

## BD Course Guide

### Course Description: Action & Reaction

Action and Reaction is a course that explores contemporary global issues, and its relevance to our students living in Beaver Dam. The class was created during the height of the Vietnam War, and was meant to help explain to our high school students what the conflict was about, why the US was involved, and why young adults were participating in the war. Over the years, the class has been revised to help explain why man in general, goes to war; then to help explain the current involvement that our nation has in Middle East conflicts brought about after 9/11. The class uses 9/11 as its focal point, with the goal of explaining why 9/11 happened, what historical events led up to 9/11, and the reaction that the US has taken in response to 9/11, and in how this is both relevant and important to our students as they embark into adulthood as participants in the global society.

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>DBQ Project Resources</li> <li>Selected periodical readings</li> <li>Primary source documents</li> </ul>

Standards Addressed In The Course (Note Essential Standards)		
Inquiry	SS.Inq1.a.h	Frame researchable, complex, and open-ended questions, integrating multiple social studies strands that call for investigation.
Inquiry	SS.Inq1.b.h	Construct questions that support the research and identify the sources that will be used in the student-developed research proposal.
Inquiry	SS.Inq2.a.h	Explore evidence discovered through personal research through a variety of disciplinary lenses (e.g., economics, history, political science) and multiple perspectives (e.g., race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income) with a variety of sources including primary and secondary sources and media resources
Inquiry	SS.Inq2.b.h	Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.
Inquiry	SS.Inq3.a.h	Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.
Inquiry	SS.Inq3.b.h	Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).
Inquiry	SS.Inq3.c.h	Analyze the extent to which evidence supports or does not support a claim, and if it does not, modify claim appropriately.
Inquiry	SS.Inq4.a.h	Communicate conclusions while taking into consideration that audiences from diverse backgrounds (e.g., gender, class, proximity to the event or issue) may interpret the information in different ways).
Inquiry	SS.Inq4.b.h	Examine a claim's strengths and weaknesses, including an evaluation of supporting evidence, taking into consideration cultural, social, economic, political, geographic, and historic influences that inform these perspectives.

Inquiry	SS.Inq5.a.h	Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
Behavioral Sciences	SS.BH1.a.h	Analyze biological and environmental factors that influence a person's cognition, perception, and behavior. Explain the interaction of biology and experience (i.e., nature and nurture) and its influence on behavior. Using scientific practices, conduct research related to a problem or issue affecting individuals and/or society.
Behavioral Sciences	SS.BH1.b.h	Examine the effects of discrimination on identity.. Explore developmental theories (e.g., Piaget, Erikson, Maslow) as they relate to cultural bias.
Behavioral Sciences	SS.BH2.a.h	Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).
Behavioral Sciences	SS.BH2.b.h	Critique interpretations of how different cultures interact with their environment.
Behavioral Sciences	SS.BH3.a.h	Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.
Behavioral Sciences	SS.BH4.a.h	Evaluate the purpose for which a technology is created, and analyze the consequences (intended and unintended) to different cultures.
Economics	SS.Econ1.a.h	Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular decision.
Economics	SS.Econ1.b.h	Evaluate how incentives determine what is produced and distributed in a competitive market system.
Economics	SS.Econ2.a.h	Connect the roles of consumers and producers in the product, labor, and financial markets, and the economy as a whole. Analyze the roles of the market for goods and services (product market) and the market for factors of production (factor market).
Economics	SS.Econ2.b.h	Differentiate between supply and demand and the resulting impact on equilibrium prices and quantities produced.outcomes. Compare and contrast various degrees of competition in markets (e.g., perfect competition, monopolistic competition, oligopoly, monopoly) and how the extent of competition in various markets can affect price, quantity, and variety.
Economics	SS.Econ2.c.h	Calculate the costs of production and explain their role in firm decision-making. Differentiate between and calculate revenue and profit for a given firm.
Economics	SS.Econ3.a.h	Assess how decisions about spending and production made by households, businesses, and governments determine the nation's levels of income, employment, and prices. Analyze why unemployment rates differ for people of different ages, races, and genders. Use economic indicators to analyze the current and future state of the economy.
Economics	SS.Econ3.b.h	Evaluate the structure and functions of money in the United States, including the role of interest rates.
Economics	SS.Econ3.c.h	Connect the components of Gross Domestic Product (GDP) to different parts of an economy, and differentiate between real and nominal GDP. Compare and contrast the parts of a business cycle of an economy (i.e., expansion/prosperity, peak,

		contraction/recession, trough).
Economics	SS.Econ4.a.h	Evaluate how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, efficiency and growth) help to form different types of economic systems, and analyze how they have been affected by specific political and social systems and important events. Analyze how the allocation of resources can impact the distribution of wealth and income equality/inequality.
Economics	SS.Econ4.b.h	Analyze the impact economic institutions (such as the Federal Reserve, property rights, legal systems/rule of law, corporations, minimum wage, regulations) have on our nation. Analyze the impact of institutions (e.g., corporations, labor unions, civil service system, government, associations) on wages, benefits, living standards and a local community's economy. Assess how property rights are defined, protected, enforced, and limited by government (e.g., zoning laws, copyright laws, patents, intellectual property).
Economics	SS.Econ4.c.h	Evaluate types of taxes (i.e., progressive, regressive) and earned benefits with eligibility criteria (e.g., Social Security, Medicare, Medicaid). Justify the selection of fiscal and monetary policies in expanding or contracting the economy.
Economics	SS.Econ4.d.h	Evaluate the intended and unintended costs and benefits (i.e., externalities) of government policies to improve market outcomes and standards of living. Analyze the effectiveness of how people, government, policies and economic systems have attempted to address income inequality and working conditions both now and in the past
Economics	SS.Econ4.e.h	Draw conclusions of the effect of specialization and trade on production and consumption of goods and services upon individuals, businesses, and societies. Analyze the role of comparative advantage in international trade of goods and services.
Geography	SS.Geog1.a.h	Use printed and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?) and evaluate the appropriateness of geographic data and representations to understand real world problems. Explain how current geospatial technologies (e.g., Geographic Information Systems (GIS), Global Positioning Systems (GPS), satellite images, remote sensing) are used for personal, business, and government purposes.
Geography	SS.Geog1.b.h	Interpret maps and images (e.g., political, physical, relief, thematic, virtual/electronic) to analyze geographic problems and changes over time.
Geography	SS.Geog1.c.h	Compare and contrast a mental map before and after an event to see if perception reshaped their perspectives. Explain how using a virtual or electronic mapping application can aid in the development of a more complete and accurate mental map of places and region
Geography	SS.Geog2.a.h	Evaluate population policies by analyzing how governments affect population change. Analyze population compositions (e.g., age, gender, ethnicity) and the different implications each has on countries or regions throughout the world.
Geography	SS.Geog2.b.h	Evaluate the impact of major international migrations, both past and present, on physical and human systems
Geography	SS.Geog2.c.h	Analyze the social impact of movement of people to different locations in a variety of time periods and locations throughout the world.
Geography	SS.Geog2.d.h	Evaluate the impact of spatial inequality as a result of urbanization, and develop various solutions to address these inequalities. Analyze the impact of rural decline and urbanization on a place.
Geography	SS.Geog3.a.h	Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates

		competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.
Geography	SS.Geog3.b.h	Analyze the evolution of the global economy to its present state and the role it plays in the economic development of world regions. Analyze the role of supranational organizations (e.g., NAFTA, NATO, UN).
Geography	SS.Geog4.a.h	Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.
Geography	SS.Geog5.a.h	Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels.
Geography	SS.Geog5.b.h	Hypothesize how changes in human behavior (e.g., organic agriculture, Genetically Modified Organisms, ecotourism) can result in changes that have effects on a global scale.
History	SS.Hist1.a.h	Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended causes from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the event or cause
History	SS.Hist1.b.h	Evaluate multiple events from different perspectives using primary and secondary sources, and analyze intended and unintended effects from both long- and short-term perspectives; evaluate how different groups and individuals contributed to the effect.
History	SS.Hist2.a.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.
History	SS.Hist2.b.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.
History	S.Hist2.c.h	Evaluate how the historical context influenced the process or nature of the continuity or change that took place.
History	SS.Hist3.a.h	Analyze significant historical periods and their relationship to present issues and events.
History	SS.Hist3.b.h	Evaluate historical perspectives to create arguments with evidence concerning current events.
History	SS.Hist3.c.h	Evaluate and justify predictions of potential outcomes of current events based on the past.
History	SS.Hist4.a.h	Analyze how the historical context (situation) influences a primary or secondary source.
History	SS.Hist4.b.h	Analyze how the intended audience influences a primary or secondary source.
History	SS.Hist4.c.h	Analyze the intended purpose of a specific primary or secondary source.
History	SS.Hist4.d.h	Analyze how the POV of the author can influence the content and intent of a primary or secondary source, and identify whose voices may be left out.

Political Science	SS.PS1.a.h	Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.
Political Science	SS.PS1.b.h	Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limits the government, protects individual rights, supports the principle of majority rule, while protecting the rights of the minority, and promotes the general welfare. Analyze the meaning and importance of rights in the Wisconsin Constitution, and compare/contrast to the United States Constitution.
Political Science	SS.PS2.a.h	Critique the struggle for suffrage and citizenship since the founding period. Analyze the constitutional tension between protecting individual rights and promoting the general welfare and security of the country, as well as between majority rule and minority rights. Assess the impact of individuals, groups, and movements on the development of civil rights for different groups
Political Science	SS.PS2.b.h	Assess the difference in constitutional and legal protections for citizens vs. noncitizens. Demonstrate the skills necessary to participate in the election process (i.e., registering to vote, identifying and evaluating candidates and issues, and casting a ballot).
Political Science	SS.PS2.c.h	Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ). Analyze the role of the Universal Declaration of Human Rights (UDHR) and nongovernment organizations (NGOs such as Save the Children or the Red Cross) in how human rights have been addressed in different countries.
Political Science	SS.PS3.a.h	Create and evaluate solutions to increase voter participation. Evaluate their role in government at the local, state, tribal, and federal levels.
Political Science	SS.PS3.b.h	Evaluate the role of various types of media in elections and functions of government. Analyze how the United States political system is shaped by political parties, elections and the election process, including the caucus and primary systems and procedures involved in voting. Evaluate civic institutions and explain how competing interests impact societal change (e.g., lobbying, citizens groups, special interest groups).
Political Science	SS.PS3.c.h	Evaluate the structure and functions of governments at the local, state, tribal, national, and global levels. Evaluate the purpose of political institutions at the local, state, tribal, national, global, and supranational/non-government organization (NGO) levels distinguishing their roles, powers, and limitations.
Political Science	SS.PS3.d.h	Evaluate the effectiveness of public policy actions and processes.
Political Science	SS.PS4.a.h	Create arguments by researching and interpreting claims and counterclaims.
Political Science	SS.PS4.b.h	Analyze the effects of a political compromise with major historical impact.

## Literacy In All Subject Areas - Standards

Reading		Writing	
1	Cite specific textual evidence to support analysis of primary and secondary sources.	1	Write arguments that include a precise claim, counterclaims, formal style, and conclusion.
2	Determine the central ideas or information of a primary or secondary source.	2	Write informative texts.
3	Analyze in detail a series of events described in a text.	3	X
4	Determine the meaning of words and phrases as they are used in a text.	4	Write clearly and coherently.
5	Analyze how a text uses structure to emphasize key points.	5	Write through a process to strengthen writing that includes planning, revising, editing, rewriting.
6	Compare the point of view of two or more authors for how they treat the same or similar topics.	6	Use technology in the writing process.
7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7	Conduct research projects to answer a question.
8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8	Gather information from multiple sources and integrate into writing.
9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9	Draw evidence from informational texts to support analysis, reflection, research.
10	Read and comprehend history/social studies texts at grade level.	10	Write routinely over extended periods of time and shorter time frames (full process writing and quick writes).

Units of Study (Sequenced)	Standards		Focus Question(s) & Content	Vocabulary	Literacy Standard Focus	Pacing
The Background: Introduction to 9/11	SS.Hist2.a.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of continuity in the community, the state, the United States and the world.	<ul style="list-style-type: none"> <li>● What was 9/11?</li> <li>● Are Muslims and Mid East people angry/hate America?</li> <li>● Why do nations resort to warfare?</li> <li>● How does oil impact world affairs?</li> </ul> <p>Content to include:</p> <ul style="list-style-type: none"> <li>● Intro to 9/11</li> <li>● Bio Profile: OBL</li> <li>● Intro to Islam</li> <li>● Intro to Mid East</li> <li>● Intro to Warfare</li> </ul>	-Stereotype -Islamophobia -War -Jihad -Terrorism -Resource	Cite specific textual evidence to support analysis of primary and secondary sources.	4 weeks
	SS.Hist2.b.h	Evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences to analyze the patterns of change in the community, the state, the United States and the world.			Determine the central ideas or information of a primary or secondary source.	
	SS.Hist3.b.h	Evaluate historical perspectives to create arguments with evidence concerning current events.			Write clearly and coherently.	
	SS.BH3.a.h	Analyze the means by and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. Become critically aware of ethnocentrism, its manifestations, and consequences in a world that is increasingly interconnected.			Write informative texts.	
	SS.Geog3.a.h	Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.				

The Cause: The Road to 9/11	S.Hist2.c.h	Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	<ul style="list-style-type: none"> <li>Why is the US involved in Middle East affairs?</li> <li>What impact has the US had on Middle East affairs?</li> </ul> <p>Content to include:</p> <ul style="list-style-type: none"> <li>Arab-Israeli Conflict</li> <li>Eisenhower Doctrine</li> <li>Operation Ajax</li> <li>Operation Cyclone</li> <li>Operation Desert Storm</li> </ul>	-Cold War -Alliance -Perspective -Doctrine -Humanitarian	Analyze in detail a series of events described in a text.	4 weeks
	SS.Hist3.a.h	Analyze significant historical periods and their relationship to present issues and events.			Determine the meaning of words and phrases as they are used in a text.	
	SS.Hist3.b.h	Evaluate historical perspectives to create arguments with evidence concerning current events.			Draw evidence from informational texts to support analysis, reflection, research.	
	SS.Geog3.a.h	Evaluate in both current and historical context how the prospect of gaining access to resources in contested zones creates competition among countries. Assess how and why consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past.			Write through a process to strengthen writing that includes planning, revising, editing, rewriting.	
The Action: 9/11	S.Hist2.c.h	Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	<ul style="list-style-type: none"> <li>How did the 9/11 attacks happen?</li> <li>Why did the 9/11 attacks happen?</li> <li>Who was responsible for 9/11?</li> <li>How did 9/11 impact the US and world?</li> </ul> <p>Content to include:</p> <ul style="list-style-type: none"> <li>Causes of 9/11</li> <li>Connecting the</li> </ul>	-terror -courage -sacrifice -patriotism -unity -conspiracy -xenophobia	Compare the point of view of two or more authors for how they treat the same or similar topics.	4 weeks
	SS.Hist3.a.h	Analyze significant historical periods and their relationship to present issues and events.			Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
	SS.BH2.a.h	Investigate how language and culture can unify a group of people. Evaluate the factors			Gather information from multiple sources	

		that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).	<ul style="list-style-type: none"> <li>Dots</li> <li>Events of 9/11</li> <li>Assessing blame</li> <li>Conspiracies</li> <li>Impact of 9/11</li> </ul>		and integrate into writing.	
					Draw evidence from informational texts to support analysis, reflection, research.	
The Reaction: The Global War on Terrorism	S.Hist2.c.h	Evaluate how the historical context influenced the process or nature of the continuity or change that took place.	<ul style="list-style-type: none"> <li>How did the US react to the 9/11 attacks?</li> <li>How did the US fight the GWOT?</li> <li>What is the impact of the GWOT on the US and the world?</li> </ul> <p>Content to include:</p> <ul style="list-style-type: none"> <li>Fighting the War at home</li> <li>Operation Enduring Freedom</li> <li>Operation Iraqi Freedom</li> <li>Quagmire</li> </ul>	<ul style="list-style-type: none"> <li>-Revenge</li> <li>-Freedom</li> <li>-Security</li> <li>-Torture</li> <li>-Insurgency</li> <li>-Diplomacy</li> </ul>	Assess the extent to which the reasoning and evidence in a text support the author's claims.	4 weeks
	SS.Hist3.a.h	Analyze significant historical periods and their relationship to present issues and events.			Compare and contrast treatments of the same topic in several primary and secondary sources.	
	SS.BH2.a.h	Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).			Write routinely over extended periods of time and shorter time frames (full process writing and quick writes).	
DBQ: Debate-justification for the War on Terror	SS.Inq2.b.h	Analyze and weigh relevance of source through a disciplinary lens to determine how the author, context, audience, and purpose affect the reliability, limitations, and usefulness of a source.	<ul style="list-style-type: none"> <li>What are the arguments to support/deny the expansion of the war on terror?</li> </ul>	<ul style="list-style-type: none"> <li>-Debate</li> <li>-Thesis</li> <li>-Evidence</li> <li>-Primary source</li> <li>-Secondary source</li> </ul>	Compare and contrast treatments of the same topic in several primary and secondary sources.	1 week
	Inq3.a.h	Develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources.			Write arguments that include a precise claim, counterclaims,	

					formal style, and conclusion.	
	Inq3.b.h	Support claim with evidence using sources from multiple perspectives and mediums (electronic, digital, print, and other mass media).			Write through a process to strengthen writing that includes planning, revising, editing, rewriting.	

#### Notes on Inquiry:

- Each unit of study is framed with elements of inquiry to continually practice skills. This includes:
  - Constructing meaningful questions that initiate inquiry.
  - Gather and evaluate resources.
  - Develop claims using evidence to support reasoning.
  - Communicate and critique conclusions.
- Inquiry activities in each main unit are used to support inquiry development.
- Certain units will provide more independence for students in learning and practicing inquiry skills.

#### Notes on Unit Planning & Resources

- Educators planning lessons related to the units of study coordinate:
  - Skill development and practice for literacy (reading, writing, speaking, listening), identified social studies skills (mapping, graphing, timelines/sequencing), and Social Studies Standards.
  - Utilizing multiple perspectives and voices when teaching current or historical topics.