



Elementary Curriculum Maps	Middle Level Curriculum Maps	High School Curriculum Maps
<ul style="list-style-type: none"> <li>- <a href="#">Kindergarten</a></li> <li>- <a href="#">1st Grade</a></li> <li>- <a href="#">2nd Grade</a></li> <li>- <a href="#">3rd Grade</a></li> <li>- <a href="#">4th Grade</a></li> <li>- <a href="#">5th Grade</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">6th Grade</a></li> <li>- <a href="#">7th Grade</a></li> <li>- <a href="#">8th Grade</a></li> </ul>	<ul style="list-style-type: none"> <li>- <a href="#">High School World History</a></li> <li>- <a href="#">High School United States</a></li> <li>- <a href="#">High School Civics</a></li> <li>- <a href="#">High School Psychology (Semester)</a></li> <li>- <a href="#">High School Economics (Semester)</a></li> </ul>

### How to Read the Curriculum Maps:

Each curriculum map is organized with the same components: Essential Question, Transferable Skill Priority Performance Indicator, Content Priority Performance Indicator, IRIS Priority Performance Indicator, Summative Assessment, and Unit Content Topics. The maps are designed for adaptation and personalization for your own community context, which is why you will see the summative assessment spaces blank. Our goal was not to create a curriculum to be wholesale adopted, but a curriculum to inspire reflection on how to weave together some of the guiding documents used across Vermont while centering educational equity from the beginning of the curricular design process.

### What to look out for:

In recognition of the variability of social studies and science opportunities at the elementary levels across Vermont, we mapped out four units for both social studies and science K-5 that are designed to stand alone or be a companion unit to ELA or Math. These units are labeled accordingly within the maps. The Elementary Curriculum Maps are specially designed to align the Transferable Skills and IRIS standards across content areas and grade levels. Each grade/course level's map has a model unit overview linked within the map. Some unit overviews also include a comprehensive unit plan, which has been developed by Vermont educators and will be identified with an asterisk (\*). Some units will have updated content Proficiency Scales as they are published by the Vermont Agency of Education.

**Special Note:** The K-8 Curriculum was modeled off of the Vermont Agency of Education's [Draft K-8 Scope and Sequence](#).



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<p><b>#1 What does it mean to be at school?</b></p> <p>(companion to ELA Unit 1)</p>	<p><b>1. Clear and Effective Communication G.</b> Collaborate effectively and respectfully.</p>	<p><b>2. Civics C. Processes, Rules, and Laws-</b> Describe how people have tried to improve their communities over time, including how a classroom community or school functions with both collaboration and rules. (D2. Civ. 11-14)</p>	<p><b>3. Interconnectedness D.</b> Contribute to community actualization and an equitable distribution of power.</p>		<p><b>Topics:</b> Classroom rules, how to communicate with peers and with adults, power and equity</p>
<p><b>#2 Who are the people and places around me?</b></p> <p>(companion to Math and Science Units 2)</p>	<p><b>4. Responsible and Involved Citizenship A.</b> Participate in and contribute to the enhancement of community life.</p>	<p><b>1. Inquiry Process A. Constructing Compelling and Supporting Questions-</b> Identify facts and concepts that are associated with compelling and supporting questions. (D1.1, 2, 3)</p>	<p><b>1. Identity Development C.</b> Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.</p>		<p><b>Topics:</b> School &amp; community rules, the people that live in my town/ community, important landmarks in my town/ community/ school</p>

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<p><b>#3 What is a tradition?</b> (companion to ELA Unit 3)</p>	<p><b>5. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real life situations.</p>	<p><b>5. History B. Perspectives-</b> Compare perspectives of people in the past to those of people in the present and compare different accounts of the same event. (D2. His. 4, 6)</p>	<p><b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship</p>		<p><b>Topics:</b> Different holiday traditions including religious traditions, cultural traditions, and local traditions (Bennington Battle Day, Thanksgiving, Halloween, Birthdays, Eid, etc.)</p>
<p><b>#6 What makes Vermont so special?</b> (companion to ELA Unit 6)</p>	<p><b>5. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real life situations.</p>	<p><b>4. Geography A. Human Population Spatial Patterns and Movements-</b> Explain why people move from place to place and describe how people rely on distant environments to meet their needs. (D2. Geo. 7, 8, 9)</p>	<p><b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont</p>		<p><b>Topics:</b> Learn about the Abenaki, different groups of people who have moved to and settled in Vermont (white, european colonists, Black Americans and the Underground Railroad in Vermont, refugee resettlement, etc.)</p>



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<p><b>#1 Who are we?</b></p> <p>(companion to ELA Unit 1)</p>	<p><b>1. Clear and Effective Communication C.</b> Integrate information gathered from active speaking and listening.</p>	<p><b>2. Civics A. Civic and Political Institutions-</b> Explain that roles, responsibilities, and rules pertain to all levels of society, from school and family to community and government. (D2. Civ. 1-6)</p>	<p><b>1. Identity Development B.</b> Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)</p>		<p><b>Topics:</b> Identify similarities and differences from one another, talk about our identities</p>
<p><b>#2 What does it mean to build a community?</b></p> <p>(companion to ELA Unit 2)</p>	<p><b>3. Creative and Practical Problem Solving C.</b> Identify patterns, trends, and relationships that apply to solutions.</p>	<p><b>2. Civics A. Civic and Political Institutions-</b> Explain that roles, responsibilities, and rules pertain to all levels of society, from school and family to community and government. (D2. Civ. 1-6)</p>	<p><b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.</p>		<p><b>Topics:</b> Basic needs and wants as people, the role of different institutions (country, state, town, school, classroom) have in helping people</p>

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<p><a href="#"><u>#3 How can math help us understand what our communities need to be healthy and happy?</u></a></p> <p>(Companion to Math Unit #3)</p>	<p><b>3. Creative and Practical Problem Solving G.</b> Use a range of tools, including technology, to solve problems.</p>	<p><b>3. Economics A. Economic Decision Making-</b> Explain how the concept of scarcity necessitates decision making. (D2. Econ. 1, 2)</p>	<p><b>3. Interconnectedness B.</b> Challenge deficit-thinking about Ethnic Studies Groups.</p>		<p><b>Topics:</b> Basics of trading, identity, trade in the Wabanaki Confederacy</p>
<p><b>#7 What is our role as a global citizen?</b></p> <p>(companion to ELA, Math, and Science Unit 7)</p>	<p><b>5. Informed and Integrative Thinking C.</b> Apply systems thinking to understand the interaction and influence of related parts on each other and on outcomes.</p>	<p><b>4. Geography C. Human Environment Interaction Place, Region, Culture-</b> Explain how weather, climate and environmental characteristics affect individuals, and how their activities can affect the culture and/or characteristics of places. (D2. Geo. 4, 5, 6)</p>	<p><b>3. Interconnectedness A.</b> Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.</p>		<p><b>Topics:</b> Advocacy, understanding the geography of Vermont and how the environment is impacted by people, learn about people who have been leaders in change movements like Jane Goodall, Greta Thunberg, George Washington Carver etc.</p>



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<p><b>#2 What are the parts of our world outside of Vermont?*</b></p> <p>(Companion to ELA Unit 2)</p>	<p><b>2. Self-Direction G.</b> Collaborate as needed to advance learning.</p>	<p><b>4. Geography D. Geographic Representations Spatial Views of the World-</b> Create and/or use maps of familiar places to describe and identify locations, relationships, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)</p>	<p><b>2. Resisting Racism D.</b> Develop new humanizing systems that value Ethnic Studies Groups</p>		<p><b>Topics:</b> Review geography- continents, oceans, mountain ranges, look at different types of maps</p>
<p><b>#3 How do answering and asking questions help us learn?</b></p> <p>(Companion to ELA Unit #3)</p>	<p><b>3. Creative and Practical Problem Solving B.</b> Frame questions, make predictions, and design data collection and analysis strategies.</p>	<p><b>5. History C. Causation and Argumentation-</b> Construct an argument or explanation with possible reasons and select which reason would be more likely than others to provide the best evidence. (D2.</p>	<p><b>3. Interconnectedness A.</b> Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions</p>		<p><b>Topics:</b> Look at different cultural practices from different Ethnic Groups across Americas and the Caribbean.</p>

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		His. 14, 16; D4.1)			
<p><b>#5 How can I share information with my community?</b></p> <p>(Companion to ELA Unit #5)</p>	<p><b>4. Responsible and Involved Citizenship A.</b> Participate in and contribute to the enhancement of community life.</p>	<p><b>3. Economics A. Economic Decision Making-</b> Explain how the concept of scarcity necessitates decision making. (D2. Econ. 1, 2)</p>	<p><b>4. Social Responsibility A.</b> Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups</p>		<p><b>Topics:</b> Start with the current life and celebrations of Indigenous and First Nations peoples and shift into historical impact and current advocacy</p>
<p><b>#7 How are the people in the world more connected than separated?</b></p> <p>(companion to ELA Unit 7)</p>	<p><b>5. Informed and Integrative Thinking C.</b> Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</p>	<p><b>4. Geography B. Global Interconnectedness: Changing Spatial Patterns-</b> Explain how geography, culture, and environment can connect people across the world even as they evolve and change. (D2. Geo. 10, 12)</p>	<p><b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont</p>		<p><b>Topics:</b> Understand how resources can be renewable and non-renewable, how goods are traded around the world, connect how the environment is reflected in cultural practices</p>



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<p><b>#2 What are the parts of our world outside of Vermont?</b></p> <p>(companion to ELA Unit 2)</p>	<p><b>3. Creative and Practical Problem Solving A.</b> Observe and evaluate situations in order to define problems.</p>	<p><b>4. Geography D. Geographic Representations Spatial Views of the World-</b> Create and/or use maps with different scales of familiar and unfamiliar places, to explain relationships of places to their environment including, cultural and environmental characteristics. (D2. Geo. 1, 2, 3)</p>	<p><b>4. Social Responsibility D.</b> Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.</p>		<p><b>Topics:</b> maps of Africa, Asia, Europe, and Oceania</p>
<p><b>#3 What is race and where did it come from?</b></p>	<p><b>1. Clear and Effective Communication B.</b> Use evidence and</p>	<p><b>5. History B. Perspectives-</b> Explain why individuals and</p>	<p><b>4. Social Responsibility C.</b> Engage in difficult yet humanizing</p>		<p><b>Topics:</b> Nubia, evolution of enslavement, Age of Exploration, and</p>

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(companion to ELA Unit 3)	logic appropriately in communication.	groups during the same historical period had similar and/or different perspectives, and how those perspectives shaped the sources they influenced. (D2. His. 4-6)	conversations about racism and its intersections with language, class, gender, and disability, etc.		impact of enslavement in U.S, Africa, Asia, Europe, and Oceania.
<p><b>#6 How have people in the Eastern Hemisphere influenced life in Vermont?</b></p> <p>(companion to ELA Unit 6)</p>	<p><b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify claims.</p>	<p><b>4. Geography A. Human Population Spatial Patterns and Movements-</b> Explain how population shifts affect both culture and environment, and how a changing environment can affect human settlement patterns. (D2. Geo. 7, 8, 9)</p>	<p><b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont</p>		<p><b>Topics:</b> Compare and contrast life in different states across the United States, Canada, and Mexico to life in Vermont</p>

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<p><b>#7 How do language and culture influence storytelling?</b></p> <p>(companion to ELA Unit 7)</p>	<p><b>1. Clear and Effective Communication D.</b></p> <p>Adjust communication based on the audience, context, and purpose.</p>	<p><b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Use evidence from multiple sources to develop a claim or argument about the past. (D2. His.16; D4.1).</p>	<p><b>1. Identity Development D.</b></p> <p>Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship</p>		<p><b>Topics:</b> learn about the people who live in your community and live in Vermont, explore different foods, clothing, languages, etc.</p>



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<p><b><u>#1 Who came before us?*</u></b></p> <p>(companion to ELA Unit 1)</p>	<p><b>1. Clear and Effective Communication C.</b> Integrate information gathered from active speaking and listening.</p>	<p><b>4. Geography C. Human Environment Interaction Place, Region, Culture-</b> Explain the relationship between culture and environment and how both can change over time. (D2. Geo. 4, 5, 6)</p>	<p><b>4. Social Responsibility A.</b> Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.</p>		<p><b>Topics:</b> People of the Dawnland</p>
<p><b>#5 How different was Vermont in the late 18th century compared to now?</b></p> <p>(companion to Science Unit 5)</p>	<p><b>3. Creative and Practical Problem Solving B.</b> Frame questions, make predictions, and design data collection and analysis strategies.</p>	<p><b>2. Civics A. Civic and Political Institutions-</b> Explain the origins, function, key provisions and structure of the U.S. and Vermont Constitution, including the roles and responsibilities of citizens, organizations, and governments within</p>	<p><b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p><b>Topics:</b> Vermont Post-Revolution and Growing Pains (Articles of the Confederation and The Constitution)</p>

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		a democratic system. (D2. Civ. 1-6)			
<p><b>#6 How can we honor hard history?</b></p> <p>(companion to ELA Unit 6)</p>	<p><b>1. Clear and Effective Communication B.</b> Use evidence and logic appropriately in communication.</p>	<p><b>1. Inquiry Process B. Gathering and Evaluating Sources-</b> Compare information from different sources and use differences between fact and opinion to determine the credibility of the source. (D2. His. 10, 12; D3. 1-3)</p>	<p><b>4. Social Responsibility B.</b> Acknowledge that we have a 4. Social Responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p><b>Topics:</b> Legacy of Enslavement and stories of resistance</p>
<p><b>#8 What should we have learned from the Civil War?</b></p> <p>(companion to ELA Unit 8)</p>	<p><b>4. Responsible and Involved Citizenship D.</b> Respect diversity and differing points of view.</p>	<p><b>5. History B. Perspectives-</b> Explain why individuals and groups during the same historical period had similar and/or different perspectives, and how those perspectives shaped the sources they</p>	<p><b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups.</p>		<p><b>Topics:</b> End of the Civil War</p>

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		influenced. (D1. 1-3)			



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<p><b>#2 How did people used to make money?*</b></p> <p>(Companion to Math Unit 2)</p>	<p><b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify claims.</p>	<p><b>3. Economics B. Exchange and Markets-</b> Explain the role of business in an economic system, including resources that are needed for production, the purpose of specialization, mediums of exchange, and the value of investments. (D2. Econ. 3, 4, 5, 6, 9)</p>	<p><b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p><b>Topics:</b> Ancient Civilizations, wealth, supply and demand, capital, culture</p>
<p><b>#3 How has trade impacted societies in the past?</b></p> <p>(companion to ELA Unit 3)</p>	<p><b>4. Responsible and Involved Citizenship C.</b> Demonstrate ethical behavior and the moral courage to sustain it.</p>	<p><b>3. Economics A. Economic Decision Making-</b> Identify the incentives (positive/negative) that influence economic decisions and the benefits and</p>	<p><b>3. Interconnectedness C.</b> Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity.</p>		<p><b>Topics:</b> Crescent Valley, Mesopotamia, Monotheism</p>

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		costs of such decisions. (D2. Econ. 1, 2)			
<p><b>#4 How has trade impacted societies in the past?</b></p> <p>(companion to ELA Unit 4)</p>	<p><b>2. Self-Direction B.</b> Integrate knowledge from a variety of sources to set goals and make informed decisions.</p>	<p><b>4. Geography B. Global Interconnections Changing Spatial Patterns-</b> Explain how spatial patterns can be transformed through natural and man-made disturbances, and how the patterns both vary across the world and change over time.</p>	<p><b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).</p>		<p><b>Topics:</b> Africa, Ancient Egypt, Salt trade, Ancient Greeks, Mali/Songhai</p>
<p><b>#6 What are the lasting legacies we can celebrate?</b></p> <p>(companion to ELA Unit 6)</p>	<p><b>4. Responsible and Involved Citizenship B.</b> Take responsibility for personal decisions and actions.</p>	<p><b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Use evidence from multiple sources to develop a claim or argument about the past. (D2. His. 16; D4. 1)</p>	<p><b>1. Identity Development C.</b> Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while</p>		<p><b>Topics:</b> Research different cultural contributions from the Ancient Civilizations and connect to the impact today</p>

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			honoring the lived experiences of all.		



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<b>#1 Why should I care about anything ancient?</b>	<b>5. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real life situations.	<b>1. Inquiry Process A. Constructing Compelling and Supporting Questions-</b> Explain how a question represents key ideas in the field and explain points of agreement that experts have about interpretations and applications of disciplinary concepts and ideas associated with compelling and supporting questions.(D1.1, 2, 3; His. 12)	<b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		<b>Topics:</b> Archeology, Anthropology, History, what it means to be a social scientist  <i>Note:</i> this unit is taught thematically. Each unit will incorporate the histories of South and East Asia, Oceania, Latin America, and Europe.
<b>#2 How do beliefs shape a society?</b>	<b>2. Self-Direction A.</b> Identify, manage, and assess new opportunities related to learning goals.	<b>5. History C. Causation and Argumentation-</b> Explain multiple causes and effects of events and	<b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy,		<b>Topics:</b> Forms of religion (polytheistic, monotheistic, Hinduism, Buddhism, Christianity,

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		developments in the past and evaluate the influence(s) that led to each. (D3. His. 14, 15)	patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)		Judaism, Islam)
<b>#3 Where did our current ideas about money and wealth come from?</b>	<b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify a claim	<b>3. Economics B. Exchange and Markets-</b> Explain how markets exist and function for consumers, businesses, governments, and non-profits to facilitate the exchange of goods, services, labor, credit, and foreign exchange. (D2. Econ. 3, 4, 5, 6, 9)	<b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		<b>Topics:</b> Trade and conquest, colonialism, imperialism, globalization, economics
<b>#4 Who holds power and why?</b>	<b>1. Clear and Effective Communication E.</b> Demonstrate effective, expressive,	<b>2. Civics C. Processes, Rules, and Laws-</b> Compare historical and contemporary	<b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to		<b>Topics:</b> Forms of government, power, political science

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	and receptive communication, including oral, written, multi-media, and performance.	means of changing societies, including rules, laws, purpose, implementation, and consequences of public policies, and differentiate among procedures for making decisions in multiple settings. (D2. Civ. 11-14)	understand the importance of mutual interdependence, relationality, and kinship		
<b>#5 What role did geography play in creating or limiting conflict?</b>	<b>1. Clear and Effective Communication F.</b> Use technology to further disseminate communication	<b>4. Geography B. Global Interconnections: Changing Spatial Patterns-</b> Analyze how cultural and environmental characteristics vary among regions of the world and how those variances influence factors such as world trade, land use and population distribution. (D2. Geo. 10, 11, 12)	<b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups		<b>Topics:</b> geographical features, natural resources

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<a href="#">#6 Who is left out of the main story?</a>	<b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify a claim	<b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Construct arguments and explanations using reasoning, claims and evidence from multiple sources, while acknowledging the strengths, credibility and limitations of the arguments. (D2. His. 16; D4. 1, 2, 4)	<b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		<b>Topics:</b> historically oppressed identities- LGBTQIA, women, start of racialization, religious sects,
<b>#7 How did people challenge the status quo?</b>	<b>5. Informed and Integrative Thinking a.</b> Apply knowledge from various disciplines and contexts to real life situations.	<b>4. Geography B. Global Interconnections Changing Spatial Patterns-</b> Analyze how cultural and environmental characteristics vary among regions of the world and how those variances	<b>4. Social Responsibility A.</b> Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups		<b>Topics:</b> acts of resistance (isolationism, Age of Enlightenment, land back, etc.)

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		influence factors such as world trade, land use and population distribution. (D2. Geo. 10, 11, 12)			
<b>#8 Is art a reaction to the time period or does it shape the time period?</b>	<b>2. Self-Direction A.</b> Identify, manage, and assess new opportunities related to learning goals.	<b>4. Geography D. Geographic Representations Spatial Views of the World-</b> Create and/or use maps, and other representations of familiar and unfamiliar places to explain spatial patterns and relationships of cultural and environmental characteristics. (D2. Geo. 1, 2, 3)	<b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.		<b>Topics:</b> literature, arts, music, storytelling, oration



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<b>#1 Can national policy change local politics?</b>	<b>1. Clear and Effective Communication G.</b> Collaborate effectively and respectfully.	<b>2. Civics A. Civic and Political Institutions-</b> Explain the origins, functions, and structure of our constitutional form of government including the purpose, impact, powers, interactions, and limits, while considering the roles, powers, and responsibilities of citizens and comparisons to other forms of government. (D2. Civ. 1-6)	<b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.		<b>Topics:</b> End of Civil War
<b>#2 Does <u><a href="#">"Reconstruction" fit as the title for this time period?</a></u>*</b>	<b>2. Self-Direction F.</b> Analyze the accuracy, bias, and usefulness of information.	<b>5. History B. Perspectives-</b> Analyze multiple factors that influenced the	<b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies		<b>Topics:</b> Reconstruction- Black cities of wealth and prosperity (Wilmington, Tulsa),

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		<p>perspectives of people during different historical eras, and explain how and why perspectives of people have changed over time. (D2. His. 4, 5)</p>	<p>Groups.</p>		<p>Black men in government</p>
<p><b>#3 What have we learned from the Industrial Revolution today?</b></p>	<p><b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify claims.</p>	<p><b>3. Economics B. Exchange and Markets-</b> Explain how markets exist and function for consumers, businesses, governments, and non-profits to facilitate the exchange of goods, services, labor, credit, and foreign exchange. (D2. Econ. 3, 4, 5, 6, 9)</p>	<p><b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.</p>		<p><b>Topics:</b> Industrial Revolution</p>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#4 Who holds power and when?</b>	<b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	<b>3. Economics A. Human Population Spatial Patterns and Movements-</b> Evaluate how long-term human induced environmental impact (e.g. human settlement, transportation, technology) has had positive and negative affects. (D2. Geo. 7, 8, 9)	<b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups.		<b>Topics:</b> Workers Rights
<b>#5 Was the Great War great?</b>	<b>5. Informed and Integrative Thinking F.</b> Use technology to support and enhance the critical thinking process.	<b>1. Inquiry Process B. Gathering and Evaluating Sources-</b> Identify evidence that draws information from multiple sources, determine credibility and detect possible limitations in the historical record based on evidence collected, and	<b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		<b>Topics:</b> World War I

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		analyze how people’s perspectives influenced what information is available in the sources they created. (D2. His. 6, 10, 12, 13; D3. 1, 2, 3)			
<b>#6 Why do people move?</b>	<b>4. Responsible and Involved Citizenship B.</b> Take responsibility for personal decisions and actions.	<b>4. Geography A. Human Population Spatial Patterns and Movements-</b> Evaluate how long-term human induced environmental impact (e.g. human settlement, transportation, technology) has had positive and negative affects. (D2. Geo. 7, 8, 9)	<b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		<b>Topics:</b> Great Depression

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#7 Can conflict be fully resolved?</b>	<b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	<b>5. History A. Change, Continuity, Context-</b> Classify series of historical events and developments as examples of change and continuity, and analyze connections among events and developments in broader historical contexts. (D2. His. 1, 2)	<b>4. Social Responsibility A.</b> Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.		<b>Topics:</b> World War II
<b>#8 To what extent does civic participation impact public policy?</b>	<b>1. Clear and Effective Communication F.</b> Use technology to further enhance and disseminate communication.	<b>2. Civics B. Participation and Deliberation-</b> Apply civic virtues and democratic principles in multiple settings, and analyze the impact and appropriate roles of personal interests and perspectives, on the application of civic virtues,	<b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.		<b>Topics:</b> Civil Rights Era

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		democratic principles, constitutional, and human rights. (D2. Civ. 7, 8, 10)			



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#1 Why is the U.S. Constitution organized the way it is?</b>	<b>1. Clear and Effective Communication G.</b> Collaborate effectively and respectfully.	<b>5. History C. Causation and Argumentation-</b> Explain multiple causes and effects of events and developments in the past and evaluate the influence(s) that led to each. (D3. His. 14, 15)	<b>1. Identity Development B.</b> Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)		<b>Topics:</b> U.S. Constitution Article 1
<b>#2 What does the Executive Branch do, besides the President?</b>	<b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify claims.	<b>2. Civics B. Participation and Deliberation-</b> Apply civic virtues and democratic principles in multiple settings, and analyze the impact and appropriate roles of personal interests and perspectives, on the application of civic virtues, democratic	<b>4. Social Responsibility B.</b> Acknowledge that we have a 4. Social Responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<b>Topics:</b> Article 2

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		principles, constitutional, and human rights. (D2. Civ. 7, 8, 10)			
<b>#3 Who upholds laws?</b>	<b>4. Responsible and Involved Citizenship C.</b> Demonstrate ethical behavior and the moral courage to sustain it.	<b>2. Civics C. Processes, Rules, and Laws-</b> Compare historical and contemporary means of changing societies, including rules, laws, purpose, implementation, and consequences of public policies, and differentiate among procedures for making decisions in multiple settings. (D2. Civ. 11-14)	<b>3. Interconnectedness C.</b> Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity.		<b>Topics:</b> Article 3
<b>#4 What is the purpose of government?</b>	<b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize information from multiple sources to	<b>2 Civics A. Civic and Political Institutions-</b> Explain the origins, functions, and structure of our constitutional form of	<b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups.		<b>Topics:</b> States Rights

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	build on knowledge.	government including the purpose, impact, powers, interactions, and limits, while considering the roles, powers, and responsibilities of citizens and comparisons to other forms of government. (D2. Civ. 1-6)			
<b>#5 How does the national economy affect me in Vermont?</b>	<b>5. Informed and Integrative Thinking F.</b> Use technology to support and enhance the critical thinking process.	<b>3. Economics C. The National Economy-</b> Explain how monetary and fiscal policies are used to stabilize the economy and encourage growth, as needed. (D2. Econ. 10, 11, 12, 13)	<b>1. Identity Development C.</b> Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.		<b>Topics:</b> National Economy

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#6 How does the global economy affect me in Vermont?</b>	<b>4. Responsible and Involved Citizenship B.</b> Take responsibility for personal decisions and actions.	<b>3. Economics D. The Global Economy-</b> Explain the barriers, costs, and benefits of trading with other nations to individuals, businesses, and society. (D2. Econ. 15)	<b>3. Interconnectedness A.</b> Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.		<b>Topics:</b> Global Economy
<b>#7 Who is responsible for democracy maintenance?</b>	<b>3. Creative and Practical Problem Solving A.</b> Observe and evaluate situations in order to define problems.	<b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Construct arguments and explanations using reasoning, claims and evidence from multiple sources, while acknowledging the strengths, credibility and limitations of the arguments. (D2. His. 16; D4. 1, 2, 4)	<b>3. Interconnectedness D.</b> Contribute to community actualization and an equitable distribution of power.		<b>Topics:</b> Roles as people living in the U.S.- ways to take action

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#8 <a href="#">Why do people say “history repeats itself”?</a> *	<b>1. Clear and Effective Communication F.</b> Use technology to further enhance and disseminate communication.	<b>5. History A. Change, Continuity-</b> Classify series of historical events and developments as examples of change and continuity, and analyze connections among events and developments in broader historical contexts. (D2. His. 1, 2)	<b>4. Social Responsibility B.</b> Acknowledge that we have a 4. Social Responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<b>Topics:</b> Research projects tying US History to current events



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
#1 Who am I?	<p><b>1. Clear and Effective Communication C.</b> Integrate information gathered from active speaking and listening.</p>	<p><b>4. Geography C. Human Environment Interaction Place, Region, Culture-</b> Explain how the physical, environmental, and human characteristics of places are both similar and different to other places and are connected to identities, culture, and decisions that influence the area and its peoples. (D2. Geo. 4, 5, 6)</p>	<p><b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.</p>		<p><b>Topics:</b> Identity, culture, timelines, geography review</p>
#2 Who are we?	<p><b>5. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real</p>	<p><b>1. Inquiry Process B. Gathering and Evaluating Sources-</b> Identify evidence that draws information from</p>	<p><b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.</p>		<p><b>Topics:</b> World religions, cultural practices, traditions</p>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	life situations.	multiple sources, determine credibility and detect possible limitations in the historical record based on evidence collected, and analyze how people's perspectives influenced what information is available in the sources they created. (D2. His. 9, 10, 13, 17; D3. 1)			
<b>#3 Who holds power and why?</b>	<b>1. Clear and Effective Communication E.</b> Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	<b>2. Civics A. Civic and Political Institutions-</b> Analyze the powers and responsibilities of local, tribal, state, national, and international civic and political institutions, including the impact of established laws,	<b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.		<b>Topics:</b> Forms of government and evolution of political boundaries, Age of Exploration/ Settler Colonialism

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures. (D2. Civ. 1-6)			
<b>#4 How does culture change?</b>	<b>1. Clear and Effective Communication F.</b> Use technology to further disseminate communication.	<b>2. Civics C. Processes, Rules, and Laws-</b> Evaluate the processes and rules by which people make decisions, govern themselves, address public concerns, change societies, promote the common good, and protect rights. (D2. Civ. 11-14)	<b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups.		<b>Topics:</b> The patriarchy- Renaissance, Scientific Rev, Enlightenment and lasting legacies
<b>#5 Can individual people create lasting change?</b>	<b>5. Informed and Integrative Thinking D.</b> Use evidence and	<b>5. History C. Causation and Argumentation-</b> Analyze multiple and	<b>4. Social Responsibility C.</b> Engage in difficult yet humanizing		<b>Topics:</b> Challenging the Status Quo- Revolutions and Resistance

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	reasoning to justify a claim	complex causes (longterm and triggering) and effects of events in the past to develop a reasoned historical argument. (D2. His. 14, 15)	conversations about racism and its intersections with language, class, gender, and disability, etc.		
<b>#6 How does geography impact a society?</b>	<b>2. Self-Direction A.</b> Identify, manage, and assess new opportunities related to learning goals.	<b>4. Geography C. Human Environment Interaction Place, Region, Culture-</b> Analyze relations between physical systems and humans, including political and economic decisions, to determine how they influence each other. (D2. Geo. 4, 5, 6)	<b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		<b>Topics:</b> Globalization- Industrial Rev + Impact of the World Wars
<b>#7 Do political boundaries matter?</b>	<b>5. Informed and Integrative Thinking A.</b> Apply knowledge from	<b>4. Geography D. Geographic Representations Spatial Views of</b>	<b>4. Social Responsibility A.</b> Understand the impact of social		<b>Topics:</b> Lasting Legacies of Revolutions & collective identity

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	various disciplines and contexts to real life situations.	<b>the World-</b> Create and/or use maps to analyze spatial patterns of cultural and environmental characteristics, evaluate and to help explain relationships between places/regions and their cultural, political and economic systems. (D2. Geo. 1, 2)	movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.		
<b>#8 To what extent is the phrase, “History repeats itself,” true?</b>	<b>2. Self-Direction I.</b> Use technology and digital media strategically and capably.	<b>1. Inquiry Process B. Gathering and Evaluating Sources-</b> Determine and gather the varied type of credible sources that will be helpful in answering compelling and supporting questions, taking into account the need for multiple	<b>1. Identity Development D.</b> Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.		<b>Topics:</b> independent research project

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		points of view, secondary interpretations, and the types and limitations of sources available. (D2. His. 9, 10, 13, 17; D3. 1)			



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#1 What do we know about US History?</b>	<b>1. Clear and Effective Communication G.</b> Collaborate effectively and respectfully.	<b>2. Civics A. Civic and Political Institutions-</b> Analyze the powers and responsibilities of local, tribal, state, national, and international civic and political institutions, including the impact of established laws, constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures. (D2. Civ. 1-6)	<b>1. Identity Development B.</b> Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).		<b>Topics:</b> Review US History leading up to World War II, Racialized History of U.S., Foundations of Constitution, Who has what rights and in what contexts?

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#2 How has the global economy impacted local politics in the US?</b>	<b>2. Self-Direction F.</b> Analyze the accuracy, bias, and usefulness of information.	<b>3. Economics B. Exchange and Markets-</b> Evaluate the extent to which competition among buyers and sellers exists, and the consequences of competition, or lack thereof, within specific markets. (D2 Econ. 4, 5)	<b>4. Social Responsibility B.</b> Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<b>Topics:</b> Economic Policy- expansion of globalization and the role of the US (NATO, UN, Cold War). Include update to labor law
<b>#3 Has the Cold War ended?</b>	<b>5. Informed and Integrative Thinking D.</b> Use evidence and reasoning to justify claims.	<b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weakness. (D2. His. 16; D4. 1)	<b>3. Interconnectedness C.</b> Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity.		<b>Topics:</b> International Policy- Impact of Cold War and proxy wars

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#4 How many rights do you have?</b>	<b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	<b>2. Civics B. Participation and Deliberation-</b> Apply civic virtues and democratic principles in multiple settings, and analyze the impact and appropriate roles of personal interests and perspectives, on the application of civic virtues, democratic principles, constitutional and human rights. (D2. Civ. 7, 8, 9, 10)	<b>1. Identity Development A.</b> Identify the contributions, cultures, and histories of Ethnic Studies Groups.		<b>Topics:</b> Youth Rights- campus protests, mandatory conscription, House Un-American Activities Committee, freedom of speech in schools
<b>#5 How would life be different without the Disability Rights movement?</b>	<b>5. Informed and Integrative Thinking F.</b> Use technology to support and enhance the critical thinking process.	<b>5. History A. Change, Continuity, Context-</b> Evaluate how historical events and developments were shaped by unique circumstances, individuals and	<b>1. Identity Development C.</b> Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while		<b>Topics:</b> Disability Rights- Americans with Disabilities Act, Crip Camp

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		groups, and how their significance both changes over time and is shaped by historical context. (D2. His. 1,3)	honoring the lived experiences of all		
<b>#6 To what extent did the Civil Rights Movements achieve their goals?</b>	<b>4. Responsible and Involved Citizenship B.</b> Take responsibility for personal decisions and actions.	<b>4. Geography A. Human Population Spatial Patterns and Movements-</b> Analyze how historic events, long-term climate variability and the diffusion of ideas, technologies, and cultural practices have influenced human migration patterns and population distribution. (D2. Geo. 7, 9)	<b>3. Interconnectedness A.</b> Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.		<b>Topics:</b> Civil Rights- Black Panther, Weather Underground, Native American Civil Rights Movement
<b>#7 Is there one right way to advocate for personal rights?</b>	<b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize	<b>2. Civics B. Participation and Deliberation-</b> Apply civic virtues and democratic	<b>3. Interconnectedness D.</b> Contribute to community actualization and an		<b>Topics:</b> Queer History- AIDS epidemic, Harvey Milk, Stonewall

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	information from multiple sources to build on knowledge.	principles in multiple settings, and analyze the impact and appropriate roles of personal interests and perspectives, on the application of civic virtues, democratic principles, constitutional and human rights. (D2. Civ. 7, 8, 9, 10)	equitable distribution of power		
<a href="#"><u>#8 What history should everyone know?</u></a>	<b>1. Clear and Effective Communication F.</b> Use technology to further enhance and disseminate communication.	<b>5. History B. Perspectives-</b> Analyze and explain how historical context shapes peoples' perspectives, how perspective-influencing factors change over time, and how peoples' present perspectives shape interpretations of the past, including that which is written and	<b>4. Social Responsibility B.</b> Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<b>Topics:</b> Untold stories

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		acknowledged as history. (D2. His. 4-7)			



Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#1 Why should we care about the Supreme Court?</b>	<b>5. Informed and Integrative Thinking A.</b> Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	<b>1. Inquiry Process C. Communicating and Critiquing Conclusions-</b> Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weakness. (D2. His. 16; D4. 1)	<b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.		<b>Topics:</b> Article III of The Constitution
<b>#2 What causes change?</b>	<b>5. Informed and Integrative Thinking F.</b> Use technology to support and enhance the critical thinking process.	<b>2. Civics A. Civic and Political Institutions-</b> Analyze the powers and responsibilities of local, tribal, state, national, and international civic and political institutions, including	<b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		<b>Topics:</b> American Revolution, Articles of the Confederation, the racial and gender landscape of 17th-early 19th century America

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		the impact of established laws, constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures. (D2. Civ. 1-6)			
<b>#3 Who gets to be a citizen?</b>	<b>1. Clear and Effective Communication C.</b> Integrate information gathered from active speaking and listening.	<b>2. Civics B. Participation and Deliberation-</b> Apply civic virtues and democratic principles in multiple settings, and analyze the impact and appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional and human rights. (D2.	<b>1. Identity Development B.</b> Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).		<b>Topics:</b> Legacy of Enslavement, the Civil War and birthright citizenship; Dred Scott v. Sandford (1857); United States v. Wong Kim Ark (1898)

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		Civ. 7, 8, 9, 10)			
<a href="#"><b>#4 What forms does power take?*</b></a>	<b>5. Informed &amp; Integrative Thinking D.</b> Use evidence and reasoning to justify a claim.	<b>2. Civics A. Civics and Political Institutions-</b> Analyze the powers and responsibilities of local, tribal, state, national, and international civic and political institutions, including the impact of established laws, constitutions, and/or agreements, and the role and responsibility of citizens in regard to these political institutions, systems, and structures. (D2. Civ. 1-6)	<b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		<b>Topics:</b> Race, Gender, Immigration and Exclusion: Takao Ozawa v. United States (1922), United States v. Bhagat Singh Thind (1923); World War I, 1920s and the Great Depression
<b>#5 Why is school like this?</b>	<b>1. Clear and Effective Communication D.</b> Adjust communication	<b>5. History B. Perspectives-</b> Analyze and explain how historical context shapes	<b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies		<b>Topics:</b> World War II and Cold War, Plessy v. Ferguson (1896), Brown v. Board of Education

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	based on the audience, context, and purpose.	peoples' perspectives, how perspective-influencing factors change over time, and how peoples' present perspectives shape interpretations of the past, including that which is written and acknowledged as history. (D2. His. 4-7)	Groups.		(1954)
<b>#6 Is privilege real?</b>	<b>2. Self-Direction F.</b> Analyze the accuracy, bias, and usefulness of information.	<b>5. History C. Causation and Argumentation-</b> Analyze multiple and complex causes (longterm and triggering) and effects of events in the past to develop a reasoned historical argument. (D2. His. 14, 15)	<b>4. Social Responsibility B.</b> Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<b>Topics:</b> Civil Rights Era, Loving v. Virginia (1967)
<b>#7 How have I been shaped by the past?</b>	<b>4. Responsible and Involved Citizenship D.</b>	<b>1. Inquiry Process A. Constructing Compelling and</b>	<b>4. Social Responsibility A.</b> Understand the		<b>Topics:</b> 21st Century: Supreme Court Rulings:

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
	Respect diversity and differing points of view.	<b>Supporting Questions-</b> Generate, revise, and use a variety of questions about a topic of study to further inquiry and reflect on an enduring issue(s) in the field. (D1. 1; D2. His.3)	impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.		<ul style="list-style-type: none"> <li>- Voting</li> <li>- Immigration</li> <li>- Women's Health</li> <li>- Marriage</li> </ul>
<b>#8 How did we get here?</b>	<b>5. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real life situations.	<b>2. Civics C. Processes, Rules, and Laws-</b> Evaluate the processes and rules by which people make decisions, govern themselves, address public concerns, change societies, promote the common good, and protect rights. (D2. Civ. 11-14)	<b>2. Resisting Racism D.</b> Develop new humanizing systems that value Ethnic Studies Groups.		<b>Topics:</b> Independent Research Project- Which Supreme Court ruling has been most impactful on your life? How? What is the current status of the ruling today and what informed the original ruling? How might future rulings look in order to develop new systems that value all people living in the United States?





Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#1 Why am I the way I am?</b>	<b>5. Informed and Integrative Thinking F.</b> Use technology to support and enhance the critical thinking process	<b>1. Inquiry Process A. Constructing Compelling and Supporting Questions-</b> Generate, revise, and use a variety of questions about a topic of study to further inquiry and reflect on an enduring issue(s) in the field. D1. 1; D2. His.3)	<b>1. Identity Development C.</b> Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.		<b>Topics:</b> History of psychology and social psychology and personality
<b>#2 <a href="#">How can I make my brain work for me?</a></b>	<b>1. Clear and Effective Communication D.</b> Adjust communication based on the audience, context, and purpose.	<b>1. Inquiry Process B. Gathering and Evaluating Sources-</b> Determine and gather the varied type of credible sources that will be helpful in answering compelling and supporting	<b>3. Interconnectedness B.</b> Challenge deficit-thinking about Ethnic Studies Groups.		<b>Topics:</b> Neuroscience, consciousness, perception, cognition

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		<p>questions, taking into account the need for multiple points of view, secondary interpretations, and the types and limitations of sources available. (D2. His. 9, 10, 13, 17; D3. 1)</p>			
<p><b>#3 Where have psychologists gotten it wrong?</b></p>	<p><b>5. Informed and Integrative Thinking B.</b> Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p>	<p><b>5. History B. Perspectives-</b> Analyze and explain how historical context shapes peoples' perspectives, how perspective-influencing factors change over time, and how peoples' present perspectives shape interpretations of the past, including that which is written and acknowledged as history. (D2. His. 4-7)</p>	<p><b>2. Resisting Racism A.</b> Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).</p>		<p><b>Topics:</b> Development, learning, conditioning, recall, Piaget, Pavlov</p>

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
<b>#4 What steps can we take to improve the mental and physical wellbeing at our school?</b>	<b>4. Responsible and Involved Citizenship E.</b> Demonstrate a commitment to personal and community health and wellness.	<b>5. History C. Causation and Argumentation-</b> Analyze multiple and complex causes (longterm and triggering) and effects of events in the past to develop a reasoned historical argument. (D2. His. 14, 15)	<b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		<b>Topics:</b> Mental and physical health, DSM, modern reframing of historical takes (phrenology, hysteria, etc.)



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<b>#5 Why should I care about economics now?</b>	<b>5. Informed and Integrative Thinking C.</b> Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	<b>3. Economics A. Economic Decision Making-</b> Analyze how scarcity influences individual and societal decisions regarding established goals, and the advantages and disadvantages pertaining to the resources available to achieve those goals. (D2. Econ. 1, 2, 3)	<b>2. Resisting Racism C.</b> Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.		<b>Topics:</b> budgeting, saving and investing, credit and debt, insurance, taxes
<b>#6 How has the <a href="#">history of enslavement in the United States impacted us today?</a></b>	<b>1. Informed and Integrative Thinking A.</b> Apply knowledge from various disciplines and contexts to real life situations.	<b>3. Economics B. Exchange and Markets-</b> Evaluate the extent to which competition among buyers and sellers exists, and the consequences of competition, or lack thereof, within	<b>2. Resisting Racism B.</b> Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		<b>Topics:</b> Microeconomics, supply and demand, consumer behavior, production, labor, costs, market structures, government interventions

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		specific markets. (D2 Econ. 4, 5)			
<b>#7 What role do individuals have to impact macroeconomics?</b>	<b>3. Creative and Practical Problem Solving B.</b> Frame questions, make predictions, and design data collection and analysis strategies.	<b>3. Economics C. The National Economy-</b> Use economic indicators and current data to evaluate, identify trends, and explain the influences on changes in spending, production, money supply, policies and the current and future state of the national economy. (D2. Econ. 10, 11, 12)	<b>3. Interconnectedness D.</b> Contribute to community actualization and an equitable distribution of power.		<b>Topics:</b> Macroeconomics, Gross Domestic Product (GDP), inflation, unemployment, aggregate supply and demand, fiscal policies, economic growth
<b>#8 Why might identity matter in the global economy?</b>	<b>4. Responsible and Involved Citizenship A.</b> Participate in and contribute to the enhancement of community life.	<b>2. Economics D. The Global Economy-</b> Explain how current globalization trends and policies affect economic growth, labor markets, rights	<b>4. Social Responsibility C.</b> Engage in difficult yet humanizing conversations about racism and its intersections with language, class,		<b>Topics:</b> International trade, exchange rates, balance of payments, globalization

Essential Question	Transferable Skill PPI	Content PPI	IRIS PPI	Summative Assessment	Unit content topics
		of citizens, the environment, and resource and income distribution. (D2. Econ 15)	gender, and disability, etc.		