>	<p><i>Students will</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>	<p><i>Students will</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>

	information from at least two reputable sources		
<b>Featured Source #1</b>	<b>Featured Source #2</b>	<b>Featured Source #3</b>	<b>Featured Source #4</b>
A) <a href="#">Definition</a>	A) <a href="#">Tools/Skills</a>	*A) <a href="https://www.pewresearch.org/short-reads/2023/01/09/u-s-congress-continues-to-grow-in-racial-ethnic-diversity/">https://www.pewresearch.org/short-reads/2023/01/09/u-s-congress-continues-to-grow-in-racial-ethnic-diversity/</a>	A) <a href="https://www.britannica.com/topic/religion">https://www.britannica.com/topic/religion</a>

Summative Performance Task AND Taking Informed Action	
Summative Performance Task	<p><b>Does Misperception Cause Conflict?</b></p> <p><i>“Construct an argument that identify misperceptions present and how they can potentially cause conflict using evidence from multiple sources while addressing counterclaims and evidentiary weaknesses.</i></p> <p><i>Create an introductory paragraph using documents provided”</i></p> <p><b>Q3 skill set aligned assessment #5 = Create an introductory paragraph using documents provided AND (incorporates 6 &amp; 7) 3 body paragraphs, and conclusion following the TEAL format. Student uses document(s) to create claims/counterclaims with textual evidence analysis.</b></p> <p><i>(students will build on skill sets learned in semester 1 to eventually create the final assessment of writing a five paragraph argumentative report)</i></p>
Civic Extension - Taking Informed Action: (Choose ONE Civic Extension Piece For Students to Perform and Complete, Per Semester)	<p><b><u>Understand</u></b></p> <p>Students will be able to describe the various effects of conflicts and misperception.</p> <p><b><u>Assess</u></b></p> <p>Uncover a conflict in Helena, either past or present, where the issue of misperception were present.</p>

### Act

Students are “teacher for the day” and alert their peers to why their chosen conflict (*which can present themselves in a variety of realms [gender, within brick and mortar, community, under the radar, etc]*) is worthy of understanding through their chosen form of media (*I.e., choice board, power point, poster, one-pager, pamphlet, etc.*).

### Understand

Understand centripetal and centrifugal forces that contribute to or inhibit diversity.

### Assess

Students critique the diversity Helena holds by rating the city. (*I.e., mini WebQuest, google-Earth, etc.*)

### Act

What does diversity look like in Helena? Students create a tour of Helena that visually represents its diversity.

Growth Mindset: 1 Students walk through Helena on a route that to them visually represents the diversity that exists throughout the city.

Growth Mindset 2: Take the Helena Trolley and document your experience.

Growth Mindset 3: Uncover Helena’s ‘hidden historical gems’ that not everyone knows about (*make the general public aware of diversity that has been hidden*).

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**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**

Options	Suggestions/Approaches/Routes To Explore	Sources
Fall of the Ottoman Empire		<p><u>Sources WITH Hyperlinks:</u></p> <p><u>Additional Sources [sans hyperlinks]:</u></p>
WWI		<p>-Film, 'Lawrence of Arabia'</p> <p>-Documentary, 'BBC's The Great War'</p>
WWII		
Diaspora, Creation of Israel, Intifada, Present Conflict		<p><a href="#"><u>Two Nations, One Land: UNSCOP and the Question of Israel, 1947 (Historical Game)   OpenALG (manifoldapp.org)</u></a></p> <p>Teacher Choice depending on menu of items selected (i.e. 's if teaching the Israeli/Palestinian Crisis): <a href="#"><u>The Jewish Diaspora</u></a>, <a href="#"><u>Creation of Israel</u></a>, <a href="#"><u>Palestinian Displacement</u></a>, <a href="#"><u>The Intifada</u></a>, <a href="#"><u>The complicated unrest</u></a></p>
Iran Pre-Revolution, Ayatollah, Revolution, Western Influence		-Film, 'Argo'
9/11		-9/11 (The Looming Tower by Lawrence Wright)

EA = China, Mongolia, North Korea, South Korea, Taiwan, Hong Kong, Japan

## Inquiry #6 – East and Southeast Asia

*Compelling Question*

**What is the cost of friendship?**

### Aligned Standards

*The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.*

Dimension  
1

**D1.3.9-12.**

Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.

Dimension  
2

**D2 CIV.8**

Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

**D2 GEO.8**

Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

**D2 ECON.3**

Analyze the ways in which incentives influence what is produced and distributed in a market system.

**D2 HIST.2**

Analyze change and continuity in historical eras.

Dimension  
3

**D3.1.9-12.**

Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**D3.4.9-12.**



	Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.
Dimension 4	<p><b>D4.1.9-12.</b></p> <p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.6.9-12.</b></p> <p>Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

be friends?	friendship diminish?	friendship affect the future?	
<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>
<p><i>Students will visually or verbally identify types of 'friendships.'</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>	<p><i>Students will identify differing?</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>	<p><i>Students will evaluate a variety of sources, providing appropriate citations, to determine how friendships have prospered.</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>	<p><i>Students will evaluate a variety of sources, providing appropriate citations, to determine how friendships have failed.</i></p> <p><u>Beginning:</u></p> <p><u>Proficient:</u></p> <p><u>Advanced:</u></p>

## Summative Performance Task AND Taking Informed Action

<p>Summative Performance Task</p>	<p><b>What is the Cost of Friendship?</b></p> <p><i>“Construct an argument that rationalizes the cost of conflict using evidence from multiple sources while addressing counterclaims and evidentiary weaknesses.</i></p> <p><i>Introductory paragraph + 1 paragraph following the TEAL format. Student uses document(s) to create claims and support with textual evidence analysis.”</i></p> <p><b>Q3 skill set aligned assessment #6</b> = Introductory paragraph + 1 paragraph following the TEAL format. Student uses document(s) to create claims and support with textual evidence analysis. (<i>students will build on skill sets learned in semester 1 to eventually create the final assessment of writing a five paragraph argumentative report</i>)</p>
<p>Civic Extension - Taking Informed Action: (Choose ONE Civic Extension Piece For Students to Perform and Complete, Per Semester)</p>	<p><b><u>Understand</u></b></p> <p>Students will be able to explain how global economic powers dictate decisions ‘we’ care about.</p> <p><b><u>Assess</u></b></p> <p>Students will create a scenario that helps their peers understand the impact economics hold over political policy?</p> <p><b><u>Act</u></b></p> <p>The goal is to stay local, but recognizing this could be impacted by sheer population/student population. Students become investigators in consumerism and identify how a business is impacted by economic policy.</p> <p>Growth Mindset Opportunity 1: Students that have the availability and resources to get into the community on their own will interview them personally to gain a better understanding.</p> <p>Growth Mindset Opportunity 2: Bring in a local business owner and have students create questions to conduct an interview.</p>

**The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:**

Options	Suggestions/Approaches/Routes To Explore	Sources
<i>Cultural and historical exploration of major influences (Japan, Korea, China) and impact on all aspects and range of era</i>	<p><i>Overall, beginning with the idea that Korea has always been between two superpowers [Japan and China] and is continually influenced by each both policy-wise, during conflict, ethnicity, language, culture, currency, leadership, government, education, and recognition of atrocities Koreans faced in their past as well as being pulled different directions in their future is an important series of events to explore in terms of at what cost they are affected.</i></p> <p><i>Furthering the exploration by re-examining from an east and southeast Asian perspective the true impact dropping the atomic bomb had on building up and tearing apart friendships through rebuilding both landscape and morality of these societies is imperative to understanding. Finally, when dealing with friendships impacted further, to not narrow the vast scope of this region to just China was be a disservice. Examining their role as allies during WWII the</i></p>	<p><b><u>Sources WITH Hyperlinks:</u></b></p> <p><b><u>Additional Sources [sans hyperlinks]:</u></b></p> <ul style="list-style-type: none"> <li>-Book, “Still Life with Rice.”</li> <li>-Documentary, PBS, - ‘Korea, The Never-Ending War’</li> <li>-Documentary, History Channel, ‘Korea, The Forgotten War’</li> <li>-Film (anime) Barefoot Gen</li> <li>-Film, ‘To Live’</li> <li>-Film, ‘The Last Emperor’</li> <li>- ‘The Shrimp Between Two Whales’ phenomenon</li> <li>-China under Mao and the Cultural Revolution</li> <li>-WWII’s lasting effects and recovery [friendship]</li> </ul>

	<p><i>enemies, while literally ping-ponging back and forth through diplomacy with other countries beginning with Mao's vision through President Xi, must be explored. The true cost of friendship will be revealed in contemporary terms toward the end of this unit.</i></p>	
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**RATIONALE:** Overall, each of these content areas of focus will give choice in deciding what three powerful empires went through, various forms of government, and leadership, including culture and expansion, thus, allowing students to rationalize, even in their differences, what makes a good and poor empire and compare them to present day examples as well as make predictions.

# Inquiry #8: Australia/Oceania

## Aligned Content Specific Area of Study

*Compelling Question*

**Does Change Lead to Progress?**

## Aligned Standards

*The following standards are guidance on what students need to know and complete at the end of each unit. Please use this as a guide to support your journey in developing skills with students as well as creating lessons, depending on the content route selected.*

Dimension  
1

**D1.5.9-12.**

Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Dimension  
2

**D2 CIV.12**

Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

**D2 GEO.12**

Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

**D2 ECON.15**

Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

**D2 HIST.15**

Distinguish between long-term causes and triggering events in developing a historical argument.

Dimension  
3

**D3.1.9-12.**

	<p>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.4.9-12.</b></p> <p>Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.</p>
Dimension 4	<p><b>D4.1.9-12.</b></p> <p>Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p><b>D4.3.9-12.</b></p> <p>Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>

### Supporting Questions/Formative PT/Featured Sources

*Regardless of 'menu item' [content route] selected, this section, when followed, will assist in answering the compelling question. Please note, the rationale behind the 'beginning, proficient, and advanced' designations will assist in accurate data collection. Assessing where students begin and where they end both by unit and quarter/semesters, is imperative to comparing viable increases in comprehension. Therefore, the repetition behind the tasks are ok as we can effectively track student growth.*

<b>Formative Performance Task #1</b>	<b>Formative Performance Task #2</b>	<b>Formative Performance Task #3</b>	<b>Formative Performance Task #4</b>
Students will visually or verbally identify examples of an empire.	Students will identify differing forms of government that led a group of people within an empire?  <u>Beginning:</u>	Students will identify and recognize specific goals the lead an empire's demise?	Students will evaluate a variety of sources, providing appropriate citations, to determine how an empire failed or will?  <u>Beginning:</u>

<u>Beginning:</u>	<u>Proficient:</u>	<u>Beginning:</u>	<u>Proficient:</u>
<u>Proficient:</u>	<u>Advanced:</u>	<u>Proficient:</u>	<u>Advanced:</u>
<u>Advanced:</u>		<u>Advanced:</u>	
<b>Featured Sources #1</b>	<b>Featured Sources #2</b>	<b>Featured Sources #3</b>	<b>Featured Sources #4</b>
A)	A)	A)	A)

Summative Performance Task AND Taking Informed Action	
Summative Performance Task	<p><b>Does Change Lead to Progress?</b></p> <p><i>“Construct an argument that explores how change could lead to progress using evidence from multiple sources while addressing counterclaims and evidentiary weaknesses.</i></p> <p><i>introductory paragraph, 3 body paragraphs, and conclusion following the TEAL format. Student uses document(s) to create claims/counterclaims with textual evidence analysis.”</i></p> <p><b>Q4 skill set aligned assessment #8 = introductory paragraph, 3 body paragraphs, and conclusion following the TEAL format. Student uses document(s) to create claims/counterclaims with textual evidence analysis. (students prove mastery of skill with the end and final aligned assessment – this can also, especially for time sake, be conducted and/or created during the semester 2 scheduled finals)</b></p>
Civic Extension - Taking Informed Action: (Choose ONE Civic Extension Piece For Students to Perform and Complete, Per Semester)	<p><b><u>Understand</u></b></p> <p>The role the environment plays within local indigenous communities.</p> <p><b><u>Assess</u></b></p> <p>Students will write an informative essay using the TEAL structure, to a local congressional member regarding an environmental issue.</p>

	<p><b><u>Act</u></b></p> <p>Students send the letter.</p>
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The following are ideas for the future if aligned content areas need shifting which needs to be approved by member teachers IF a shift is required to take place:

Options	Suggestions/Approaches/Routes To Explore	Sources
Impacts	<i>History through present day policies</i>	<p><u>Sources WITH Hyperlinks:</u></p> <p><u>Additional Sources [sans hyperlinks]:</u></p> <p>-Film (animated), ‘Dot and the Koala’</p> <p>-Film, ‘Gallipoli’</p> <p>-Excerpts From, ‘The Crown’</p> <p>-Effects of Global Warming</p> <p>-Documentary, ‘They Shall Not Grow Old’</p> <p>-Language Matters With Bob Holman</p>

RATIONALE: Overall, each of these content areas of focus will give choice in deciding what three powerful empires went through, various forms of government, and leadership, including culture and expansion, thus, allowing students to rationalize, even in their differences, what makes a good and poor empire and compare them to present day examples as well as make predictions.



## Inquiry Design Model (IDM) Blueprint™

Compelling Question	<p><b>(1491-1754) First Americans and Early European Interactions: <i>Were the American Colonies destined to clash? (Quarter 1: 4-5 weeks)</i></b></p>
Standards and Practices	<p><b>D1.4.9-12.</b> Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.</p> <p><b>D2.Civ.8.9-12.</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p><b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>D2.Geo.6.9-12.</b> Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions</p> <p><b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p> <p><b>D2.His.5.9-12.</b> Analyze how historical contexts shaped and continue to shape people’s perspectives.</p> <p><b>D2.His.11.9-12.</b> Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p> <p><b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p>

	D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.	
Staging the Question	Rationale: This can include clashing with Native American tribes, other colonies, and other nations.	
Unit Foundational Documents/Topics		
John Winthrop: “City Upon a Hill” speech		
Supporting Question 1	Supporting Question 2	Supporting Question 3
Who were the first peoples in the Americas?	What were the push and pull factors driving North American colonization? <ul style="list-style-type: none"><li>Political, religious, economic</li><li>Gold, God, Glory</li><li>CHEG</li></ul>	What factors contributed to cooperation & conflict between tribes and Europeans? <ul style="list-style-type: none"><li>Include discussion of property ownership</li></ul>
Formative Performance Task	Formative Performance Task	Formative Performance Task
<u>LIST</u> , using evidence, how humans arrived in N.A. <u>CONSTRUCT</u> a visual that demonstrates the relationship between regions and tribal identities.	<u>LIST</u> , using evidence, the push and pull factors driving North American Colonization.	<u>COMPLETE</u> a source analysis from multiple perspectives. Utilizing <u>H.A.P.P.Y.</u> <u>CONSTRUCT</u> an argument based on evidence.
Featured Sources	Featured Sources	Featured Sources
1. Tracking a Mystery – Craig Childs Interview <a href="#">National Geographic Website</a> <a href="#">“How Did First Americans Arrive”</a> 2. <a href="#">The American Yawp - Chapter 1 (specific excerpts)</a> 3. <a href="#">Native American Images - Maps and Dwellings</a>	1. <a href="#">The Europeans – Why they Left and Why is Matters?</a> (needs to be significantly trimmed, down to 3 pgs.?) 2. <a href="#">John Winthrop: City Upon a Hill speech</a> 3. <a href="#">Letter recruiting settlers to South Carolina 1666</a> 4. <a href="#">Letter recruiting settlers to Pennsylvania1683</a>	1. <a href="#">Compilation of sources</a> + <a href="#">Instructional Resource</a> 2. YouTube: <a href="#">Whole 7 Years War Crash Course</a> 3. <a href="#">King Philip’s War SHEG</a> (need login) 4. <a href="#">C3 Pilgrims &amp; Wampanoags Inquiry</a> 5. <a href="#">Perceptions of Native Americans</a>

Supplemental Sources		Supplemental Sources	Supplemental Sources
<a href="#">MT Tribal Origin Stories</a> <a href="#">Ch. 3 Montana History Textbook: Pages 44-48</a>		<a href="#">John Rolfe Reporting on First African Slaves to Arrive in Americas</a> ABC Clío: American History – Regional Colonial Development <a href="#">Hyperlink to ABC Clío Database Documents</a> <a href="#">PDFs of ABC Clío Documents (combined)</a>	<a href="#">Pocahontas SHEG</a> (heavy focus on sourcing) (need login) <a href="#">Salem Witch Trials Podcast</a> <a href="#">Salem Witch Trials</a> (need login) <a href="#">A Short Account of the Destruction of the Indies</a>
Summative Performance Task	Argument	Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views. Shared Assessment: Students will construct a thesis answering the compelling question.	
	Extension		
Taking Informed Action		Understand: Research modern perspectives on the celebration and commemoration of Columbus Day and/or Thanksgiving nationally and within Montana. Assess: Evaluate the benefits and drawbacks of recognizing these Holidays and traditions. Act: Write a letter to a lawmaker arguing whether you agree or disagree with Montana's current position.	

## Inquiry Design Model (IDM) Blueprint™

Compelling Question	<b>(1755-1800): Revolutionary War and Constitution: <i>Was the American Revolution revolutionary? (Quarter 1: 4-5 weeks)</i></b>
Standards and Practices	<p><b>D1.5.9-12.</b> Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.</p> <p><b>D2.Eco.9.9-12.</b> Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.</p> <p><b>D2.Civ.4.9-12.</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p><b>D2.Geo.5.9-12.</b> Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</p> <p><b>D2.His.2.9-12.</b> Analyze change and continuity in historical eras.</p> <p><b>D2.His.6.9-12.</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p><b>D2.His.15.9-12.</b> Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.2.9-12.</b> Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).</p>
Staging the Question	Rationale: This compelling question allows a teacher to address The Enlightenment, political theory, major events, and minority roles in the revolution.

## Unit Foundational Documents/Topics

Declaration of Independence

US Constitution

Magna Carta

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What new ideas and concepts were introduced by the Enlightenment and how did they influence Revolution?	Why did the colonists declare independence?	Why were the Articles of Confederation abandoned for the Constitution?	What are the key components of the Constitution? (Articles, Separation of Powers, Checks and Balances)
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Make connections between the ideas of philosophers (Hobbes, Locke, Rousseau, and Montesquieu) and the 5 ideals of democracy (Limited government, natural rights, social contract, republicanism, popular sovereignty/consent of the governed).	Annotate the Declaration of Independence and make connections to ideals of Democracy and the historical context.	Identify and rank the shortcomings and failures of the Articles of Confederation.	Construct a graphic organizer that highlights the major components of the US Constitution and the Bill of Rights.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
1. YouTube: <a href="#">Enlightenment Crash Course</a> 2. YouTube: <a href="#">Magna Carta - Annenberg Classroom</a> 3. YouTube: <a href="#">English Bill of Rights - Untold History</a> 4. <a href="#">Compilation of Sources</a>	<a href="#">Declaration of Independence</a> (Hyperlink)  <a href="#">Declaration of Independence</a> (PDF)	<a href="#">America's First Failure at Government - US History Scene</a> (Hyperlink)  <a href="#">America's First Failure at Government - US History Scene</a> (PDF)	<a href="#">US Constitution</a> (Hyperlink)  <a href="#">US Constitution</a> (PDF)
Supplemental Sources	Supplemental Sources	Supplemental Sources	Supplemental Sources

<div>1. <a href="#">Locke [Natural Rights]</a> (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>2. <a href="#">Rousseau Social Contract Summary [Social Contract, Popular Sovereignty]</a> (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>3. <a href="#">Montesquieu <i>Spirit of the Laws</i> Excerpt [Republicanism, Limited Government]</a> (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>4. <a href="#">Iroquois Confederacy</a> (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>5. <a href="#">How the American Revolution Spurred Independence Movements Around the World</a> (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div>	<div><i>Common Sense</i> by Thomas Paine (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div>	<div>1. Library of Congress – Policies and Problems of the Confederation Government (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>2. <a href="#">A New Nation</a></div> <div>3. 10 Reasons Why Americas First Constitution Failed (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>4. Harvard Case Study: James Madison and the Federal Negative (training needed for access)</div>	<div>1. Constitution Explained (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>2. The Interactive Constitution (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>3. <a href="#">Abigail Adam’s “Remember the Ladies”</a></div> <div>4. Marbury case summary (postscript to Art III) (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</div> <div>5. Harvard Case Study: James Madison and the Federal Negative (training needed for access)</div>
Summative Performance Task	Argument	Was the American Revolution revolutionary? Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.	
	Extension		
Taking Informed Action	<div><div></div><div><ul style="list-style-type: none"><li>Understand: The 5 Principles of American Democracy (Social Contract, Limited Government, Republicanism, Popular Sovereignty/Consent of Governed, and Natural Rights).</li><li>Assess: Analyze to what extent the Founding Fathers would have supported political action on contemporary social issues (social security, healthcare, immigration, college loan forgiveness).</li><li>Would the founding fathers have struggled to take action on contemporary issues.</li><li>Analyze a contemporary issue through the lens of the 5 principles of American Democracy and the founding fathers.</li><li>Act: Students will take a position (survey, presentation, open letter, twitter conversation).</li><li>Articulating and reconciling multiple perspectives on a contemporary issue.</li></ul></div></div>		

# Inquiry Design Model (IDM) Blueprint™

Compelling Question	(1800-1848) Consolidation of a Young Nation: <i>What does it mean to be American?</i> (Quarter 2: 4-5 weeks)		
Standards and Practices	<p><b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.</p> <p><b>Civ 2, Econ 3, Econ 13, Geo 4, Geo 8, His 3, His 10</b> (Additional: Civ 3, 5, 6, 10 ,12; Econ 1, 5, 7, 12; Geo 7, 10; His 2, 4, 14)</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.3.9-12.</b> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).</p>		
Staging the Question	Rationale: This allows to talk about identity, parties, ideologies, opportunity beyond where the 1800s began, who was not considered American, defining governmental scope.		
Unit Foundational Documents/Topics			
George Washington’s Farewell Address John Gast <i>American Progress</i> Painting			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How did American Democracy evolve? <ul style="list-style-type: none"><li>• Vote expansion/ Jacksonian era</li><li>• Political party formation/ expansion</li></ul>	How did America grow? <ul style="list-style-type: none"><li>• Westward expansion, manifest destiny, Indian removal, Marshall trilogy</li></ul>	How did industrialization change the United States? <ul style="list-style-type: none"><li>-How and why did the nature of production change?</li><li>-What role does transportation have in the</li></ul>	What elements of American culture were celebrated and critiqued? <ul style="list-style-type: none"><li>• Reform: Great Awakening, Mormonism, education, anti-immigration, abolition</li></ul>

		development of industrialization? -How does technology enhance industrialization?	<ul style="list-style-type: none"> <li>Transcendentalism, Whitman, Art and literature</li> </ul>
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p>Create a timeline of various events of national importance and make connections to the development of the American Identity.</p> <p>Identify the voting tendencies of various American citizens.</p> <p>Identify how people living within the United States interacted with the American Democracy.</p> <p>Complete a graphic organizer on the four major political parties of the 1800-1840 timeframe.</p>	<p>Compare differing perspectives of western expansion through the lens of multiple groups involved in the demographic changes of the early 19<sup>th</sup> Century.</p>	<p>Infer the various effects of industrialization on American society.</p> <p>Emphasis on Non-Text Sources</p>	<p>Write a source analysis that connects the source to the celebrations and/or critiques of American culture.</p> <p>(H.A.P.P.Y. and Sourcing formula)</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<ol style="list-style-type: none"> <li>Washington's Farewell Address (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li><a href="#">Rip VanWinkle's America</a></li> </ol>	<ol style="list-style-type: none"> <li>Slides: <a href="#">"American Progress" by John Gast Painting Analysis and Western Expansion Territories Map</a></li> <li><a href="#">Oregon Trail Game</a> (hyperlink)</li> <li><a href="#">Compilation of Sources</a></li> <li><a href="#">NPR Podcast: Treaty of New Echota</a> (hyperlink)</li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Lowell Girls Case Study</a></li> <li><a href="#">Market Revolution Documents</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">Reform Era</a> (source search)</li> </ol>
Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources
<ol style="list-style-type: none"> <li>Democracy in American – American YAWP (IX-XI) (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> </ol>	<ol style="list-style-type: none"> <li>Harvard Case Study: Democracy, Sovereignty, and the Struggle over</li> </ol>	<ol style="list-style-type: none"> <li>Slides: <a href="#">Industrialization</a> (good overview for supporting question,</li> </ol>	



2. Slides (video sources): <a href="#">Young America</a> – compilation	Cherokee Removal (training needed for access)	lots of graphics/maps/tables for analysis and response)	2. History Detective – Rise of Slavery Case Study ( <a href="#">Slides</a> ) ( <a href="#">Worksheet</a> )	
3. History of Voter Turnout in the US – charts ( <a href="#">Hyperlink</a> ) ( <a href="#">PDF</a> )				3. Population Growth Map (Gif) ( <a href="#">Hyperlink</a> )
4. <a href="#">Changing Parties – Timeline</a>				4. <a href="#">Growth of Cotton and Slavery Charts</a>
5. <a href="#">How American Political Parties Began</a>				5. <a href="#">ABC-CLIO databases</a> (Industrializing America and maybe Cotton Economy)
6. <a href="#">Voter Turnout DBQ</a>				
7. <a href="#">Overview of US Political Parties</a> (ABC CLIO)				
8. Expanding Democracy (Jacksonian) – from Khan Academy ( <a href="#">Hyperlink</a> ) ( <a href="#">PDF</a> )				
9. <a href="#">Origins and Impacts of Nationalism</a>				
10. <a href="#">Compilation of political cartoons/paintings/etc</a>				
11. <a href="#">Campaign Themes and Criticisms</a>				
Summative Performance Task				Argument
	Extension			
Taking Informed Action	<b>Understand:</b> Research contemporary issues that Americans utilize to define American identity (voting, standing for the National Anthem, serving in the military, running for office, etc...). Different meanings of what it means to be patriotic. Different perspectives on patriotism. <b>Assess:</b> Students will evaluate the differences between patriotism and nationalism. <b>Prompt:</b> How does one express patriotism in an increasingly pluralistic society? <b>Act:</b> Students will thoughtfully place patriotic and/or nationalistic actions on a spectrum. OR Students will interview a family member from another generation(?) and have them place patriotic/nationalistic actions on a spectrum.			

Compelling Question	(1848-1877) Division and Reconstruction in the United States: <i>Does compromise prevent conflict? (Quarter 2: 4-5 weeks)</i>			
Standards and Practices	<p><b>D1.3.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.</p> <p><b>Civ 5, Civ 7, Civ 13, Econ 1, Geo 2, His 4, His 7, His 14</b> (Additional: Civ 1,12; Geo 1, 4, 5, 7, 10; Hist 17)</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.8.9-12.</b> Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.</p>			
Staging the Question	Rationale: This allows teachers to engage with the historical and political forces that split, united, and reunited the U.S.; phrasing the question this way demands covering the lead up to the Civil War, the war itself, and the fallout from the conflicts of the era.			
Unit Foundational Documents/Topics				
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	Optional: Supporting Question 5
How do competing groups compromise with one another?	How did conflict escalate?	What makes a citizen?	What are the limits of presidential power?	How has America remembered the Civil War? (This is about analyzing the historiography of the Civil War.)

Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Identify the key elements of compromises made between opposing groups. (vocab, map, timeline)	Identify the key events of conflict between opposing groups. (vocab, map, timeline)	Define what a citizen is and refine the definition following the analysis of several sources.	Identify the Presidential powers outlined in the Constitution and evaluate the actions of Presidents Lincoln and Johnson.	Students will complete a t-chart that includes source analysis (HIPPO). *provide students with sources from different time periods that address the supporting question (ex. Lincoln and Davis)
Featured Sources	Featured Sources	Featured Sources	Featured Sources	Featured Sources

<ol style="list-style-type: none"> <li>Slides: <a href="#">Political Gamesmanship</a> (i.e. logrolling, horse-trading, demo derby)</li> <li><a href="#">Compromises</a> – Compilation of Sources (i.e. 3/5ths, Missouri, 1850, Kansas-Nebraska, 1877)</li> <li>Harvard Case Study: Lincoln and Secession (training needed to access)</li> <li>YouTube: <a href="#">Unchained Memories: Readings from the Slave Narratives</a></li> <li>ABC CLIO Database: Compromises and Decisions (<a href="#">Hyperlink</a>)</li> </ol>	<ol style="list-style-type: none"> <li>Harvard Case Study: Lincoln and Secession (training needed for access)</li> <li>Emily's Tensions of Civil War Slides: <a href="https://docs.google.com/presentation/d/1cb-2EXz1O4ceqURVDCjRdKg_zWf-ycL_QU6-9YVhFOvQ/edit?usp=sharing">https://docs.google.com/presentation/d/1cb-2EXz1O4ceqURVDCjRdKg_zWf-ycL_QU6-9YVhFOvQ/edit?usp=sharing</a></li> </ol>	<ol style="list-style-type: none"> <li>Dred Scott vs Stanford (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>YouTube: Netflix Series – <a href="#">Amend</a> (episodes 1, 2)</li> <li><a href="#">Amendments XIII-XV</a></li> </ol>	<ol style="list-style-type: none"> <li>US Constitution: Article 2 (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li><a href="#">Emily's Presidential Powers Doc.</a></li> </ol>	<ol style="list-style-type: none"> <li><a href="#">The Lost Cause series on C-Span</a></li> </ol>
Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources	Supplemental Resources
<ol style="list-style-type: none"> <li>"The Great Triumvirate" (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>"Garrison's Constitution" (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>Missouri Compromise (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>Compromise of 1850 (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> <li>Kansas-Nebraska Act (<a href="#">Hyperlink</a>) (<a href="#">PDF</a>)</li> </ol>	Lincoln Douglas debates Dred Scott John Brown, Harper's Ferry, Bleeding Kansas Lincoln's election Civil War Assassination	<ol style="list-style-type: none"> <li>Frederick Douglass Speeches</li> <li>Historical Debates over Amendments</li> <li>Dred Scott</li> <li>Reconstruction amendments</li> </ol>	Civil War Gettysburg Address Emancipation proclamation <i>Habeas Corpus</i> suspended by Lincoln Reconstruction Acts Freedmen's Bureau Congress vs. President	Rise of KKK Compromise of 1877 Cornerstone speech CSPAN Lost Cause Myth Modern racial tensions? -

			Presidential pardons	Confederate statues
Summative Performance Task	Argument	Does compromise prevent conflict?  Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.		
	Extension			
Taking Informed Action	Understand: Students will understand elements of political gamesmanship and varying degrees of compromise.  Students will identify a student-centered issue they would like to see school administration change.  Assess: Students will evaluate the best course of action for accomplishing their goal.  Act: Students will present their issues to school administration/teacher/student council rep.			

Compelling Question	(1877-1920) A Changing Nation: <i>Who is responsible for fixing society's problems?</i>		
Standards and Practices	<p><b>D1.1.9-12.</b> Explain how a question reflects an enduring issue in the field.</p> <p>Civ 6, Civ 11, Geo 5, Geo 6, Econ 3, Econ 4, Hist 3, Hist 12 (Additional Civ 3, Civ 13, Geo 4, Geo 7, Econ 7, Econ 8, Hist 15)</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D4.6.9-12.</b> Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.</p>		
Staging the Question	<p>Rationale: Allows us to identify societal problems (corruption, immigration, poverty, lack of suffrage, unethical business practices, Indian Policy) of the Gilded Age and recognize the entities that participated in the fixes of the Progressive Era (regulation of business, increase in democratic institutions...)</p>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4

<p><b>SQ1 (24-25)/SQ1 (23-24): What are the characteristics of American Capitalism?</b></p> <p>Steel, Oil, Electricity</p> <p>Corporations &amp; Monopolies</p> <p>Vertical/Horizontal Integration</p> <p>Assembly Lines</p> <p>Consumer Culture</p> <p>Gospel of Wealth &amp; Social Darwinism</p>	<p>SQ2 (23-24): What problems existed in both cities and the rural west?</p> <p><b>SQ2 (24-25): What problems existed in cities?</b></p> <p>Immigration</p> <p>Poverty &amp; Class divides</p> <p>Sanitation &amp; Crime</p> <p>Political Machines</p>	<p><b>SQ3 (24-25): What problems existed in the rural west?</b></p> <p>Indian Wars, Homestead Act, Dawes Act, Reservation Period, &amp; Boarding Schools</p>	<p>SQ3 (23-24): How can citizens act as a catalyst for change?</p> <p><b>SQ4 (24-25): How can citizens and their government act as a catalyst for change?</b></p> <p>Social Gospel &amp; Settlement Houses</p> <p>Labor Movements</p> <p>Populist Movement</p> <p>Muckrakers</p> <p>Progressive Movement</p> <p>Women's Rights</p> <p>Temperance/Prohibition</p> <p>NAACP</p> <p>SQ4 (23-24): How can local, state, and federal governments enact change?</p> <p>Civil Service Reform</p> <p>Anti-Trust Legislation</p> <p>Roosevelt's Square Deal (Consumer Protection &amp; Environmentalism)</p> <p>Initiatives, Referendums, &amp; Recalls</p> <p>16-19th Amendment</p> <p>Wilson's New Freedom</p>
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Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Identify and compare traditional, capitalist, socialist, and communist economic systems from provided scenarios.	Create a document (newspaper/ magazine article/public meeting agenda) that draws attention to an issue demonstrating <i>why</i> Americans should be upset	Generate an advertisement for joining a social movement.	Sesame Street Quiz ( <a href="#">How to do a SSQ</a> )
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<a href="https://www.youtube.com/watch?v=B43YEW2FvDs&amp;list=PL1oDmcs0xTD-dJN1PL2N1urX0EKupBJCQ&amp;index=4">https://www.youtube.com/watch?v=B43YEW2FvDs&amp;list=PL1oDmcs0xTD-dJN1PL2N1urX0EKupBJCQ&amp;index=4</a>  <a href="https://www.youtube.com/watch?v=Sb_-wfmJnHA">https://www.youtube.com/watch?v=Sb_-wfmJnHA</a>  <a href="#">Economic Scenarios</a> comparing the different systems	<a href="#">Gilded Age American Experience Doc</a>  -----	<a href="#">PBS- Muckraker Collection</a>  ----- <a href="#">Hull House</a>	<a href="#">Amendments 16-19</a>  -----
Summative Performance Task	Argument	Who is responsible for fixing society's problems?  Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims	



		and relevant evidence from primary and secondary sources while acknowledging competing views.
	<b>Extension</b>	
Taking Informed Action	<p>Understand: <i>Students will research a present day issue (income inequality, government corruption, climate change, immigration, drug regulation).</i></p> <p>Assess: What groups (Congress, States, President, special interest groups, media, unions, parties) can impact(?) the issue</p> <p>Act: Students communicate (email, phone call) with an organization inquiring about steps to rectify the issue.</p> <p>Teen advocacy guide – what does a politically active teen engage in.</p>	

## Inquiry Design Model (IDM) Blueprint™

Compelling Question	(1890-1929) Imperialism and Global Power: Was America a hero or a bully on the world stage?
Standards and Practices	<p><b>D1.2.9-12.</b> Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question</p> <p><b>D2.Civ.3.9-12.</b> Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order</p> <p><b>D2.Civ.10.9-12.</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p><b>D2.Eco.8.9-12.</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.</p> <p><b>D3.3.9-12.</b> Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.</p> <p><b>D2.His.14.9-12.</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>D2.Geo.11.9-12.</b> Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.</p>

	<b>D2.His.16.9-12.</b> Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.			
Staging the Question	Provide examples of how a country can behave as a “hero”. Provide examples of how a country can behave as a “bully”. (should this be a Supporting Question?)			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	Supporting Question 5
<p><b>New SQ1: Where did the US exert imperialism and why?</b></p> <p>Original Question 1: What motivated US foreign expansion?</p> <ul style="list-style-type: none"> <li>• Closing of the frontier</li> <li>• Monroe Doctrine</li> <li>• US business interests</li> <li>• Natural resources</li> <li>• European imperialism</li> <li>• Darwinism</li> <li>• Nationalism</li> </ul> <p>Original Question 2: Where did the U.S. exert imperialism and what were the effects?</p> <ul style="list-style-type: none"> <li>• Spanish-American War</li> <li>• Philippines</li> <li>• Panama Canal</li> <li>• Hawaii</li> <li>• China</li> <li>• Mexico</li> <li>• Congo</li> <li>• Great White Fleet</li> </ul>		<p><b>Why did the US enter WWI?</b></p> <p><b>Causes of WWI</b></p> <p><b>US neutrality and efforts to stay out of WWI</b></p>	<p><b>What was the impact of WWI on the American Homefront?</b></p> <p><b>Women</b></p> <p><b>Influenza</b></p> <p><b>Civil liberties</b></p> <p><b>Propaganda</b></p> <p><b>Wartime economy</b></p> <p><b>Rations</b></p>	<p><b>How did WWI impact the role of the US on the world stage?</b></p> <ul style="list-style-type: none"> <li>• <b>14 Points</b></li> <li>• <b>Treaty of Versailles</b></li> <li>• <b>League of Nations</b></li> <li>• <b>Isolationism</b></li> </ul>

Formative Performance Task		Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Construct a visual that demonstrates the relationship between these factors and US foreign expansion.		Map the US Empire after the Spanish-American War	Use a graphic organizer to summarize the causes of WWI and the reasons for US entry.	Create Journal Entries from the perspective of a Montanan during WWI.	Create a T-chart with arguments for and against the US joining the League of Nations.
Featured Sources		Featured Sources	Featured Sources	Featured Sources	Featured Sources
<a href="#">Imperialism Textbook</a>  <a href="#">American Imperialism Wks.</a>		<a href="#">Imperialism Textbook</a>  Panama Canal – American Experience - PBS	<a href="#">Great War Primary Source collection</a>  <a href="#">Great War Thesis Dev. Wks.</a>  <a href="#">Entering WW1 Graphic Organizer 2023 .docx</a>	<a href="#">Montana and the Great War</a>  <a href="#">Montana and the Great War Writing task 2023.docx</a>  Influenza 1918 – American Experience – PBS (dvd available)	<a href="#">Cabot Lodge Rejection of Treaty of Versailles article</a>  <a href="#">Wilson's 14 Points (excerpted)</a>
Summative Performance Task	Argument	Is America a Hero or Bully on the World Stage?  Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.			
	Extension				
Taking Informed Action		Identify one current geopolitical action that the US is engaged in. Write a letter to a member of Congress or an Op-Ed taking the position that the US is either a “bully” or a “hero” in this engagement.			

# Unit 1

Compelling Question	(1920-1939) Boom and Bust: <i>Is a free market a fair market?</i>		
Standards and Practices			
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Basic Economic principles & types of markets, property ownership, Keynesian	<i>*Review of economic systems and Communism -&gt; Red Scare</i>  booming 1920s w/underlying weaknesses -> Stock market crash	Experience of Great Depression	New Deal programs - Pro vs. Anti regulation arguments, Keynesian economics
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Featured Sources	Featured Sources	Featured Sources	Featured Sources
	<a href="https://www.gilderlehrman.org/history-resources/teaching-resource/statistics-american-economy-during-1920s">https://www.gilderlehrman.org/history-resources/teaching-resource/statistics-american-economy-during-1920s</a>	<a href="#">PBS Dust Bowl Documentary</a>	<a href="#">What is Keynesian Economics?</a>
Summative Performance Task	Argument		
	Extension		

Taking Informed Action	
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Inquiry Design Model (IDM) Blueprint™				
UNIT 2				
Compelling Question	How should we remember World War II? [WWII at Home and Abroad]			
Time	5 weeks max – <a href="#">Pacing Calendar</a>			
Standards and Practices	<p><b>CHEG FOCUS: CH</b></p> <p><b>Featured Standards:</b></p> <p><b>D2.Civ.8.9-12:</b> Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.</p> <p><b>D2.His.5.9-12:</b> Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p> <p><b>D2.His.10.9-12:</b> Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</p> <p><b>D2.His.14.9-12:</b> Analyze multiple and complex causes and effects of events in the past.</p> <p><b>Supplemental Standards</b></p> <p><i>D2.His.1.9-12: Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</i></p> <p><i>D2.His.12.9-12: Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. (Specifically in the extension of this unit)</i></p>			
Staging the Question				
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4	
What was the Homefront experience?	How did America contribute to the allied victory?	Was the U.S. justified in dropping the atomic bombs?	How did the Holocaust happen?	
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task	

<p>Create a diary entry from the perspective of a(n)...</p> <ul style="list-style-type: none"> <li>-woman</li> <li>-Japanese American</li> <li>-Jewish person</li> <li>-child</li> <li>-male war industry worker</li> <li>-African American</li> </ul>	<p>Ranking of Events from 1939-1945 in order of importance</p>	<p>Structured Academic Controversy on Dropping the Bomb(s)</p>	<p>Ten Stages of Genocide Chart (plug in evidence)</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>*<a href="#">Smithsonian Homefront</a></p> <p><a href="#">Eisenhower Foundation</a> (rationing game)</p> <p><a href="#">Executive Order 9066</a></p> <p><a href="#">Digital Inquiry Group- Japanese American Incarceration</a></p> <p>*<a href="#">Minorities in WWII</a></p> <p><a href="#">A Lesson on the Japanese American Internment - Zinn Education Project</a> (<a href="#">zinnedproject.org</a>)</p> <p><a href="#">WWII Yearbooks</a></p>	<p><a href="#">Lend Lease</a></p> <p>*<a href="#">Arsenal of Democracy</a></p> <p>*Military Timeline (**events at discretion of teacher)</p> <p><a href="#">History   D-Day   June 6, 1944   The United States Army</a></p> <p><a href="#">D-Day: The Allies Invade Europe   The National WWII Museum   New Orleans</a> (<a href="#">nationalww2museum.org</a>)</p> <p>**Event Option List:</p> <p>Lend-Lease, Cash and Carry, Pearl Harbor, Invasion of North Africa, Pacific Island Hopping (Teacher's discretion (Bob recommends Battle of Midway)), Operation Overlord (D-Day), Battle of the Bulge, Atlantic Convoys, Race to the Rhine, V-E Day, V-J Day</p>	<p><a href="#">Statement from President Truman, August 6, 1945</a></p> <p><a href="#">Digital Inquiry Group- The Atomic Bomb</a></p> <p>*<a href="#">PowerPoint: Necessary Evil or Terrible Mistake?</a></p>	<p>*<a href="#">United States Holocaust Memorial Museum</a> (<a href="#">ushmm.org</a>)</p> <p>*<a href="#">10 Stages of Genocide</a></p> <p><a href="#">Nationalism Negative Side Effect.docx - Google Docs</a></p> <p><a href="#">Virtual Tour Lesson, (ushmm)</a></p> <p><a href="#">Virtual Field Trip Questions</a></p> <p><a href="#">Dan Carlin on the Holocaust</a> (middle 1/3 has tons of <a href="#">primary</a>)</p>
<p>Summative Performance Task</p>	<p><b>Argument</b></p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p>		
<p>Taking Informed Action</p>	<p>Understand: Research modern acts of Genocide/Possible Genocide occurring now/ recently.</p>		

	<p>Assess: Evaluate the extent to which the modern events discussed represent genocide according to 10 stages of genocide.</p> <p>Act: Create a social media post/poster/other creative display to generate awareness and/or intervention to genocide.</p>
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Inquiry Design Model (IDM) Blueprint™			
UNIT 3			
Compelling Question	Why do I vote the way I do? [How do Elections work?]		
Time	3 weeks max		
Standards and Practices	<p><b>CHEG FOCUS: C</b></p> <p><b>Featured Standards:</b></p> <p><b>D2.Civ.2.9-12:</b> Analyze the role of citizens in the US political system, with attention to various theories of democracy, changes in Americans’ participation over time, and alternative models from other countries, past and present.</p> <p><b>D2.Civ.10.9-12:</b> Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p>		
Staging the Question			
Supporting Question 1		Supporting Question 2	Supporting Question 3
What is the election process?		How are votes influenced?	How do I vote?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Create a timeline for elections from Deciding to Run ----> Inauguration Day Bob’s slides: <a href="#">Slides</a>		*Interest Group Speed Dating ( <a href="#">research</a> , <a href="#">the social</a> ... would want to rework the reflection portion.)	Register to vote & fill out a practice ballot
Featured Sources		Featured Sources	Featured Sources



<a href="#">Party Platforms Analysis</a> (needs to be updated after each Party Convention)  Party Platforms	<a href="#">Citizens United v. FEC (2010)</a>  <a href="#">Dark Money</a> Documentary	<a href="#">Voter registration forms</a>  Practice Ballot  Candidate profiles
Summative Performance Task	<p style="text-align: center;"><b>Argument</b></p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p>	
Taking Informed Action	<p>Understand: Determine at least 2 local issues on the ballot or with the candidates that matter to you and research them and develop unanswered questions.</p> <p>Assess: Determine how you will cast your vote for candidates/issues.</p> <p>Act: Plan a field trip to a polling place/invite a polling coordinator/candidate/league of women voters to further discuss the election process.</p>	

Inquiry Design Model (IDM) Blueprint™  <b>UNIT 4</b>	
Compelling Question	<b>When is intervention interference? [Cold War Abroad]</b>
Time	<b>7 weeks max</b>
Standards and Practices	<p><b><u>CHEG FOCUS:</u> CHEG</b></p> <p><b>Featured Standards:</b></p> <p><b>D2.Civ.6.9-12:</b> Critique relationships among governments, civil societies, and economic markets.</p> <p><b>D2.His.15.9-12:</b> Distinguish between long-term causes and triggering events in developing a historical argument.</p> <p><b>D2.Eco.14.9-12:</b> Analyze the role of comparative advantage in international trade of goods and services.</p> <p><b>D2.Geo.2.9-12:</b> Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.</p> <p><b>Supplemental Standards:</b></p> <p><i>D2.Civ.3.9-12: Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.</i></p> <p><i>D2.His.10.9-12: Detect possible limitations in various kind of historical evidence and differing secondary interpretations.</i></p>

	<p><i>D2.Eco.3.10.9-12: Analyze the ways in which incentives influence what is produced and distributed in a market system.</i></p> <p><i>D2.Eco.4.9-12: Evaluate the extent to which competition among sellers and among buyers exists in specific markets.</i></p> <p><i>D2.Geo.5.9-12: Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</i></p>		
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
How did the Cold War escalate?	Where did the Cold War get hot?	What did the Cold War cost? <i>Could start with “how does it end” then a retrospective on what it cost and even now, how is it still costing “us”.</i>	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
1-2 Paragraph expository timed write <b>Prompt:</b> Describe (identify and discuss how it contributed) factors that led to escalation of the Cold War.  <b>Top 5 List:</b> Identify 5 factors that led to the escalation of the Cold War then write 2-3 sentences justifying why it belongs in the top 5.  <i>Wanting to assess what the contributing factors were to the escalation of the Cold War. Do they understand how everything is connecting and contributing?</i>	Create a map of the Cold War World & label “hot spots”	Create an Infographic (Option – by the numbers – pick 10 numbers and explain their connection to the cost of the Cold War)	
Featured Sources	Featured Sources	Featured Sources	
Yalta and Potsdam Conferences <a href="#">Stalin Election Speech</a> <a href="#">Churchill Iron Curtain Speech</a> <a href="#">North Atlantic Treaty</a> <a href="#">Truman Doctrine</a> <a href="#">The Rise and Fall of the Berlin Wall   4 Corners of the World (loc.gov)</a> <a href="#">What Happened the Day the Berlin Wall Fell   TIME</a>	Make sure to define Intervention and Interference – conceptual vocabulary <a href="#">Digital Inquiry Group-Patrice Lumumba</a> <a href="#">Cuban Missile Crisis (video)</a> <a href="#">Digital Inquiry Group, The Korean War</a> <a href="#">World - Cold War   MapChart (historicalmapchart.net)</a>	<a href="#">Rethinking the Teaching of the Vietnam War - Zinn Education Project (zinnedproject.org)</a> *NSC-68 <a href="#">Red Scare</a> <a href="#">Ronald Reagan and the End of the Cold War</a>	

<a href="https://drive.google.com/file/d/1_0W8jilqTNOaTh1TAzMCSccq2rOIJ0j/view?usp=sharing">https://drive.google.com/file/d/1_0W8jilqTNOaTh1TAzMCSccq2rOIJ0j/view?usp=sharing</a> <a href="#">Cold War Overview (OER Project)</a>		
Summative Performance Task	<p style="text-align: center;"><b>Argument</b></p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p> <p><b>Identify 3 instances in which the US made an appearance overseas – using the facts at hand (as discussed in class), assess whether this was intervention or interference using specific evidence to support your argument. Use your notes. <i>Can be in the format of a detailed outline or a full essay.</i></b></p>	
Taking Informed Action	<p>Understand: Research current and historical relations between the U.S. and another country. ~Jigsaw out to students</p> <p>Assess: Determine the efficacy/need for U.S. involvement in your country.</p> <p>Act: Debate and Vote on which countries the U.S. should distribute their limited international resources in a mock scenario such as military bases, money, coup, ambassadors, food aid, etc.</p>	

Inquiry Design Model (IDM) Blueprint™  <b>UNIT 5</b>	
Compelling Question	<b>Who creates and resists change? [Social upheaval in the Cold War Era]</b>
Time	<b>7 weeks max</b>
Standards and Practices	<p><b><u>CHEG FOCUS: CHE</u></b></p> <p><b>Featured Standards:</b></p> <p><b>D2.Civ.4.9-12:</b> Explain how the U.S. Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested.</p> <p><b>D2.Civ.12.9-12:</b> Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.</p> <p><b>D2.His.4.9-12:</b> Analyze complex and interacting factors that influence the perspectives of people during different historical eras.</p> <p><b>D3.1.9-12.</b> Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b><i>Supplemental Standards:</i></b></p>

	<p><i>D2.His.10.9-12: Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.</i></p> <p><i>D2.Eco.1.9-12: Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. (Specifically, the Great Migration)</i></p>		
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the goals and tactics of the Civil Rights Movements?	Is protest patriotic?	How does the government respond to social pressure to change?	What was the conservative response to change?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Written response to “What tactic used in the Civil Rights era was the most effective and why?”	Jigsaw students by topic/movements	<p>Create a graphic organizer differentiating responses by Branch of Government</p> <p><i>Suggested: Venn Diagram</i></p> <p><i>Add in a prewrite for who creates change?</i></p>	<p>Write a summary explaining the conservative responses to change in the 1960s and 1970s (utilizing evidence from the sources).</p> <p><i>This allows time to reteach/clarify before they start writing their essays.</i></p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p><a href="#">Freedom Riders</a></p> <p>*<a href="#">Letter from Birmingham Jail</a> – Doc</p> <p><a href="#">Malcolm X- By Any Means Neccessary</a></p> <p><a href="#">“Ballot or the Bullet” Malcolm X</a></p> <p><a href="#">“Toward Black Liberation” Stokely Carmichael</a></p> <p>Harvard Case Study- Crossing the Bridge in Selma</p>	<p><a href="#">Wounded Knee Occupation</a></p> <p><a href="#">Richard Oakes’ Statement for AIM’s occupation of Alcatraz</a></p> <p>-----</p> <p><a href="#">Stonewall Uprising American Experience</a></p> <p><a href="#">Stonewall Inquiry</a></p> <p>-----</p> <p><a href="#">Vietnam Protesters</a></p> <p>-----</p> <p>Woodstock/Music/Counter culture/Hippies</p> <p>-----</p>	<p>*<a href="#">Brown v Board of Education of Topeka summary</a></p> <p><a href="#">Brown v. Board of Education of Topeka</a></p> <p><a href="#">JFK and Civil Rights</a></p> <p>*<a href="#">History of the Passage of the 1964 Civil Rights Act</a></p> <p>24<sup>th</sup> &amp; 26<sup>th</sup> Amendments</p> <p>*<a href="#">Voting Rights Act of 1965</a></p> <p><a href="#">Great Society Inquiry</a></p> <p>Equal Rights Amendment (1972)</p>	<p><a href="#">Barry Goldwater Acceptance Speech (1964)</a></p> <p>Gideon v. Wainwright Miranda v. Arizona</p> <p><a href="#">“Right to Remain Silent” Miranda v Az. and the Backlash</a></p> <p><a href="#">Gideon v Wainwright Doc (15/30 minutes)</a></p> <p><a href="#">Brandenburg v Ohio</a></p> <p><a href="#">Phyllis Schlafly</a></p>

<a href="#">Montgomery Bus Boycott</a> – Digital Inquiry Group  <a href="#">Interview with US congressman John Lewis</a>	<a href="#">Women’s Rights</a> (feminism, NOW, ERA, Roe v. Wade, Title IX)  <a href="#">Women’s Movement Inquiry</a> ----- Silent Springs ----- Chavez & Grape Boycott & Chicano Movement ----- <a href="#">ADA Start</a>	Wilderness Preservation Act /Clean Air Act /Air Quality Act  Montana Constitution – revision in 1975***** (possibly stand alone?)	“A portrait of America” Pat Robertson  <a href="#">Watergate Inquiry</a> <a href="#">Nixon's "Silent Majority" Speech</a>  Devolution Policies – Nixon & Reagan
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Summative Performance Task	<p align="center"><b>Argument</b></p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p> <p><b>Summative:</b> In a well-constructed 5-paragraph essay, using the sources from this unit, identify and explain how change happens and where resistance comes from in the context of 1950s through 1970s America.</p> <p><i>Encourage students to track information throughout unit – class anchor charts – one “Creates” and one “Resists” then add to it daily/weekly. This helps in their prewriting and also reminds them of their purpose in reading/annotating/taking notes.</i></p>
	<p>Understanding: Brainstorm a list and investigate leading organizations on modern social issues/movements worthy of change or protest.</p> <p>Assess: Rank and then defend the social issues or movements most worthy of social attention today.</p> <p>Act: Start following/listening/subscribing/reading/watching major issues that you would be interested in writing a piece of legislation on for Mock Congress during 4<sup>th</sup> Quarter.</p> <p>Pick one conservative response, investigate it, and evaluate it. Have we fixed the issue? Does it still exist? Where's the divide now? Investigate the conservative response to one of the issues addressed in SQ4 and evaluate if America still feels the same way.</p>

Inquiry Design Model (IDM) Blueprint™	
UNIT 6	
Compelling Question	What is the cost of being rich? [80’s- Now- An American Golden Age?]
Time	6 weeks max

Standards and Practices	<b>CHEG FOCUS: EG</b>		
	<b>Featured Standards.:</b>		
	<b>D2.Eco.7.9-12:</b> Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes.		
	<b>D2.Eco.8.9-12:</b> Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.		
	<b>--featuring D2.Civ.13.9-12:</b> Evaluate public policies in terms of intended and unintended outcomes, and related consequences.		
	<b>D2.Eco.13.9-12:</b> Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.		
	<b>D2.Eco.15.9-12:</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.		
	<b>D2.Geo.8.9-12:</b> Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.		
	<b>Supplemental Standards:</b>		
	<i>D2.Eco.2.9-12: Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.</i>		
<i>D2.Eco.5.9-12: Describe the consequences of competition in specific markets.</i>			
<i>D2.Eco.12.9-12: Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</i>			
<i>D2.Civ.14.9-12: Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.</i>			
Staging the Question			
Supporting Question 1		Supporting Question 2	Supporting Question 3
Has federal policy made our lives richer?		Has technology made our lives richer?	Has the military made America richer?
Formative Performance Task		Formative Performance Task	Formative Performance Task
Create a T chart identifying the successes and failures of Federal policy and briefly explain the logic for each decision.		Create a visual representation for a Museum Artifact Walk summarizing how technological advancement has affected America over the last 40 years.	Create a T chart identifying the successes and failures of the American military actions and briefly explain the logic for each decision.
Featured Sources		Featured Sources	Featured Sources

<p><a href="#"><u>War on Poverty*</u></a></p> <p>War on Drugs</p> <p>Mass Incarceration</p> <p>Milestone Supreme Court nominees</p> <p><a href="#"><u>Mass Shootings *</u></a></p> <p>Mental Health Crisis</p> <p><i>Hurricane Katrina* &amp; FEMA fixes</i></p> <p>No Child Left Behind</p> <p><a href="#"><u>AIDS Crisis Inquiry</u></a></p> <p><i>LGBTQ+ Rights-Obergefell v. Hodges (2015)*</i></p> <p><i>Obamacare*</i></p> <p><i>Indian Tribal Sovereignty</i></p> <p><i>-Fish Wars</i></p> <p><b>Devolution</b> under Reagan?</p> <p>New Right &amp; <a href="#"><u>Trickle-down economics</u></a> or <a href="#"><u>This</u></a></p> <p><a href="#"><u>Reaganomics SAC</u></a></p> <p>Repeal of Glass Steagall</p> <p>Great Recession</p> <p><a href="#"><u>NAFTA Inquiry</u></a></p> <p><i>Oil dependence/shortage &amp; Green Energy</i></p> <p><a href="#"><u>Kyoto Protocol Inquiry</u></a></p> <p>U.S. Boycott to Olympics*</p> <p><a href="#"><u>Patriot Act*</u></a></p> <p><a href="#"><u>Patriot Act – BOR Institute</u></a></p> <p><i>FOIA*</i></p> <p><i>Climate Change</i></p> <p>[* must be addressed, <i>italics</i> positive argument]</p>	<p>Consumerism</p> <p>Space &amp; NASA</p> <p><a href="#"><u>Space Shuttle Article</u></a></p> <p>Computers</p> <p>Internet</p> <p>Online Shopping/Amazon</p> <p>Dot-Com Boom</p> <p>Tv</p> <p>Cable News</p> <p>Vaccines/Medical Advancements</p> <p><a href="#"><u>Cloning</u></a> &amp; Genetic Engineering</p> <p>Stock market/Wall Street -&gt; cryptocurrency</p> <p>AI <a href="#"><u>Technological Singularity</u></a></p> <p>Cell Phones &amp; Social Media</p> <p><a href="#"><u>Tech Giants Article</u></a></p> <p>COVID-19 <a href="#"><u>timeline</u></a></p> <p>Environmentalism</p> <p><a href="#"><u>Clinton Era Economics- List</u></a></p>	<p>Gulf War I</p> <p>Afghanistan</p> <p><i>Where Men Win Glory</i> by Jon Krakauer-Chapter on the creation of the Mujahideen-&gt;Al Qaeda</p> <p>Iraq</p> <p><a href="#"><u>Iraq Resolution Inquiry</u></a></p> <p>Oil Embargo</p> <p><a href="#"><u>Bill of Rights Institute (oil crisis)</u></a></p> <p><a href="#"><u>Camp David Accords</u></a></p> <p><a href="#"><u>9/11</u></a></p> <p>Israel</p> <p>Ukraine</p> <p>International Military bases (Korea, Japan, Uzbekistan, etc)</p> <p>Bosnia</p> <p><a href="#"><u>U.S. Foreign Policy in Somalia and Rwanda</u></a></p> <p><a href="#"><u>U.S. Military Intervention in Afghanistan</u></a></p> <p><a href="#"><u>Was the Invasion of Iraq Justified?</u></a></p> <p><a href="#"><u>Fossil Fuels</u></a></p>
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Summative Performance Task	Argument
	<p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p> <p><b><u>Summative:</u> Evaluate the cost of being rich using evidence from all three supporting questions (meaning “using at least one piece of evidence from the three supporting questions, make an argument for ‘what is the cost of being rich?’”) and write a response utilizing curated documents.</b></p>

Taking Informed Action	<p>Understand: Identify topics/concepts/ or issues that you see as particularly impactful over the last 40 years.</p> <p>Assess: Determine the evolution of one topic/concept/issue and create a timeline showing the relevant events/ changes.</p> <p>Act: Create a visual display of your concept's evolution.</p>
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Inquiry Design Model (IDM) Blueprint™			
UNIT 7			
Compelling Question	How will you impact the country? [Modern Politics]		
Time	6 weeks		
Standards and Practices	<p><b>CHEG FOCUS: CE</b></p> <p><b>Featured Standards:</b></p> <p><b>D2.Civ.7.9-12:</b> Apply civic virtues and democratic principles when working with others.</p> <p><b>D2.Civ.9.9-12:</b> Use appropriate deliberative processes in multiple settings.</p> <p><b>D2.Civ.11.9-12:</b> Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.</p> <p><b>D2.Eco.10.9-12:</b> Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions.</p> <p><b>D2.Eco.11.9-12:</b> Use economic indicators to analyze the current and future state of the economy.</p>		
Staging the Question			
Supporting Question 1		Supporting Question 2	
How do the three branches of government function today?		What are current issues facing America?	
Formative Performance Task		Formative Performance Task	
Multiple choice/short answer quiz covering modern government functioning.		Mock Congress (Write a bill)	
Featured Sources		Featured Sources	



<p>Articles I-III of Constitution</p> <p><u>LEGISLATIVE SLIDES POELKING</u></p> <p>-powers and makeup of both houses</p> <p>-committees (what they?)</p> <p>-bill ---&gt; law</p> <p>-----</p> <p><u>EXEC SLIDES POELKING</u></p> <p>Roles of the President</p> <p>Powers of the President</p> <p>What is the bureaucracy and why does it matter?</p> <p>-----</p> <p>Impeachment</p> <p>-----</p> <p><u>JUDICIAL BRANCH SLIDES POELKING</u></p> <p>3 tiers of court</p> <p>How does SCOTUS work</p> <p>Civil vs. Criminal court</p>	<p><a href="#">ISideWith</a> Survey</p>
<p>Summative Performance Task</p>	<p><b>Argument</b></p> <p>Construct an argument (e.g., detailed outline, poster, essay) that discusses the compelling question using specific claims and relevant evidence from primary and secondary sources while acknowledging competing views.</p> <p><b>Summative: Mock Congress – constituent letter</b></p>
<p>Taking Informed Action</p>	<p>Understand: Research the specifics of your modern issue and possible legislative actions to resolve it within a drafted Bill format.</p> <p>Assess: Present and edit your Bill in committee while following Congressional procedure and adding fiscal estimates.</p> <p>Act: Finalize and verbally argue for your Bill in a Mock Congress setting to persuade others for votes.</p>

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item V.C.1.

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☒ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Item For Information  
1. Recommendations for Pay Plan Priorities, Communication and Management Services, LLC (CMS)

# CMS

Communication and  
Management Services, LLC

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## Memo

**To:** Rex Wertz, Superintendent  
Helena School District

**Cc:** Keri Mizell, Human Resources Director

**From:** Jim Kerins, Managing Consultant  
Caleb Lewis, Consultant  
Communication and Management Services, LLC

**Date:** May 7, 2025

**Subject:** Recommendations for Pay Plan Priorities

Based on the recently adopted Helena Public Schools (HPS) compensation philosophy and the 2024 - 2025 Salary Survey, we recommend the district consider the following compensation priorities to enhance internal equity, market alignment, and strategic management of wage resources:

### **1. Update the Independent Salary Matrix to Support Logical Progression**

The current independent staff matrix contains inconsistencies in both grade and step progression. For example, the difference between grades 11 and 12 is 8.1%, while the difference between grades 12 and 13 is 10%. This can create inconsistent wage increases with increased levels of responsibility. Additionally, step increases vary in percentage and do not follow a consistent or logical progression that aligns with the district's compensation philosophy. Revising the matrix to provide uniform, equitable, and predictable increases between grades and steps will promote internal fairness and strategic alignment.

### **2. Establish a Salary Matrix for Administrators**

HPS currently lacks a structured salary matrix for administrative positions. While incumbent salaries are competitive with the market, the absence of a salary matrix limits transparency, consistency, and long-term planning. Developing a salary matrix will establish a standardized progression path and support equity across comparable roles.

### **3. Continue Progression Through Wage Ranges for Independent Staff**

To ensure competitive positioning and sustainability, the district should continue moving independent staff pay through the updated wage ranges. The district can continue to move employees through the updated “steps” to provide wage growth. The district should continue to evaluate steps to ensure the starting rates are not too far below market and that the maximum rates are not too far above market (balance external competitiveness with fiscal responsibility).

### **4. Implement Progression of Wage Ranges for Administration**

To establish competitive positioning and sustainability, the district should implement a mechanism to move Administration pay through the newly adopted ranges. This includes regular evaluation and adjustments based on external market data and internal ranking to maintain competitiveness and reinforce the district’s compensation goals.

### **5. Address Ranking and Placement of Positions**

The salary survey data indicates that HPS’s internal position ranking does not always reflect market realities. Some roles are above or below market. We recommend re-evaluating grade placement using both the recently adopted classification system and survey market data to determine appropriate wage ranges and ensure accurate job ranking. This includes regular evaluation and adjustments based on external market data and internal ranking to maintain competitiveness and reinforce the district’s compensation goals.

### **6. Inflationary Adjustments**

The district should consider enterprise-wide adjustments to keep pace with inflation, such as cost-of-living increases or similar mechanisms. These inflationary adjustments could be built into the administrative matrix development and independent matrix update, or offered as a separate, annual adjustment.

#### *Consideration for Evaluating Fiscal Impact*

When modeling any proposed changes to the pay plan, HPS should consider the cost of raises that would otherwise occur under the current system to determine the true fiscal impact of any updates or reforms.

These recommendations will allow HPS to proactively manage compensation in a fiscally responsible manner while attracting and retaining a high-quality workforce.

Please let me know if we can provide further analysis or support implementation planning.

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item V.C.2.

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☒ Items For Information

☐ Board/Superintendent Comments

☐ Adjournment

Item Title:      Item For Information  
2. Budget-STARS Discussion

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item VI.

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Item For Information

☒ Board/Superintendent Comments

☐ Adjournment

Item Title: Board/Superintendent Comments

HELENA SCHOOL DISTRICT  
Board of Trustees Meeting

Item VII.

Meeting Date: 5/27/2025

☐ Call To Order/Pledge of Allegiance

☐ Review of Agenda

☐ General Public Comment

☐ Presentation

☐ Consent Action Items

☐ Items For Action

☐ Item For Information

☐ Board/Superintendent Comments

☒ Adjournment

Item Title: Adjournment