



Unit Title	Established Goals	Standards:	Essential Questions	Evidence and Assessment
Identity	*Students will understand and review the big events in NM's History leading up to statehood *Students will practice using primary sources to make historical inferences	Benchmark 1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood  1-A.1. Compare and contrast the relationships over time of Native American tribes in New Mexico with other cultures; 1-A. 5. Explain how New Mexico history represents a framework of knowledge and skills within which to understand the complexity of the human experience,	WHO ARE WE?  How does where we live shape our identity?  What is unique about New Mexico historically and now?  How do Historians seek to understand places and populations?	ID Charts  Artifact Analysis  Census Investigation /Chart/Paragraph
Statehood	* Students will understand that the agreements made in the Treaty of Guadalupe Hidalgo lead to conflict. *students will understand that economics and othering impacted and delayed New Mexico's statehood	1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood: Standards	What conflicts and agreements lead to NM becoming part of the United States?  Why is the US-Mexican War so controversial and what can we learn from examining various opinions from people who were there? Why did it take so long for NM to become a state?	Painting Analysis Treaty Negotiation Journal Write Primary Source Analysis for Portfolio Current Event Analysis for portfolio
Conflicts and Issues	Students will understand that New Mexico faces unique issues due to our ecology, economy, demographics, and our history as part of the US.	1-A. 2. Analyze the geographic, economic, social and political factors of New Mexico that impact United States and world history,	How has continued contact of various cultures shaped NM's Identity? How has access to power and resources led to conflict? How can we understand current issues in New Mexico in terms of our unique history?	Boarding School sources and Journal Write  Land Grant opinion paper  Primary Source Analysis for Portfolio Current Event Analysis for portfolio
New Mexico on the International stage	Students will understand that individuals, groups, institutions, and government in New Mexico played a big role in WWII and the Cold War.	1-A. New Mexico: analyze how people and events of New Mexico have influenced United States and world history since statehood: 3. Analyze the role and impact of New Mexico and New Mexicans in World War II		WWII Research and Collaborative Presentation  Primary Source Analysis for Portfolio  Current Event Analysis for portfolio
New Mexico Now	Students will understand that the outcome of New Mexico's contributions to WWII and the Cold War influence our identity, ecology, and economy today. Students will understand their rights and responsibilities and how they can participate.	4. Analyze the impact of the arts, sciences and technology of New Mexico since World War II	What are the legacies of NM's participation in world events?  What are the rights and responsibilities of New Mexicans?	Issue Research pamphlet Portfolio Final EOC Exam

**High School Grade 10: Year Course: World History**



**THE INTERNATIONAL SCHOOL**  
*global vision • knowledge • stewardship • diversity • citizenship*

Unit Title	Established Goals	Standards	Essential Questions	Evidence and Assessment
Short Stories- Elements of Fiction	Students will understand that authors use specific tools to create fiction. Students will understand that fictional stories can reflect the human experience and cause us to reflect and consider our own experience.	CCRA.R.2 CCRA.R.6 RL.9-10.2 W.9-10.1.D SL.9-10.1 A-D L.9-10.1.A,B L.9-10.4.A-D	How do authors employ tools to create fiction?  Why are writing conventions important?	Short story analysis of five stories.  Discussions  Short Story  Essay on one story
Novel- Fahrenheit 451	Students will understand: -that dystopian literature can critique and reveal truth about society -Reading, writing, and thinking critically can help us understand and confront injustices in society -technology can have positive and negatives effects -writing conventions and process for essay writing	FCCRA.R.1 CCRA.R.7 RL.9-10.3 RL.9-10.4 W.9-10.3A SL.9-10.1 A-D	What is the responsibility of the individual in society? How can fiction reveal truth? Can literature impact social change? What are the costs and benefits of technology? Is censorship, in any form, justified? How does mass media impact our thoughts? What forms does resistance take?	Close read activities  Discussions  Reading quizzes  Essential Questions Essay
Memoir: Night	Students will understand the ways people employ writing to tell their stories. Students will understand and investigate the connection between memory and history. Students will understand that we can learn important lessons from studying the holocaust.	RL.9-10.4,5 RI.9-10.4-8 W.9-10.2A-F W.9-10.4-6 SL.9-10.1 A-D	How and why should the holocaust be remembered?  What does it mean to face history?  Why should we study atrocities and how do personal accounts help us understand these histories?	Primary Source analyses  Personal Essay  Project with Holocaust and Intolerance Museum
Modes of Discourse: Focus on Writing	Students will understand how to evaluate sources, conduct and document research. Students will understand how to stylize and format their writing for an intended purpose and audience. Students will understand the importance of the writing process in publishing a final piece.	RI.9-10.1-8 W.9-10.1 A-E W.9-10.2 A-F W.9.4-8, 9b, 10	How do our choices in writing help us convey our ideas? How are style and format influenced by purpose? Why are writing conventions important? How does the writing process help us to improve our communication? How can I conduct and document my research?	Writing Process culminating in a research paper.

**High School Grade: 11**  
**Year Course: US History**

Unit Title	Established Goals	Standards	Enduring Understanding Essential Questions	Evidence and Assessment
A Second Revolution: Civil War and Reconstruction	Students will understand : -Reconstruction was an opportunity to redefine what it meant to be American and to participate. - the successes and failures of both presidential and congressional reconstruction. -factors that ended Reconstruction and left many of the issues unresolved.	1.B.1-Analyze the impact and changes that reconstruction had on the historical, political and social development of the United States 1.B.6.a Analyze the development of voting and civil rights for all groups in the United States following reconstruction	How can Reconstruction be understood as a “Splendid Failure”? How did the choices of individuals, groups, institutions, and governments determine the outcome of reconstruction? What are the unresolved issues of reconstruction?	Class Discussion  Primary Source Analysis  Primary Source Portfolio Entry  Unit Exam
Building Empires: US Imperialism and rise of Big Industry	Students will understand: -impact of the rise in industrial production on the economy ,ecology and population - monopolies and conflicts between workers and industrialists lead to reform -the consequences and outcomes of the interventionist foreign policy of the US in latin America	1.B.2.a-h- Analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the industrial revolution  1.B.3.a, b- Analyze the United States’ expanding role in the world during the late 19th and 20th centuries.	How did the industrial revolution and the conflicts between big industry and labor change the political, economic, and social landscape of the US?  How did the US seek to expand its sphere of influence in Latin America?	Class Discussion  Primary Source Analysis  Primary Source Portfolio Entry
Early 20th Century: WWI and 1920s	Students will understand: -US Isolationism and arguments presented for entering “the great war” and the impact of the outcome. -The influence of the US in shaping the post war “peace” -The impact of the war in post war shaping culture -women’s suffrage movements and the 19th amendment	1.B.3.c-e Analyze the United States’ expanding role in the world during the late 19th and 20th centuries.  1.B.4a-dAnalyze the major political, economic and social developments that occurred between World War I and World War II 1.  B.6.cAnalyze the development of voting and civil rights for all groups in the United States following reconstruction	How and why did the United States get involved in World War I?  What were the impacts of Total War?  How did the US use its influence after the war?  How did WWI impact life and values in the 1920s?  Why did the US return to Isolationism?  How did various groups struggle for democratic participation?	Class Discussion  Primary Source Analysis  Primary Source Portfolio Entry  Creative Piece with Writing

<p>Turning Point: Depression and War</p>	<p>Students will understand: -the causes of the great depression and its impact on Americans -the expansive changes in the obligation of the federal gov't to the people in the New Deal -factors that shifted public opinion away from Isolationism -Domestic and International consequences of US participation in WWII</p>	<p>1.B.4e-g Analyze the major political, economic and social developments that occurred between World War I and World War</p> <p>II 1.B.5 Analyze role of the United States in World War II</p> <p>1B.7.a,b Analyze the impact of World War II and the cold war on United States' foreign and domestic policy</p>	<p>What caused the great depression?</p> <p>How did the great depression change people's relationship to the federal government?</p> <p>What choices did individuals, groups, institutions, and governments make in response to fascism in Europe?</p> <p>Why and how was the US involved in WWII?</p>	<p>Class Discussion</p> <p>Primary Source Analysis</p> <p>Primary Source Portfolio Entry</p> <p>Unit Exam</p>
<p>Struggle for Equality: Civil Rights movements and responses</p>	<p>Students will understand: -The post war civil rights movement was a culmination of multiple struggles for equality throughout our history -multiple ideologies, methods, and tactics were employed to change laws and social norms -that civil rights movement helped to bring about social, political and economic changes</p>	<p>1.B.6.c-g Analyze the development of voting and civil rights for all groups in the United States following reconstruction</p>	<p>What does it mean to be an American?</p> <p>How did the civil rights movement seek to address the unresolved issues of Reconstruction?</p> <p>What is the responsibility of citizens to bring about change?</p> <p>What tactics were most effective in bringing about change?</p>	<p>Class Discussion</p> <p>Primary Source Analysis</p> <p>Primary Source Portfolio Entry</p> <p>Multimedia creative piece with writing</p>
<p>Defining a New World Order:: cold war and post cold war eras</p>	<p>Students will understand: -the origins and consequences of tensions between the US and Soviet Union - how cold war ideologies impacted foreign policy and participation in foreign conflicts (Cuba, Korea, Viet Nam) -impacts on US culture and creation of counterculture -the role of the US following the collapse of the Soviet Union</p>	<p>1B.7.c-j Analyze the impact of World War II and the cold war on United States' foreign and domestic policy</p> <p>1.B.8a-c-Analyze the impact of the post-cold war Era on United States' foreign policy</p>	<p>How do clashes of ideology impact governments and how people live?</p> <p>How did the cold war impact foreign and domestic policy following WWII?</p> <p>What is the role of the US after the cold war?</p> <p>What challenges does the US face now?</p>	<p>Class Discussion</p> <p>Primary Source Analysis</p> <p>Primary Source Portfolio Entry</p> <p><b>Final Portfolio</b></p>



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Philosophical Foundations of Government	Students will understand the progression of enlightenment philosophy ideas (consent, natural rights, state of nature, social contract) and their impact on Government.	Benchmark 3-C: compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world: standards 1-13	What is Human Nature? Is government necessary? What type of government is best?	Discussions/Seminars Natural Rights Essay
Structure	*Students will understand the challenges of creating a structure based on enlightenment philosophy. *Students will understand the structure of the government as outlined in the US Constitution. *Students will assess the structure of the constitution as it connects to enlightenment goals *Students will understand the roles of the branches of government *Students will understand the way that national, state, and local governments exercise the powers granted.	Benchmark 3-A: compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents: Standards 1-5  Benchmark 3-B: analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity: Standards 1-4	How do you structure a government with “just enough” power?  How is natural rights philosophy reflected in the structure of the US government?  How does the US government exercise its powers as granted in the US Constitution?	Discussions/Seminars Current Event responses Supreme Court Case Brief Unit Exam
Practice	*Students will understand the purpose of the Bill of Rights . *Students will assess their own responsibilities as participants.	Benchmark 3-D: understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring and influencing 1-5	How do national, state, and local governments impact me? How do I impact them?  What are my rights and responsibilities?	Current Event responses Bill of Rights Research Tool Box for Democracy Project

