

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Revolutionary Era (1754-1800)		Unit 5: A Growing Nation (1800-1848)		Unit 6: Civil War (1844-1877)	
<b>Priority Standard(s)</b> <ul style="list-style-type: none"><li><b>SS.Econ3:</b> Wisconsin students will analyze how an economy functions as a whole (Macroeconomics)</li><li><b>SS.Econ4:</b> Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</li><li><b>SS.Hist1:</b> Wisconsin students will use historical evidence for determining cause and effect.</li><li><b>SS.Hist2:</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</li><li><b>SS.Hist3:</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</li><li><b>SS.PS3:</b> Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</li></ul>		<b>Priority Standard(s)</b> <ul style="list-style-type: none"><li><b>SS.Econ2:</b> Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms or businesses. (Microeconomics)</li><li><b>SS.Hist1:</b> Wisconsin students will use historical evidence for determining cause and effect.</li><li><b>SS.Hist3:</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</li><li><b>SS.Hist.4:</b> Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view</li><li><b>SS.PS1:</b> Wisconsin students will identify and analyze democratic principles and ideals.</li><li><b>SS.PS2:</b> Wisconsin students will examine and interpret rights, privileges, and responsibilities in society</li><li><b>SS.PS4:</b> Wisconsin students will develop and employ skills for civic literacy.</li></ul>		<b>Priority Standard(s)</b> <ul style="list-style-type: none"><li><b>SS.Econ3:</b> Wisconsin students will analyze how an economy functions as a whole (Macroeconomics)</li><li><b>SS.Econ4:</b> Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).</li><li><b>SS.Hist1:</b> Wisconsin students will use historical evidence for determining cause and effect.</li><li><b>SS.Hist2:</b> Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.</li><li><b>SS.Hist3:</b> Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.</li><li><b>SS.PS3:</b> Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.</li></ul>	
<b>Supporting Standard(s)</b> <ul style="list-style-type: none"><li></li></ul>		<b>Supporting Standard(s)</b> <ul style="list-style-type: none"><li></li></ul>		<b>Supporting Standard(s)</b> <ul style="list-style-type: none"><li></li></ul>	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level	Students need to know (prior skills/knowledge)	DOK Level
<ul style="list-style-type: none"><li>Students will know the definitions of inflation, deflation, and unemployment, as well as the specific ways these economic factors affect different demographic groups.</li><li>Students will be able to identify the three main functions of money: medium of exchange, store of value, and unit of account.</li><li>Students will know the definition of Gross Domestic Product (GDP) and what it measures in an economy.</li><li>Students will know the key characteristics of different economic systems, such as capitalism, socialism, and communism.</li><li>Students will understand the functions and purposes of various economic institutions, including banks, labor unions, non-profits, and businesses.</li></ul>		<ul style="list-style-type: none"><li>Students will understand how personal and business choices influence the allocation of resources and the prices of goods and services.</li><li>Students will understand the consequences of financial decisions made by households and firms, such as saving, spending, and investing.</li><li>Students will know that issues and events are shaped by different viewpoints across time periods, events, and cultures.</li><li>Students will know that events and issues have different effects depending on the perspective, time period, or culture involved.</li><li>Students will realize that some things remain consistent or continue over time in their community, state, country, and the world.</li><li>Students will understand that historical context—what was happening at the</li></ul>		<ul style="list-style-type: none"><li>Students will know the definitions of inflation, deflation, and unemployment, as well as the specific ways these economic factors affect different demographic groups.</li><li>Students will be able to identify the three main functions of money: medium of exchange, store of value, and unit of account.</li><li>Students will know the definition of Gross Domestic Product (GDP) and what it measures in an economy.</li><li>Students will know the key characteristics of different economic systems, such as capitalism, socialism, and communism.</li><li>Students will understand the functions and purposes of various economic institutions, including banks, labor unions, non-profits, and businesses.</li></ul>	

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Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level	Students will learn (new content & skills)	DOK Level
<ul style="list-style-type: none"><li>Students will learn how inflation, deflation, and unemployment impact various groups in society, including individuals, families, and businesses.</li><li>Students will understand how interest rates affect the cost of borrowing money and the potential returns on investments.</li></ul>		<ul style="list-style-type: none"><li>Students will learn the basic concepts of supply and demand, scarcity, and opportunity cost.</li><li>Students will learn the roles of individuals, households, and firms in the economy.</li><li>Students will examine historical or current events from multiple perspectives to better understand</li></ul>		<ul style="list-style-type: none"><li>Students will learn how inflation, deflation, and unemployment impact various groups in society, including individuals, families, and businesses.</li><li>Students will understand how interest rates affect the cost of borrowing money and the potential returns on investments.</li></ul>	

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<ul style="list-style-type: none"><li>Students will learn how to find and interpret GDP data for different countries and understand the factors that influence GDP.</li><li>Students will analyze how various economic systems allocate resources for production, distribution, and consumption, and the advantages and disadvantages of each system.</li><li>Students will learn how these institutions interact within the economy and the unique roles they play in influencing economic activities and policies.</li><li>Students will examine historical or current events from multiple perspectives to better understand their causes.</li><li>Students will learn how to examine the effects of events or issues from various viewpoints, understanding how different groups or cultures may experience these effects.</li><li>Students will identify and recognize patterns that have stayed the same over time, even as other things change.</li><li>Students will learn how to examine events in history to see how the specific circumstances of that time influenced whether things changed or remained consistent.</li><li>Students will find similarities and differences between past events and current issues to better understand patterns or lessons from history.</li><li>Students will be able to compare a historical event to a current issue by analyzing how they are alike or different, and explain what can be learned from these comparisons.</li><li>Students will learn how to use knowledge of history to understand why people may have different opinions on current events.</li><li>Students use historical patterns and past events to make educated guesses about what might happen in the future.</li><li>Students will learn how different levels of government work and how individuals can participate in each.</li><li>Students will learn how media influences elections and government functions, how elections and political parties connect people to government, and how civic institutions impact</li></ul>	<p>their 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historical patterns and past events to make educated guesses about what might happen in the future.</li><li>Students will learn how historical context can shape the content of a source, how the intended audience and purpose influence what is included or emphasized, and how an author's POV can affect the way information is presented.</li><li>Students will learn the core democratic principles, such as liberty, equality, justice, and popular sovereignty.</li><li>Students will learn about key documents, like the U.S. Constitution, that embody these democratic ideals.</li><li>Students will learn the difference between rights, privileges, and responsibilities in the context of a democratic society.</li><li>Students will learn about key rights outlined in the U.S. Constitution, such as freedom of speech, the right to vote, and due process.</li><li>Why diplomacy is important in resolving conflicts between individuals, groups, or nations.</li><li>How pluralism strengthens communities by encouraging diversity and tolerance.</li></ul>	<ul style="list-style-type: none"><li>Students will learn how to find and interpret GDP data for different countries and understand the factors that influence GDP.</li><li>Students will analyze how various economic systems allocate resources for production, distribution, and consumption, and the advantages and disadvantages of each system.</li><li>Students will learn how these institutions interact within the economy and the unique roles they play in influencing economic activities and policies.</li><li>Students will examine historical or current events from multiple perspectives to better understand their causes.</li><li>Students will learn how to examine the effects of events or issues from various viewpoints, understanding how different groups or cultures may experience these effects.</li><li>Students will identify and recognize patterns that have stayed the same over time, even as other things change.</li><li>Students will learn how to 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institutions impact</li></ul>

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society and politics.		<ul style="list-style-type: none"><li>How consensus building helps people with different viewpoints work together to find common ground.</li></ul>		society and politics.	
Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level	Students will do (I can statements)	DOK Level
<ul style="list-style-type: none"><li><b>Economic Impact of War:</b> I can explain how inflation or money problems during the Revolutionary War affected a colony, using evidence and visuals.</li><li><b>Currency and War Funding:</b> I can describe how colonial money and loans from other countries influenced decisions made during the war.</li><li><b>Comparing Economies:</b> I can compare the economies of different colonies or between Britain and the colonies, and explain what it shows about their ability to fight a long war.</li><li><b>Colonial Economic Systems:</b> I can compare the economies of the Northern, Middle, and Southern colonies and explain how these differences affected people's lives during the war.</li><li><b>Colonial and British Institutions:</b> I can explain how colonial and British economic systems worked and how they affected the war.</li><li><b>Causes and Effects of War:</b> I can explain the causes and effects of important events in the Revolutionary War by looking at different perspectives (Patriots, Loyalists, Native Americans).</li><li><b>Changes and Traditions:</b> I can describe how some traditions or systems changed or stayed the same in the colonies during the war.</li><li><b>Historical Context of Change:</b> I can explain how the time period influenced why certain ideas, like liberty and independence, changed or stayed the same.</li><li><b>Different Views of Events:</b> I can explain how people's past experiences affected how they viewed events like the Stamp Act or the Boston Tea Party.</li><li><b>Predicting Outcomes:</b> I can predict the outcomes of the Revolutionary War by comparing it to similar events in history.</li></ul>		<ul style="list-style-type: none"><li><b>Economic Decision-Making:</b> I can analyze real-world examples from Westward Expansion, such as how settlers chose where to move or how businesses set prices for goods in new towns.</li><li><b>Simulating Economic Interactions:</b> I can participate in simulations or case studies to show how economic activities, like trading and land buying, affected supply, demand, and markets during westward expansion.</li><li><b>Causes and Effects of Expansion:</b> I can explain the causes and effects of important events during Westward Expansion by looking at different viewpoints, like those of settlers, Native Americans, and government officials, and compare how these effects varied in different areas.</li><li><b>Continuity and Change During Expansion:</b> I can describe how some traditions, ideas, or systems, like farming or land ownership, stayed the same or changed in the U.S. during Westward Expansion.</li><li><b>Historical Context and Change:</b> I can explain how the time period influenced changes during Westward Expansion, like why more people moved west or why different areas developed in unique ways.</li><li><b>Using Historical Perspectives:</b> I can explain how different groups, such as settlers and Native Americans, viewed events like the Louisiana Purchase or Indian Removal differently based on their past experiences.</li><li><b>Predicting Outcomes:</b> I can predict what might happen during Westward Expansion by comparing it to other events in U.S. history and explaining why certain outcomes, like conflicts with Native Americans or economic growth, were</li></ul>		<ul style="list-style-type: none"><li><b>Economic Impact of War:</b> I can analyze and present a real-world example of how inflation or unemployment during the Civil War affected a specific community, using evidence and visuals to support my findings.</li><li><b>Understanding Money and Interest Rates:</b> I can explain the different functions of money during the Civil War and how changes in interest rates affected people's decisions about borrowing and investing.</li><li><b>Comparing Economic Outputs:</b> I can compare the economic outputs of the North and South during the Civil War and discuss what these comparisons reveal about their economies.</li><li><b>Economic Systems in Conflict:</b> I can compare and contrast the economic systems of the Northern and Southern states and explain how these differences impacted people's lives and economic outcomes during the war.</li><li><b>Roles of Economic Institutions:</b> I can compare the roles of different economic institutions, such as banks and farms, and discuss how they contributed to the overall economy during the Civil War.</li><li><b>Analyzing Causes and Effects:</b> I can explain the causes and effects of major events during the Civil War, looking at different perspectives (like soldiers, civilians, and politicians) and comparing how these effects varied across regions.</li><li><b>Continuity and Change During the War:</b> I can describe how certain traditions, ideas, or systems, like slavery and agriculture, changed or stayed the same in the U.S. during the Civil War.</li><li><b>Historical Context of Changes:</b> I can explain how the historical context of the 1860s shaped changes during the Civil War, such as why certain beliefs about freedom and rights evolved</li></ul>	



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<ul style="list-style-type: none"><li><b>Colonists' Role in Government:</b> I can describe how colonists could participate in government during the war, like joining assemblies, boycotts, or communicating with leaders.</li><li><b>Media and Political Influence:</b> I can explain how colonial newspapers and groups like the Sons of Liberty helped people get involved in the government.</li></ul>	<p>likely based on what happened in the past.</p> <ul style="list-style-type: none"><li><b>Analyzing Sources from Westward Expansion:</b> I can analyze a primary or secondary source from the Westward Expansion era by explaining how its historical context, intended audience, purpose, and the author's point of view influence its meaning and importance.</li><li><b>Evaluating Democratic Principles:</b> I can analyze real-world examples, like events during Westward Expansion, to evaluate how democratic principles, such as freedom and equality, were applied or challenged during this time.</li><li><b>Exploring Democratic Ideals:</b> I can participate in debates, discussions, or projects to explore how ideas like democracy influenced decision-making during Westward Expansion and in my own community.</li><li><b>Assessing Principles in Laws and Policies:</b> I can assess how democratic principles shaped laws and policies during Westward Expansion, such as laws about land ownership, and how these influenced society.</li><li><b>Balancing Rights and Responsibilities:</b> I can analyze real-life situations during Westward Expansion, such as settlers' rights to land versus Native American rights, to understand how rights and responsibilities came into conflict.</li><li><b>Interpreting Civic Engagement:</b> I can participate in role-playing or discussions to understand how people's rights and responsibilities affected decision-making and civic engagement during Westward Expansion.</li><li><b>Reflecting on Community Involvement:</b> I can reflect on my own responsibilities as a member of my school and community and explore ways I can actively contribute, similar to how settlers contributed to building new communities.</li><li><b>Examples of Diplomacy and Consensus:</b> I can provide examples of diplomacy, pluralism, and consensus building during Westward Expansion, such as treaties with Native American tribes, and in modern times.</li><li><b>Analyzing Conflict Resolution:</b> I can analyze how diplomacy and consensus were used to</li></ul>	<p>based on the events of the time.</p> <ul style="list-style-type: none"><li><b>Understanding Different Perspectives:</b> I can use historical perspectives to explain how and why people viewed events like the Emancipation Proclamation differently, based on their experiences.</li><li><b>Predicting Outcomes:</b> I can predict the direction and outcomes of events during the Civil War by comparing them to similar events in history and explaining why certain results, like changes in government or society, were likely.</li><li><b>Civic Engagement During the War:</b> I can explain how citizens were involved in government decisions during the Civil War, such as participating in protests or supporting the war effort.</li><li><b>Media's Role in the Civil War:</b> I can analyze how newspapers and other media influenced public opinion during the Civil War, explain how political parties helped people engage in government, and summarize how civic organizations affected societal and political decisions.</li></ul>

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		<p>resolve conflicts during Westward Expansion and in global conflicts today.</p> <ul style="list-style-type: none"><li><b>Solving Problems with Diplomacy:</b> I can discuss how people in my school or community can use diplomacy, pluralism, and consensus to solve problems, just as settlers and leaders did during Westward Expansion.</li></ul>			
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none"><li>Revolution</li><li>Patriot</li><li>Loyalist</li><li>Continental Congress</li><li>Declaration of Independence</li><li>Redcoat</li><li>Minutemen</li><li>Militia</li><li>Taxation</li><li>Boycott</li><li>Stamp Act</li><li>Tea Party</li><li>Intolerable Acts</li><li>Boston Massacre</li><li>Common Sense</li><li>Federalist</li><li>Anti-Federalist</li><li>Articles of Confederation</li><li>Treaty of Paris</li><li>Sons of Liberty</li><li>George Washington</li><li>Thomas Jefferson</li><li>Benjamin Franklin</li><li>Continental Army</li><li>Bill of Rights</li></ul>		<ul style="list-style-type: none"><li>Manifest Destiny</li><li>Territorial Expansion</li><li>Industrial Revolution</li><li>Annexation</li><li>Homestead Act</li><li>Oregon Trail</li><li>Louisiana Purchase</li><li>Cotton Gin</li><li>Telegraph</li><li>Monroe Doctrine</li><li>Trail of Tears</li><li>Gold Rush</li><li>Erie Canal</li><li>Transcontinental Railroad</li><li>Indian Removal Act</li><li>Sectionalism</li><li>Abolitionist</li><li>Suffrage</li><li>Immigrant</li><li>Frontier</li><li>Nullification</li><li>Treaty of Guadalupe Hidalgo</li><li>Free Enterprise</li><li>Factory System</li><li>Urbanization</li></ul>		<ul style="list-style-type: none"><li>Secession</li><li>Abolition</li><li>Union</li><li>Confederacy</li><li>Emancipation Proclamation</li><li>Gettysburg Address</li><li>Reconstruction</li><li>Thirteenth Amendment</li><li>Fourteenth Amendment</li><li>Fifteenth Amendment</li><li>Freedmen's Bureau</li><li>Jim Crow Laws</li><li>Black Codes</li><li>Carpetbaggers</li><li>Scalawags</li><li>Sharecropping</li><li>Radical Republicans</li><li>Ku Klux Klan</li><li>Total War</li><li>Battle of Antietam</li><li>Battle of Gettysburg</li><li>Appomattox Court House</li><li>Lincoln's Assassination</li><li>Wade-Davis Bill</li><li>Compromise of 1877</li></ul>	