

## Unit 1: Geographic Thinking

| CONTENT TOPIC<br>(TIMEFRAME)                         | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TCI Lesson Number, Title, and Essential Question                                                         |
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| <b>Geographic Understandings</b><br>(2000 – present) | <p><b>Students will analyze geography as a tool for learning about the past, present, and planning for future by:</b></p> <ul style="list-style-type: none"> <li>Analyzing how the physical and human attributes or characteristics of a location make areas unique.</li> <li>Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms.</li> <li>Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe.</li> <li>Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs.</li> </ul> | <p>Lesson 1 - Geographic Understandings</p> <p><i>Why study Earth and the people who live on it?</i></p> |
| <b>Place and Region</b><br>(2000 - present)          | <p><b>Students will analyze the regional impact of place on how people live in the United States by:</b></p> <ul style="list-style-type: none"> <li>Examining maps to determine the physical attributes of the United States through physical location, climate, and landforms.</li> <li>Examining maps and data to determine the cultural attributes of the United States through population density and land use.</li> <li>Analyzing how physical and human attributes define various form, functional, and perceptual regions of the United States.</li> <li>Analyzing how digital communications have altered the perception of place.</li> </ul>                                                                                              | <p>Lesson 2 - Place and Region</p> <p><i>Can a map accurately define a place?</i></p>                    |
| <b>Movement</b><br>(2000 - present)                  | <p><b>Students will analyze the local, regional, and global movement of people and ideas to and within the United States by:</b></p> <ul style="list-style-type: none"> <li>Examining maps and data to determine how the populations have shifted throughout time in the United States.</li> <li>Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants.</li> <li>Examining the influence of immigrants in the United States and how different immigrant waves have shifted the local environment.</li> <li>Analyzing patterns, trends, and projections of population to determine the impact on regional policies.</li> </ul>  | <p>Lesson 3 - Movement</p> <p><i>Why do people move?</i></p>                                             |
| <b>Human Systems (Culture)</b><br>(2000 - present)   | <p><b>Students will analyze how the cultural geography of the United States demonstrates unity amid diversity by:</b></p> <ul style="list-style-type: none"> <li>Analyzing the influence of geographic factors on art, music, and architecture in different regions of the United States.</li> <li>Examining the diffusion of languages in the United States.</li> <li>Comparing ways religion can be seen in the physical and human attributes of local communities.</li> </ul>                                                                                                                                                                                                                                                                   | <p>Lesson 4 - Human Systems</p> <p><i>Who are the people of the United States?</i></p>                   |

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| <b>Human Interaction with the Environment</b><br>(2000 - present) | <b>Students will analyze how humans in the United States adapt, exploit, manipulate and protect the environment by:</b> <ul style="list-style-type: none"> <li>Analyzing the regional impact of agriculture, industry, and transportation on the environment in the United States.</li> <li>Determining the competing social, economic, and political priorities between natural resource use and environmental sustainability.</li> <li>Evaluating the range of responses by government, institutions, and industries to human interaction with the environment.</li> </ul> | Lesson 5 - Human Interaction with the Environment<br><i>Why is the environment a complex issue in the United States?</i> |
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## Unit 2: Human Interaction with the Environment

| CONTENT TOPIC<br>(TIMEFRAME)                                                           | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | TCI Lesson Number, Title, and Essential Question                                                                  |
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| <b>The Neolithic Revolution and River Valley Civilizations</b><br>(12,000 BCE-450 BCE) | <b>Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:</b> <ul style="list-style-type: none"> <li>Analyzing how the agricultural revolution altered the lives of hunter-gatherer societies in creating permanent settlements.</li> <li>Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements.</li> <li>Evaluating the role of human interactions with the environment in the progression of early complex societies.</li> </ul> | Lesson 6 - The Neolithic Revolution and River Valley Civilizations<br><i>Why do complex societies emerge?</i>     |
| <b>Industrialization and Urbanization</b><br>(1800s CE – 2000s CE)                     | <b>Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:</b> <ul style="list-style-type: none"> <li>Identifying the geographic factors that led to societies becoming industrialized and urbanized.</li> <li>Comparing and contrasting the cause and effects of industrialization and urbanization in Asia, Africa, and the Americas.</li> <li>Evaluating the local impact of industrialization and deindustrialization on the environment and individual communities.</li> </ul>                                              | Lesson 7 - Industrialization and Urbanization<br><i>Are industrialization and urbanization good for everyone?</i> |
| <b>The Green Revolution</b><br>(1960 CE-1970 CE)                                       | <b>Students will explore how the Green Revolution's modification and exploitation of the environment generated local, regional, and global changes by:</b> <ul style="list-style-type: none"> <li>Identifying the origins of the Green Revolution.</li> <li>Exploring case studies to compare the effects of the Green Revolution on societies in the Americas, Asia, and Africa.</li> <li>Evaluating how the Green Revolution impacted the environment, food production, and manufacturing.</li> </ul>                                                                                                                                          | Lesson 8 - The Green Revolution<br><i>How revolutionary was the Green Revolution?</i>                             |

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| <b>Climate Change and Climate Resilience</b><br>(1980 CE- today) | <b>Students will explore how human adaptation, modification, and exploitation of the environment created and furthers climate change by:</b> <ul style="list-style-type: none"> <li>Identifying the origins of human-caused climate change.</li> <li>Evaluating the global impact of climate change on the natural environment.</li> <li>Evaluating the geographic characteristics that make some communities more vulnerable to climate change than others.</li> <li>Evaluating the local, regional, and global attempts to adapt to and mitigate the effects of human-caused climate change.</li> </ul> | Lesson 9 - Climate Change and Climate Resilience<br><i>How does climate change force humans to live differently?</i> |
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## Unit 3: Human Systems – Political Structures

| CONTENT TOPIC<br>(TIMEFRAME)                       | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | TCI Lesson Number, Title, and Essential Question                                                                 |
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| <b>Early State Formation</b><br>(3100 BCE–500 CE)  | <b>Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:</b> <ul style="list-style-type: none"> <li>Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained.</li> <li>Analyzing the motivations for territorial expansion among early complex societies.</li> <li>Analyzing how power shifts from one authority to another.</li> </ul>                                                                                                                                                                     | Lesson 10 - Early State Formation<br><i>How is power lost and gained?</i>                                        |
| <b>Theocracies</b><br>(500 CE – 1700 CE)           | <b>Students will analyze regional and local examples of how theocracies generated stability, promoted conflict, and/or caused rebellion by:</b> <ul style="list-style-type: none"> <li>Identifying the role of religion in a theocracy.</li> <li>Analyzing factors that contributed to the rise of theocracies.</li> <li>Evaluating how theocracies expanded and limited economic and social opportunities.</li> </ul>                                                                                                                                                                                                                                                                                         | Lesson 11 - Theocracies<br><i>Did theocracies create stability?</i>                                              |
| <b>Democratic Revolutions</b><br>(1600 CE–1970 CE) | <b>Students will analyze local, regional, and global examples of democratic revolutions as attempts to generate stability and connect and divide people across location, region, and the globe by:</b> <ul style="list-style-type: none"> <li>Identifying the multiple causes for democratic rebellions in Africa, Asia, the Americas, and Europe.</li> <li>Analyzing how sovereignty and individualism influenced democratic revolutions and the impact on the roles of gender, and equality.</li> <li>Assessing the role of nationalism in the creation of new empires and the rise of the nation- state.</li> <li>Determining the local, regional, and global impacts of democratic revolutions.</li> </ul> | Lesson 12 - Democratic Revolutions<br><i>How effective were democratic revolutions in achieving their goals?</i> |
| <b>Authoritarian Regimes</b><br>(2000 CE – today)  | <b>Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:</b> <ul style="list-style-type: none"> <li>Analyzing factors that contributed to the rise of authoritarian regimes in Asia, Africa, the Americas, and Oceania.</li> <li>Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.</li> <li>Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.</li> </ul>                                | Lesson 13 - Authoritarian Regimes<br><i>Can authoritarian regimes survive in the 21st century?</i>               |

## Unit 4: Movement of Pathogens and Ideas

| CONTENT TOPIC<br>(TIMEFRAME)                       | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | TCI Lesson Number, Title, and Essential Question                                           |
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| <b>The Movement of Faith</b><br>(600 BCE-1000 CE)  | <b>Students will evaluate the global movement of religion and its impacts by:</b> <ul style="list-style-type: none"> <li>Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.</li> <li>Analyzing how trade, war, and other factors facilitate the spread of religions.</li> <li>Evaluating how religions influenced human communities and the formation of societies and empires.</li> </ul>                                                                                                                                                                                                                                                                                                    | Lesson 14 - The Movement of Faith<br><i>How do religious systems move and spread?</i>      |
| <b>Bubonic Plague</b><br>(1340 CE-1350 CE)         | <b>Students will assess the effects of the Bubonic Plague on regional and local communities by:</b> <ul style="list-style-type: none"> <li>Tracing the geographic spread and the mechanisms that facilitated the spread of the Bubonic Plague in Asia and Europe.</li> <li>Describing how contemporary reactions to the Bubonic Plague were influenced by social and cultural values, and beliefs.</li> <li>Analyzing the plague's short- and long-term impact on population, antisemitism, feudalism, and the role of the Church in Europe.</li> </ul>                                                                                                                                                                                                      | Lesson 15 - The Bubonic Plague<br><i>Does the spread of disease cause people to unite?</i> |
| <b>The Decline of Empires</b><br>(1945 CE-1997 CE) | <b>Students will evaluate the local and global movement of democratic ideals and its impact on colonial empires by:</b> <ul style="list-style-type: none"> <li>Explaining how World War Two and the United Nations served as a catalyst for decolonization and national sovereignty.</li> <li>Analyzing the role of individual leaders, movements, and strategies in defeating colonial rule in Asia, Africa, and the Middle East.</li> <li>Assessing the long-term consequences (boundary disputes, civil war, economic underdevelopment, rise of dictators) of colonialism on the development of newly formed states in Africa, Asia, and the Middle East.</li> <li>Evaluating the progress made by former-colonial states in the 21st century.</li> </ul> | Lesson 16 - The Decline of Empires<br><i>How can the movement of ideas lead to change?</i> |
| <b>Pandemics</b><br>(1980 CE-today)                | <b>Students will explore the local and global impacts of pandemics by:</b> <ul style="list-style-type: none"> <li>Identifying the origin, scope, and statistical trends related to the global spread of avian and other zoonotic influenza, AIDS, Zika, COVID-19 in Asia, Africa, Europe, Oceania, and the Americas.</li> <li>Examining the role of multinational companies, governments, and non-governmental organizations in addressing the public health crises associated with the global spread of disease.</li> <li>Contrasting the responses and impact to the global spread of disease in Asia, Africa, Europe, Oceania, and the Americas.</li> </ul>                                                                                               | Lesson 17 - Pandemics<br><i>Can human systems prevent the movement of disease?</i>         |

## Unit 5: Movement of Humans

| CONTENT TOPIC<br>(TIMEFRAME) | INDICATOR AND OBJECTIVES | TCI Lesson Number, Title, and Essential Question |
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| <b>The Development of the Muslim World (Dar Al Islam)</b><br>(600 CE – 1100 CE) | <b>Students will analyze how the expansion of Islam impacted regional political, economic, and cultural transformation by:</b> <ul style="list-style-type: none"> <li>Exploring the role of Muslim missionaries, merchants, and military conquests on the spread of Islamic culture and religion.</li> <li>Analyzing Islamic influences on culture throughout Asia, North Africa, and Europe.</li> <li>Analyzing leadership decisions made in response to ruling over diverse non-Muslim populations.</li> </ul>                                                                                                                                                             | Lesson 18 - The Development of the Muslim World<br><i>Does territorial expansion strengthen or weaken cultural exchange?</i> |
| <b>Mongol Expansion</b><br>(1100 CE-1400 CE)                                    | <b>Students will evaluate how the local and regional expansion of the Mongol Empire facilitated the exchange, generated conflict, and created transformation by:</b> <ul style="list-style-type: none"> <li>Evaluating how leadership, advanced warfare, nomadic pastoralism helped the Mongol Empire gain power and expand.</li> <li>Evaluating the impacts of Mongol expansion on the societies conquered.</li> <li>Analyzing how territorial expansion increased Mongol contact with Africa, Asia, and Europe.</li> </ul>                                                                                                                                                 | Lesson 19 - Mongol Expansion<br><i>Can movement create power?</i>                                                            |
| <b>Partition of India</b><br>(1940 CE – 1971 CE)                                | <b>Students will analyze the causes and consequences of the regional refugee crisis created by the partition of India by:</b> <ul style="list-style-type: none"> <li>Determining the factors that contributed to the drawing of borders in the partition of India.</li> <li>Tracing the mass refugee migration created by the establishment of East Pakistan, India, and West Pakistan.</li> <li>Assessing the short- and long-term impacts of the partition of India.</li> </ul>                                                                                                                                                                                            | Lesson 20 - Partition of India<br><i>How do borders shape people's lives?</i>                                                |
| <b>21st Century Migrations</b><br>(2000 CE -today)                              | <b>Students will assess the causes and consequences of contemporary global and local migrations by:</b> <ul style="list-style-type: none"> <li>Distinguishing between immigrants and emigrants, as well as refugees, asylum seekers, labor migrants, displaced persons, forced migrants, and other 21st century migrants.</li> <li>Describing how climate change, food insecurity, population growth, environmental degradation, armed conflict, and other factors impact 21st century migration patterns in and between Asia, Africa, Oceania, Europe, and the Americas.</li> <li>Contrasting the range of responses to address 21st century migration patterns.</li> </ul> | Lesson 21 - 21st Century Migrations<br><i>Is migration inevitable?</i>                                                       |
| <b>Unit 6: Human Systems - Economic Systems</b>                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                              |
| <b>CONTENT TOPIC (TIMEFRAME)</b>                                                | <b>INDICATOR AND OBJECTIVES</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>TCI Lesson Number, Title, and Essential Question</b>                                                                      |
| <b>Networks of Exchange</b><br>(1200 CE-1450 CE)                                | <b>Students will investigate how regional control of resources promoted regional and global trade among complex societies by:</b> <ul style="list-style-type: none"> <li>Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe.</li> <li>Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes.</li> <li>Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice.</li> </ul>                                                                                                                               | Lesson 22 - Networks of Exchange<br><i>Is trade worth it?</i>                                                                |

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| <b>Capitalism</b><br>(1450 CE-1900 CE)                                    | <b>Students will evaluate the regional and global causes and consequence of expanding capital markets through imperialism and settler colonialism by:</b> <ul style="list-style-type: none"> <li>Identifying the principles of capitalism.</li> <li>Analyzing the role of capitalism in spurring innovation and creating wealth.</li> <li>Evaluating the political, economic, social, and cultural impacts of imperialism and settler colonialism on societies in Asia, Africa, Oceania, and the Americas.</li> <li>Contrasting how communities in Asia, Africa, Oceania, and the Americas responded to and resisted imperialism and settler colonialism.</li> </ul> | Lesson 23 - Capitalism<br><i>How did capitalism connect and divide people?</i>                                                     |
| <b>Centralized Planning in the Twentieth Century</b><br>(1900 CE-2000 CE) | <b>Students will investigate how centrally planned economies impacted regional and global relationships by:</b> <ul style="list-style-type: none"> <li>Identifying the principles of communism and socialism.</li> <li>Analyzing the role of labor movements, leaders, and political change in the formation of centrally planned economies.</li> <li>Comparing the long-term impacts of centrally planned economies in Asia, Europe, and the Americas.</li> </ul>                                                                                                                                                                                                   | Lesson 24 - Centralized Planning in the Twentieth Century<br><i>How did centrally planned economies connect and divide people?</i> |
| <b>Globalization</b><br>(1980 CE- today)                                  | <b>Students will evaluate the regional and global causes and consequences of globalization by:</b> <ul style="list-style-type: none"> <li>Evaluating how new international institutions, multinational corporations (supply chains), recognition of global human rights, digital communication, industrial technologies (outsourcing) led to accelerated globalization.</li> <li>Contrasting the long-term impacts of globalization in Asia, Europe, the Americas, and Africa.</li> <li>Analyzing how regional responses to economic globalization promoted and challenged understandings of nationalism.</li> </ul>                                                 | Lesson 25 - Globalization<br><i>Is globalization good for everyone?</i>                                                            |

## Unit 7: Place and Region

| CONTENT TOPIC<br>(TIMEFRAME)                                           | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | TCI Lesson Number, Title, and Essential Question                                                              |
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| <b>Pre-Columbian Civilizations in the Americas</b><br>(250 CE-1600 CE) | <b>Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:</b> <ul style="list-style-type: none"> <li>Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Inca civilizations.</li> <li>Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations.</li> <li>Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.</li> </ul> | Lesson 26 - Pre-Columbian Civilizations in the Americas<br><i>Does where you live determine how you live?</i> |

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| <b>Tokugawa Shogunate</b><br>(1600 CE-1868 CE)      | <b>Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:</b> <ul style="list-style-type: none"> <li>Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism.</li> <li>Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire.</li> <li>Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate.</li> <li>Evaluating the effectiveness in resisting Western imperialism.</li> </ul>                                                                       | <b>Lesson 27 - Tokugawa Shogunate</b><br><i>How do geographic features influence the distribution of power?</i>  |
| <b>South African Apartheid</b><br>(1948 CE-1994 CE) | <b>Students will analyze how South Africa's physical and human characteristics impacted regional power relationships that led to the defeat of Apartheid by:</b> <ul style="list-style-type: none"> <li>Identifying how Dutch and British colonialism influenced the creation of South African Apartheid.</li> <li>Determining the political, economic, and social elements of the system of Apartheid.</li> <li>Analyzing the role of individual leaders, organizations, violent and non-violent strategies, and international pressure in defeating Apartheid.</li> <li>Evaluating the effectiveness of the Truth and Reconciliation Commission in redressing legacies of social injustice.</li> </ul>                          | <b>Lesson 28 - South African Apartheid</b><br><i>How can place be manipulated to define human relationships?</i> |
| <b>Jerusalem</b><br>(1900 CE-Today)                 | <b>Students will explore the local, regional, and global relationships that have defined Jerusalem as a place by:</b> <ul style="list-style-type: none"> <li>Describing the significance of the Holy Land to Christians, Muslims, and Jews.</li> <li>Analyzing the impact of physical geography, nationalism, World War I and II, and the actions of international organizations, the Holocaust, and the founding of Israel on Jerusalem.</li> <li>Assessing the effectiveness of regional conflicts, violence, and peace negotiations on the settlement of the Israeli-Palestinian conflict.</li> <li>Determining how ongoing attempts at cooperation and peace continue to define and redefine Jerusalem as a place.</li> </ul> | <b>Lesson 29 - Jerusalem</b><br><i>Who defines place?</i>                                                        |

## Unit 8: Regional Case Study of Geographic Thinking

| CONTENT TOPIC<br>(TIMEFRAME)                          | INDICATOR AND OBJECTIVES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | TCI Lesson Number, Title, and Essential Question                                                                                             |
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| <b>First American Nations</b><br>(10,000 BCE-1607 CE) | <b>Students will analyze how geographic understandings explain the local and regional settlement and interaction of the indigenous people of North America by:</b> <ul style="list-style-type: none"> <li>Analyzing how human responses to the natural environment created early complex societies in North America.</li> <li>Comparing and contrasting how urban centers in Chaco Canyon and Cahokia facilitated the movement of goods and ideas across long distances and connected peoples from diverse regions.</li> <li>Examining the role of human systems in the development of early complex societies in North America.</li> </ul> | <b>Lesson 30 - First American Nations</b><br><i>How and why do cultural ideas, practices, and innovations change or disappear over time?</i> |

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| <b>Transatlantic Slave Trade</b><br>(1500 CE – 1808 CE)      | <b>Students will analyze the regional and global consequences of the Transatlantic Slave Trade by:</b> <ul style="list-style-type: none"> <li>Examining the nature of slavery around the world prior to the European settlement of North America.</li> <li>Describing the process and experience of the Transatlantic slave trade.</li> <li>Analyzing the rationale for the transition to chattel slavery and its relationship to the development of the theory of race.</li> <li>Examining the short- and long-term effects of chattel slavery on the social, political, and economic life in colonial North America.</li> <li>Identifying shifts in human systems and place created by the cultural contributions of enslaved Africans and free Black populations in North America.</li> </ul>       | <b>Lesson 31 - Transatlantic Slave Trade</b><br><i>How was culture created, preserved, and destroyed in the Trans-Atlantic Slave Trade?</i> |
| <b>Colonial and Native Interactions</b><br>(1490 CE-1763 CE) | <b>Students will examine how regional interaction between European settlers and native populations altered the Americas by:</b> <ul style="list-style-type: none"> <li>Examining the motivations for European exploration and colonialism in the Americas.</li> <li>Contrasting Indigenous and European approaches to land use and how treaties were used to designate and deny sovereignty.</li> <li>Analyzing the impact of trade, labor systems, and disease on the Indigenous nations and the European colonizers.</li> <li>Assessing the effectiveness of Indigenous responses and resistance to European colonization.</li> <li>Determining the causes and consequences of the French and Indian War on American Indian alliances, British colonial policies, and American colonists.</li> </ul> | <b>Lesson 32 - Colonial and Native Interactions</b><br><i>What creates conflict and cooperation among and between groups of humans?</i>     |
| <b>American Indians Today</b><br>(2010s CE-present)          | <b>Students will examine how American Indian nations responded to European settler colonization by:</b> <ul style="list-style-type: none"> <li>Examining demographic data on contemporary American Indian communities.</li> <li>Analyzing the role of native sovereignty in contemporary law.</li> <li>Analyzing how native culture among identified tribes has persisted and evolved over time.</li> <li>Examining contributions made by American Indians to the political and economic issues of the day.</li> </ul>                                                                                                                                                                                                                                                                                 | <b>Lesson 33 - American Indians Today</b><br><i>Who are American Indians today?</i>                                                         |