



ADVANCED PLACEMENT UNITED

STATES HISTORY

CURRICULUM

2020

I. COURSE DESCRIPTION

Advanced Placement U.S. History Grade 11 - 12 Full Year – Five Credits

Advanced Placement United States History is a full-year course designed to analyze and examine the political, economic, social and religious issues that shaped this nation from the Pre- Columbian Age to the present. It is a comprehensive program that culminates with the AP Examination.

The APUSH course is designed to utilize and improve a student's critical thinking skills by providing factual knowledge and use of the student's analytical skills so they may critically assess historical materials, weigh evidence and interpretations. Much focus is also put on synthesizing information and applying what they learned through document analysis along with document based question (DBQs) and open answer essay writing. The use of maps, charts, timelines, political cartoons and other visual aids will be utilized and skills such as creating power points, outlining, and timed essay writing will be developed.

Since this course is in compliance with the national Advanced Placement criteria, the historical time periods and issues are covered in greater detail and at a more rapid pace than other history classes. APUSH is aimed at providing the students with the learning experience equivalent to that obtained in most college introductory United States History classes. APUSH continues the chronological study of American History from the early settlers to the present day. The themes which will be focused on during the year will be the development of America's identity and culture with its rich diversity. An examination of the demographic changes and economic transformations across the years will emphasize the impact on changing politics, citizenship, reform, religion, and environment. The assessment of our current globalization trends, the preservation of human rights and dignity will also be included.

A review of all United States History will occur in preparation for the national exam in early May. The Advancement Placement exam is a requirement of this class with the date and time being determined by the National College Board Testing Service. The student's achieved score will determine the awarded college credit for the AP program nationally.

II. UNITS

Content Area:	AP US History	Grade(s)	11 – 12
Unit Plan Title:	New World Beginnings		
NJSLS Standard(s) Addressed in this unit			
6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.			
6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.			
Essential Questions (3-5)			
What advantages and disadvantages accrued to both European and native societies as a result of the Columbian Exchange? Why did slaves replace Indian labor in Spanish New World colonies? In what ways did American Indians and Africans struggle to maintain their identity and autonomy in the face of European subjugation?			
Anchor Text			
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530			
Informational Texts (3-5)			
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)			
Short Texts (1-3)			
The Lost Colony- Fate of Roanoke Colony James Axtell. The Invasion Within: The Contest of Cultures in Colonial America (1985)			
Formative & Summative Assessments			
Short Answer Question Stimulus Multiple Choice			
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)			
Primary Artwork of the New World – 17th century Timeline of events – various handouts http://www.apnotes.net http://www.apstudynotes.org/us-history			
Suggested Time Frame:	1 week		

Unit Plan Title:	The Planting of English America
NJSLS Standard(s) Addressed in this unit	
6.1.12.B.1.a Explain how geographic variations impacted economic development in the New World.	
6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.	
Essential Questions (3-5)	
<p>How did religion shape the development of colonial societies?</p> <p>What were the various models of colonization that the Spanish, French, Dutch and English in North America adopted?</p> <p>How did the natural environment shape the lives of the colonists in ways that contributed to their eventual separation from Britain?</p> <p>What were sources of conflict between native peoples and Europeans in the 17th century and how did such conflicts change the lives of each?</p>	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
<p>AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)</p> <p>The American Reader, Words that moved a Nation. Diane Ravitch. (2000)</p> <p>Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</p>	
Short Texts (1-3)	
<p>Mayflower Compact, Fundamental Orders, Exeter Compact</p> <p><i>Reasons for the Puritan Migration</i>, John Winthrop</p>	
Formative & Summative Assessments	
<p>Long Essay Question</p> <p>Document Based Question</p> <p>Short Answer Question</p> <p>Stimulus Multiple Choice</p>	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<p>The Black Legend, Native Americans, and Spaniards: Crash Course US History #1</p> <p>http://www.apnotes.net</p> <p>http://www.apstudynotes.org/us-history</p> <p>http://archives.gov/historical-docs/</p> <p>http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources</p>	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	Settling the Northern Colonies
NJSLS Standard(s) Addressed in this unit	
6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	
6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	
6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.	
6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.	
Essential Questions (3-5)	
To what extent did British American colonists develop a sense of identity separate from that of English men and women?	
What factors both encouraged and impeded the development of an “American” identity?	
What accounted for the emerging regional differences in religion, family, life and community values in the British American colonies?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
R.C. Winthrop, <u>Life and Letters of John Winthrop</u>	
Matthew Hopkin’s Witch Finder	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
The Salem Witch Trials – <i>Early Modern Age</i>	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
http://www.historyteacher.net	
https://www.tomrichey.net/colonial-america.html	
https://www.apushwithmrjohnson.com/	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	American Life in the Seventeenth Century
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	
6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	
6.1.12. B.1.a Explain how geographic variations (e.g., climate, soil, other natural resources) impacted economic development in the New World.	
6.1.12. D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.	
Essential Questions (3-5)	
In what ways did British North American colonists model their political institutions on England?	
What accounted for the emerging regional differences in religion, family, life and community values in the British American colonies?	
How did new technologies lead to increasingly destructive conflicts between Europeans and American natives?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Assorted slave auction posters	
Painting – Life and Death in Colonial America, by Prudence Punderson	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Horton and Horton, <u>Slavery and the Making of America</u>	
When is Thanksgiving? Colonizing America: Crash Course US History #2	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
http://archives.gov/historical-docs	
https://www.tomrichey.net/colonial-america.html	
https://www.apushwithmrjohnson.com/unit-1-colonization.html	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	Colonial Society on the Eve of Revolution
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government	
6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.	
6.1.12. D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.	
6.1.12. D.2.d Analyze arguments for new women’s roles and rights and explain why 18 th century society limited women’s aspirations.	
6.1.12. D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	
Essential Questions (3-5)	
Describe the demographic, economic, and social structure of the 18th-century colonies like and how did they had changed over the century.	
How did the economic development of the colonies alter the patterns of social prestige and wealth?	
What were the causes of the religious Great Awakening, and describe its effects on American education and politics?	
What were the basic features of colonial politics, including the role of various official and informal political institutions?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Debating the Issues in Colonial Newspapers: primary documents on events of the period	
Ben Franklin’s Cartoon: Join or Die	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
1775 Religious Census	
Ben Franklin power point	
The words of Jonathan Edwards	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
http://historycentral.com/Documents/Index	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
List of colonial colleges founded during Enlightenment	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	The Duel for North America
NJSLS Standard(s) Addressed in this unit	
6.1.12. C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period	
6.1.12. A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	
6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights	
Essential Questions (3-5)	
How did events in Europe exacerbate the tensions between the British and the American colonists in the years between 1754-1776?	
How did British American colonists react to the implementation of the British economic policies of the late 17 th and early 18 th centuries?	
How did patterns of exchange shape the societies that emerged in North America between 1607 and 1754?	
What role did religious discord play in colonial communities?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Maps of North American holdings by European powers at various stages (1700, 1750, 1763) of colonial history	
Map: Proclamation of 1763	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
The French and Indian War https://www.apushwithmrjohnson.com/the-french--indian-war.html	
National Museum of the American Indian	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	The Road to Revolution
NJSLS Standard(s) Addressed in this unit	
6.1.12. C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period	
6.1.12. A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	
6.1.12. A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights	
Essential Questions (3-5)	
What forces forged an American identity in the years between the French and Indian War and the beginning of the American Revolution?	
Was the American revolution promulgated by a small group of wealthy merchants or rather a was it a populist rebellion seeking to societal change?	
What role did propaganda have in swaying colonists en masse to revolt?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Boston Massacre (painting by Paul Revere)	
The Declaration of Independence	
Cartoon Engraving: <i>The Repeal of the Stamp Act</i>	
Maps of Lexington and Concord and the Battle of Bunker Hill	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Taxes & Smuggling - Prelude to Revolution: Crash Course US History #6	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	America Secedes from the Empire
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world	
6.1.12. B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	
6.1.12. D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	
Essential Questions (3-5)	
Was the American rebellion more of an “evolution” or a “revolution”?	
What economic factors influenced the decision of the American colonists to wage a war for independence from Britain?	
What factors accounted for the colonial victory over the British?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
James Deen, <u>Primary Source Documents of the Revolutionary War</u>	
Revolutionary War maps	
Thomas Paine, Common Sense	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>American Scripture</i> by Pauline Maier	
Women’s Patriotism: The Revolutionary Experience	
The Fate of the Loyalists: The Other Americans	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
https://www.apushwithmrjohnson.com/the-revolutionary-war.html	
https://www.tomrichey.net/the-american-revolution.html	
http://historycentral.com/Documents/Index	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	The Confederation and the Constitution
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.	
6.1.12. A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	
6.1.12. B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	
6.1.12. D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time	
6.1.12. D.2.d Analyze arguments for new women's roles and rights and explain why 18th century society limited women's aspirations.	
Essential Questions (3-5)	
<p>What values were reflected in the political institutions Americans' established after the American Revolution?</p> <p>In what way did the American Revolution change commonly held beliefs about race and gender?</p> <p>Why did the Articles of Confederation prove ineffectual and how did the framers of the Constitution attempt to remedy their shortcomings?</p> <p>Why did tensions emerge in the debate over the writing of the Constitution and how were these tensions resolved?</p>	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
<p>AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)</p> <p>The American Reader, Words that moved a Nation. Diane Ravitch. (2000)</p> <p>Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</p>	
Short Texts (1-3)	
<p>U.S. Constitution</p> <p>Articles of Confederation</p> <p>Federalist letters no 39.</p>	
Formative & Summative Assessments	
<p>Long Essay Question</p> <p>Document Based Question</p> <p>Short Answer Question</p> <p>Stimulus Multiple Choice</p>	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<p>The Constitution, the Articles, and Federalism: Crash Course US History #8</p> <p><u>We The People</u>: The Citizen and the Constitution</p> <p>Field trip to Philadelphia's <i>Constitutional Walking Tour</i></p>	

“Founding Fathers: Age of Realism” by R. Hofstadter

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

<https://www.apushwithmrjohnson.com/unit-3-confederation--constitution.html>

<https://www.tomrichey.net/the-us-constitution.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: **Launching the New Ship of State**

NJSLS Standard(s) Addressed in this unit

6.1.12. A.2.b Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

6.1.12. A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

6.1.12. B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12. D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time

6.1.12. D.2.d Analyze arguments for new women’s roles and rights, and explain why 18th century society limited women’s aspirations.

Essential Questions (3-5)

What are republican values and how were they manifested in American political and cultural institutions in the last half of the 18th century?

What factors accounted for the continued tension between white Americans and American Indians after the end of the Revolution?

Why did political factions, and eventually political parties, emerge in the years after the American Revolution?

How successful was America in asserting itself on the world stage in the years following the organization of the Constitutional government?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

John Adams’ letters

Kentucky and Virginia Resolutions

George Washington’s Farewell Address

Formative & Summative Assessments	
Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Where US Politics Came From: Crash Course US History #9 http://www.apnotes.net http://www.apstudynotes.org/us-history http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html <i>Great Issues in American History 1765-1865</i> by Richard Hofstadter <i>Inheriting the Revolution</i> , by Joyce Appleby <i>Marbury v. Madison</i> Supreme Court case	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	The Triumphs and Travails of the Jeffersonian Republic
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. 6.1.12. A.3.b Determine the extent to which America’s foreign policy was influenced by perceived national interest. 6.1.12. A.3.c Assess the role of geopolitics in the development of American foreign relations during this period. 6.1.12. A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 6.1.12. B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.	
Essential Questions (3-5)	
What characteristics of national identity emerged in the first half of the nineteenth century? Why did the Jefferson presidency cement his place atop Mount Rushmore? How did the Supreme Court help shape the political and economic landscape of the U.S. in the first part of the 19 th century?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Political Cartoon: OGRABME (Embargo Act) Maps of U.S. before and after Louisiana Purchase and of Lewis & Clarke’s expedition	

Hamilton letters
Jefferson's inaugural speech

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Glencoe, McGraw-Hill, Supreme Court Case Study: *Marbury v. Madison*
Westward Expansion: Crash Course US History #24
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.apushwithmrjohnson.com/unit-4-the-virginia-dynasty.html>
<https://www.tomrichey.net/jeffersonianrepublic.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The Second War for Independence and the Upsurge of Nationalism

NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b Determine the extent to which America's foreign policy was influenced by perceived national interest.
- 6.1.12. B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12. D.3.c Assess how states' rights and sectional interests influenced party politics and shaped national policies.
- 6.1.12. A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Essential Questions (3-5)

How did government policies affect the manufacture and distribution of goods in the U.S.?
In what ways did the positions of the Federalists and the Democratic-Republicans change over time?
How were state's rights and sectional unity becoming the refuge for disenfranchised factions?
What factors brought on new feelings of nationalism?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

1. *The Last High-Toned Duel*: Senator Thomas Benton

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Supreme Court Case Studies: *McCullough vs. Maryland*; *Dartmouth v. Woodward*
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.apushwithmrjohnson.com/war-of-1812--era-of-good-feeling.html>
<https://www.tomrichey.net/jeffersonianrepublic.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The Rise of a Mass Democracy

NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12. A.3.b Determine the extent to which America's foreign policy was influenced by perceived national interest.
- 6.1.12. B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12. D.3.c Assess how states' rights and sectional interests influenced party politics and shaped national policies.
- 6.1.12. A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

Essential Questions (3-5)

Why and how did many Americans attempt to expand democratic ideals in the early and mid-nineteenth century?
Why during this period did Americans form both a national and a regional identity, and how did two conflict with each other?
What were the similarities and differences between the Jeffersonian Republicans and the Jacksonian Democrats?
Was Indian Removal solid governmental policy or simply racism and a blatant land grab?
Does Andrew Jackson deserve high praise for advancing democracy or was he just the right man in the right time?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Democracy in America: Alexis de Tocqueville

Assorted Political Cartoons of Andrew Jackson
Letter of John C. Calhoun, 10 March 1825

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

The Age of Jackson by Arthur Schlesinger
Age of Jackson: Crash Course US History #14
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.apushwithmrjohnson.com/jacksonian-democracy.html>
<https://www.tomrichey.net/the-age-of-jackson.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: Forging the National Economy

NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets and affected the environment.
- 6.1.12. C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12. D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12. D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

Essential Questions (3-5)

How were Americans affected by innovations in markets, technology and transportation in the first half of the nineteenth century?
How did change in both agriculture and manufacturing change labor systems and affect the lives of American workers?
How did government policies affect the manufacture and distribution of goods in the U.S.?
How did technological changes affect immigration patterns?
What caused the emergence of nativism in the mid-19th century?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Immigration and Multiculturalism: Essential Primary Sources

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

The Transplanted: A History of Immigrants in Urban America by John Bodnar
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.apushwithmrjohnson.com/the-national-economy.html>
<http://archives.gov/historical-docs/>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The Ferment of Reform and Culture

NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.3.f Compare and contrast the successes and failures of political reform movements in New Jersey and the nation during Antebellum.
- 6.1.12. A.3.g Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12. D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12. D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.

Essential Questions (3-5)

How had America's developing character changed following the Second Great Awakening?
In what ways did literary and philosophical movements in the first half of the 19th century reflect changes in the economic and social order?
Why did new religions develop throughout America during this period?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Democracy in America: Alexis de Tocqueville
“Declaration of Sentiments” (from the Seneca Falls Convention)
Works of Walt Whitman, H.D. Thoreau and The Shakers
Charts revealing numbers and types of crime prior to 1840

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

9th Century Reforms: Crash Course US History #15
American Reformers by Ronald Walters
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://archives.gov/historical-docs/>
<http://www.apstudynotes.org/us-history>
<http://www.historyteacher.net>
<https://www.apushwithmrjohnson.com/religious-amp-reform-movements.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The South and the Slave Controversy

NJSLS Standard(s) Addressed in this unit

- 6.1.12. B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12. D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
- 6.1.12. A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12. A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

Essential Questions (3-5)

How did government policies shape the formation of regional identities in the North, South and West?
How did free and enslaved African Americans preserve their identity and culture in the face of increased barriers that confronted them?
What were unifying factors that linked the abolitionist movement to the efforts to achieve an expanded role for women in the 19th century?
Was there a national conscience regarding the issue of slavery?

Anchor Text	
The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
“Fitzhugh Advocates Slavery” “Slaves Without Masters”	
Formative & Summative Assessments	
Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
Horton and Horton, <u>Slavery and the Making of America</u> <u>The Struggle against Slavery: A History in Documents</u> http://www.apnotes.net http://www.apstudynotes.org/us-history http://www.historyteacher.net https://www.apushwithmrjohnson.com/sectional-crises-of-the-1850s.html https://www.tomrichey.net/roadtocivilwar.html http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	Manifest Destiny and its Legacy
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.3.a Assess the influence of Manifest Destiny on foreign policy during different time.	
6.1.12. A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.	
6.1.12. A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.	
6.1.12. A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth.	
6.1.12. B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.	
6.1.12. D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	
6.1.12. D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.	
Essential Questions (3-5)	

How did westward expansion and the quest for “Manifest Destiny” both reflect and shape Americans’ view on progress and identity?
Why did Americans and immigrants move west and how did the federal government promote westward expansion?
How did Americans’ view about race and ethnicity shape their views on expansion and the treatment of immigrants?
How was the western environment transformed as more and more settlers moved west in the mid 19th century?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Political cartoons of the presidential election of 1844

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Discovery Education: *Polk, The Forgotten President; Lone Star Legacy; Wilmot Proviso*
Various maps of American territory at different time junctures as well as battle maps
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://www.historyteacher.net>
<https://www.apushwithmrjohnson.com/westward-expansion.html>
<https://www.tomrichey.net/roadtocivilwar.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: Renewing the Sectional Struggle

NJSLS Standard(s) Addressed in this unit

- 6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
- 6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

- 6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

Essential Questions (3-5)

- How did the differing economies of the North and South contribute to growing differences?
- How did the newly acquired territories contribute to an eventual split in the nation?
- How did Americans' view about race and ethnicity shape their view on expansion and the treatment of immigrants?
- Were compromises pre-destined to failure in the face of the growing differences around slavery?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

- AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
- The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
- Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Daniel Webster's "Seventh of March" speech

Formative & Summative Assessments

- Long Essay Question
- Document Based Question
- Short Answer Question
- Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <https://www.apushwithmrjohnson.com/westward-expansion.html>
- <https://www.tomrichey.net/roadtocivilwar.html>
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: Drifting Towards Disunion

NJSLS Standard(s) Addressed in this unit

- 6.1.12.D.3.c Assess how states' rights and sectional interests influenced party politics and shaped national policies.
- 6.1.12.A.4.a Analyze ways in which prevailing attitudes, socioeconomic factors and government actions in the North and South led to the Civil War.

Essential Questions (3-5)

How did reformers and writers shape American's views, as well as arguments about slavery in the years before the Civil War?

How did various groups use the Constitution to buttress their beliefs about slavery?
How did the Contract Theory used previously in U.S. history play a part in succession?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Uncle Tom's Cabin, by Harriet Beecher Stowe
Lincoln – Douglas debates
Dred Scott v. Stanford

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.apushwithmrjohnson.com/sectional-crises-of-the-1850s.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources
<http://www.harpweek.com>
<https://www.tomrichey.net/roadtocivilwar.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: Girding for War: The North and the South

NJSLS Standard(s) Addressed in this unit

6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
6.1.12.A.4.a Analyze ways in which prevailing attitudes, socioeconomic factors, and government actions in the North and South led to the Civil War.

Essential Questions (3-5)

How did the differing economies of the North and South contribute to both the outbreak of the Civil War and its outcome?
How and why did political alignments change during this period?
What were the roles of foreign governments in the start and outcome of the Civil War?

Anchor Text	
The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Civil War battle maps <i>Emancipation Proclamation</i> Lincoln's <i>Gettysburg Address</i>	
Formative & Summative Assessments	
Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
PBS Documentary: <i>The Civil War</i> , by Ken Burns <i>Ballads and Songs of the Civil War</i> , by Jerry Silverman http://www.apnotes.net http://www.apstudynotes.org/us-history http://www.historyteacher.net https://www.tomrichey.net/roadtocivilwar.html http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources http://www.harpweek.com	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	The Furnace of Civil War
NJSLS Standard(s) Addressed in this unit	
6.1.12. D.3.c	Assess how states' rights and sectional interests influenced party politics and shaped national policies.
6.1.12. A.4.a	Analyze ways in which prevailing attitudes, socioeconomic factors and government actions in the North and South led to a Civil War.
6.1.12. A.4.b	Analyze how ideas found in key documents contributed to demanding equality for all.
6.1.12. B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
6.1.12. C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12. D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.

Essential Questions (3-5)

How did the Civil War and its aftermath change people’s views about what it means to be an American?
In what ways did events during the Civil War shape the postwar economy?
To what extent did geography have an impact on the events leading up to and during the Civil War?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Archie P. McDonald, Primary Source Accounts of the Civil War
Civil War maps
Emancipation Proclamation

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

PBS Documentary: *The Civil War*, by Ken Burns
PBS video: *The Massachusetts 54th Colored Infantry*
Ballads and Songs of the Civil War, by Jerry Silverman
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<https://www.tomrichey.net/civilwar.html>
<https://www.apushwithmrjohnson.com/unit-6-civil-war--reconstruction.html>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources
<http://www.harpweek.com>

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The Ordeal of Reconstruction

NJSLS Standard(s) Addressed in this unit

6.1.12.A.4.c- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

- 6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.C. 4.c Explain why the Civil War was more costly to America than previous conflicts were.
- 6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
- 6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

Essential Questions (3-5)

- What issues were left unresolved as the Civil War ended and how were those addressed during the Reconstruction era?
- To what extent did Reconstruction achieve its goals?
- In what ways was expansion of republican ideals at the heart of debates over Manifest Destiny, slavery and Reconstruction?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

- AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
- The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
- Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

13th, 14th and 15th Amendments of the United States Constitution

Formative & Summative Assessments

- Long Essay Question
- Document Based Question
- Short Answer Question
- Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- <http://www.historyteacher.net>
- <https://www.tomrichey.net/civilwar.html>
- <https://www.apushwithmrjohnson.com/unit-6-civil-war--reconstruction.html>
- http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title:	Political Paralysis in the Gilded Age
NJSLS Standard(s) Addressed in this unit	
6.1.12. A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
6.1.12. A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
Essential Questions (3-5)	
Why, by the end of the nineteenth century, did the public increasingly demand political, social, and economic reform?	
What obstacles faced African Americans in the years after the Civil War and how did they confront those obstacles?	
What economic, political and regional obstacles did farmers face in the late 19 th century as they tried to counter the power of big business?	
To what extent did the “New South” emerge in the years following the Civil War?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
<i>Plessy v. Ferguson</i> , Supreme Court Case	
Maps, political cartoons and pictures of the era	
Formative & Summative Assessments	
Long Essay Question	
Document Based Question	
Short Answer Question	
Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
http://www.apnotes.net	
http://www.apstudynotes.org/us-history	
https://www.tomrichey.net/the-gilded-age.html	
https://www.apushwithmrjohnson.com/unit-7-the-gilded-age.html	
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources	
http://www.harpweek.com	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	Industry Comes of Age
NJSLS Standard(s) Addressed in this unit	
<p>6.1.12. A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12. A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12. B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12. D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12. C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.</p> <p>6.1.12. C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.</p> <p>6.1.12. D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</p> <p>6.1.12. D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12. D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p>	
Essential Questions (3-5)	
<p>What was the federal government's role in supporting the economic transformation that occurred in the Gilded Age?</p> <p>What factors contributed to the rise of American as an industrial power?</p> <p>What accounted for the emergence of the American labor movement in the Gilded Age?</p> <p>Do extremely wealthy citizens have an obligation to "give back"?</p>	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
<p>AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)</p> <p>The American Reader, Words that moved a Nation. Diane Ravitch. (2000)</p> <p>Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</p>	
Short Texts (1-3)	
<p>Photo: <i>The Union Pacific and Central Pacific Link at Promontory Point, Utah May 1869</i></p> <p>US Railway Maps 1860-1900</p> <p>Political Cartoons and maps of the period</p>	
Formative & Summative Assessments	
<p>Long Essay Question</p> <p>Document Based Question</p> <p>Short Answer Question</p> <p>Stimulus Multiple Choice</p>	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>Labor in America: A History</i> by Dulles and Dubofsky	

<http://www.slideshare.net/mrlancaster8/us-second-industrial-revolution2-presentation>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

<https://www.tomrichy.net/the-gilded-age.html>

<https://www.apushwithmrjohnson.com/immigration--urbanization.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: **America Moves to the City**

NJSLS Standard(s) Addressed in this unit

- 6.1.12. A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12. A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12. B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12. D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12. C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12. C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- 6.1.12. D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
- 6.1.12. D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12. D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

Essential Questions (3-5)

- What obstacles confronted immigrants and African Americans in the latter part of the 19th century and how did they confront those issues?
- How did women's roles change in the Gilded Age and what part, notably in American cities, did women play a part in bringing about change?
- How did immigrants become "Americanized" but at the same time keep elements of their traditional identities?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

- AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
- The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
- Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Responses to the Urban Challenge: Enduring Voices Volume II
Jacob Riis Photo Collection

Ballantine and Lambert Castle-Homes and other era photo collections

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Twenty Years at Hull House by Jane Addams
Beyond the Melting Pot by Nathan Glazer and Patrick Moynihan
<http://www.slideshare.net/mikejmoran/melting-pot-or-salad-bowl>
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<https://www.apushwithmrjohnson.com/immigration--urbanization.html>
<https://www.tomrichey.net/the-gilded-age.html>

Suggested Time Frame: 1 – 2 weeks

Unit Plan Title: The Great West and Agricultural Revolution

NJSLS Standard(s) Addressed in this unit

6.1.12. A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12. D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12. C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.

Essential Questions (3-5)

How was America's national identity transformed by western expansion?
How did technological improvements transform the lives of farmers?
What tensions accompanied the arrival of white settlers in the trans-Mississippi West, and how did both Indians and white Americans react?
What caused the rise of the Populists and what was their effect? Their legacy?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

The Farmers' Alliance and the People's Party: Enduring Voices Volume II

Time-Life *The Old West* Series

Populists Documents and Images

“*The Cross of Gold Speech*” by William J. Bryan

“*The Significance of the Frontier in American History*” by Frederick Jackson Turner

Formative & Summative Assessments

Long Essay Question

Document Based Question

Short Answer Question

Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

The Wizard of Oz Analogy

Populists power point

Historical Maps

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.history.com/topics/westward-expansion>

<http://projects.vassar.edu/1896/currency.html>

<http://www.census.gov/population/www/documentation/twps0029/twps0029.html>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

<https://www.tomrichey.net/the-gilded-age.html>

<https://www.apushwithmrjohnson.com/new-south-or-nadir.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: Empire and Expansion

NJSLS Standard(s) Addressed in this unit

6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power

Essential Questions (3-5)

How did America's foreign policy reflect the assertion of masculinity that was so prevalent in American society?

What caused America to embrace imperialism in the late 19th century only to reject it in the early 20th century and in the 1930s?

In what ways besides militarism did the U.S. involve itself in the political and diplomatic life of other nations, especially in Latin America?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts	
<i>The Lion's Pride</i> by Edward J. Renehan, Jr.	
Formative & Summative Assessments	
Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>The War of 1898: The United States and Cuba in History and Historiography</i> by Louis A. Perez, Jr. http://www.canalmuseum.com http://www.pbs.org/crucible/cartoons.html http://www.apnotes.net http://www.apstudynotes.org/us-history http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html https://www.apushwithmrjohnson.com/unit-9-america-on-the-world-stage.html https://www.tomrichey.net/progressivism--intervention.html	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	Progressivism
NJSLS Standard(s) Addressed in this unit	
6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice 6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies designed to address injustice, inequity, workplace safety, and immorality 6.1.12. D.6.c Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups	
Essential Questions (3-5)	
Was Progressivism largely a middle-class movement (as many scholars have argued)? Why were women often in the forefront of the Progressive reforms? In what ways were the presidencies of Roosevelt and Wilson similar? Which president better deserves to be called "progressive"? Is government intervention to combat the problems in urban America the wisest and most prudent? What milestones in the environmental movement were due to the actions of Progressives?	

Anchor Text	
The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
Alice Paul Letters <i>The Souls of Black Folk</i> by W.E.B. DuBois	
Formative & Summative Assessments	
Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<i>The Age of Reform</i> by Richard Hofstadter PBS Series: <i>New York: Triangle Shirtwaist Factory Fire</i> http://www.apnotes.net http://www.apstudynotes.org/us-history http://www.slideshare.net/KMGleason/the-progressive-era http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html https://www.tomrichey.net/progressivism--intervention.html https://www.apushwithmrjohnson.com/unit-8-populism--progressivism.html	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	World War I
NJSLS Standard(s) Addressed in this unit	
6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding WWI, and explain why the U.S. eventually entered the war	
6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights	
6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspective of different countries	
6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism	
6.1.12.C.7.a Determine how technological advancements affected the nature of WWI on land, on water, and in the air	
6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during WWI	
6.1.12.D.7.b Analyze how propaganda, the media, and special interest groups shaped American public opinion and foreign policy during WWI	
6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after WWI	

Essential Questions (3-5)	
<p>How did President Wilson reconcile his idealism with his decision to take the U.S. into war in 1917? How did the U.S. justify limitations placed on individual liberties during World War I? To what extent were President Wilson's Fourteen Points both idealistic and a reflection of global political and economic realities? In what ways did World War I set the stage for the outbreak of war only two decades later in 1939?</p>	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
<p>AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019) The American Reader, Words that moved a Nation. Diane Ravitch. (2000) Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)</p>	
Short Texts (1-3)	
<p><u>Wilson's Fourteen Points</u> <i>Schenck v. U.S.</i> Supreme Court case</p>	
Formative & Summative Assessments	
<p>Long Essay Question Document Based Question Short Answer Question Stimulus Multiple Choice</p>	
Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)	
<p>World War I Maps <i>Changing the World: American Progressives in War and Revolution</i> by Alan Dawley PBS series: <i>New York</i> http://www.apnotes.net http://www.apstudynotes.org/us-history http://www.pbs.org/greatwar http://www.worldwar1gallery.com/history http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa01 http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html https://www.apushwithmrjohnson.com/unit-9-america-on-the-world-stage.html</p>	
Suggested Time Frame:	1 – 2 weeks

Unit Plan Title:	America in the 1920's
NJSLS Standard(s) Addressed in this unit	
6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920's, and determine the impact of these policies on business and the consumer	
6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies	

6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women

Essential Questions (3-5)

What were the battlefields of the “culture wars” of the 1920s and in what ways did they reflect both change and continuity?
In what ways were the presidencies of Harding, Coolidge and Hoover different from those of Roosevelt, Taft and Wilson?
What accounted for increased ethnic and racial tensions in American cities in this period?
How did new technologies, most notably the automobile, affect society in the 1920s?

Anchor Text

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Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Text

Only Yesterday by Frederick Lewis Allen

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Into the Twenties: The United States from Armistice to Normalcy by Buri Noggle
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://www.biography.com/blackhistory/harlem-renaissance.jsp>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<https://www.apushwithmrjohnson.com/unit-10-prosperity-depression--new-deal.html>
<https://www.tomrichey.net/twenties-and-depression.html>

Suggested Time Frame: 1 –2 weeks

Unit Plan Title: The Great Depression and the New Deal

NJSLS Standard(s) Addressed in this unit

6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression
6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression
6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country’s economic health.

- 6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability
- 6.1.12.D.9.b Analyze the impact of the Great Depression of the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12. A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 6.1.12. A.10.c Evaluate the short and long term impact of the expanded role of government on economic policy, capitalism, and society

Essential Questions (3-5)

- How did the depression exacerbate the struggles that minorities faced?
- How did the Great Depression highlight the differences in philosophies between FDR and Hoover? Between Democrats and Republicans?
- In what ways did the Depression and the New Deal alter the structure and power of the federal government?
- In what ways did the Great Depression and the New Deal contribute to a realignment of American political parties?

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Informational Texts (3-5)

- AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
- The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
- Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Formative & Summative Assessments

- Long Essay Question
- Document Based Question
- Short Answer Question
- Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- PBS Documentary: *The Black Blizzard*
- Freedom from Fear: The American People during the Depression* by David Kennedy
- History as Choices: The Great Depression and the Role of Government in the Economy* by Burt Weltman
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- http://www.pbs.org/wgbh/commandingheights/shared/minitext/ess_germanhyperinflation.html
- http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
- <https://www.apushwithmrjohnson.com/unit-10-prosperity-depression--new-deal.html>
- <https://www.tomrichey.net/twenties-and-depression.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title:	America in World War II
NJSLS Standard(s) Addressed in this unit	
6.1.12.A.11.a	Evaluate the effectiveness of previous international agreements following World War I in preventing international disputes.
6.1.12.A.11.b	Compare and contrast different perspectives about how the U.S. should respond to aggressive policies and actions taken by other nations at this time.
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
6.1.12.A.11.e	Assess the responses of the U.S. and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
6.1.12.D.11.b	Evaluate the role of New Jersey and prominent New Jersey citizens in World War II.
6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations to protect human rights and describe the subsequent impact of these organizations.
Essential Questions (3-5)	
Why were so many Americans isolationist, even with growing fascism around the world, and how did President Roosevelt overcome that?	
What factors allowed America to so quickly and effectively mobilize for war in both World War I and II?	
In what ways did World War II hasten profound social change and expand the scope and authority of the federal government?	
What circumstances surrounded President Truman's decision and was the decision correct to drop the atomic bombs on Japan?	
How did actions taken during World War II lay the groundwork for the Cold War?	
Anchor Text	
<u>The American Pageant</u> , AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530	
Informational Texts (3-5)	
AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)	
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)	
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)	
Short Texts (1-3)	
<i>Maps and Cartoons of the Period</i>	
<i>Korematsu v. US</i>	
Formative & Summative Assessments	
Long Essay Question	

Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

The Greatest Generation by Tom Brokaw
PBS Documentary: *Pearl Harbor*
Rosie the Riveter Revisited: Women, The War and Social Change by Sherna Gluck
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<http://www.apnotes.net>
<http://www.authentichistory.com>
<http://memory.loc.gov/ammem/collections/maps/wwii/essay1.html>
<https://www.apushwithmrjohnson.com/unit-11-world-war-ii.html>
<https://www.tomrichey.net/wwii-and-the-cold-war.html>

Suggested Time Frame: 1 -2 weeks

Unit Plan Title: The Cold War and the Eisenhower Era

NJSLS Standard(s) Addressed in this unit

- 6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and to U.S. involvement in conflicts intended to contain communism.
- 6.1.12.A.12.b Examine constitutional issues involving war powers, as they relate to U.S. military intervention in Korea, Vietnam and other regions.
- 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in rebuilding European nations in the post-World War II period.
- 6.1.12.C.12.a Explain the implications and outcomes of the Space Race from perspectives of the scientific community, government, and the people
- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.A.13.b Analyze the effectiveness of federal legislation and Supreme Court rulings in promoting civil liberties and equal opportunities.
- 6.1.12.C.13.a Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights.
- 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights for African Americans.
- 6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies

Essential Questions (3-5)

Why was communism so abhorrent to Americans and why was it such a key component of U.S. foreign policy after World War II?
To what extent was “containment” an effective policy?
What caused the social tensions that the nation faced after World War II and how were these tensions manifested?

How did television transform American life and politics?

What factors allowed for the monumental growth of America's middle class in the years after World War II?

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Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Brown v. Board of Education, Supreme Court case

Joseph McCarthy's *Wheeling* Speech

Political Cartoons and Music of the period

Formative & Summative Assessments

Long Essay Question

Document Based Question

Short Answer Question

Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

CNN Documentary Series: *The Cold War*

The Levittowners by Herbert J. Gans

All Shook Up: How Rock 'N' Roll Changed America by Glenn Altschuler

<http://www.trumanlibrary.org/teacher/doctrine.htm>

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

<https://www.apushwithmrjohnson.com/unit-11-world-war-ii.html>

<https://www.tomrichey.net/wwii-and-the-cold-war.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: The Stormy Sixties

NJSLS Standard(s) Addressed in this unit

6.1.12.D.12.c Evaluate how the development of nuclear weapons by both industrialized and developing countries affected international relations.

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts. 6.1.12.D.12.e Analyze the media's role in bringing information to the American public and shaping public attitudes toward the Vietnam War.

6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the U.S.

6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.

Essential Questions (3-5)

What was more vital in shaping U.S. foreign policy in this period: the preservation and expansion of democracy or the search for stability?

How did party politics reflect racial tension in this era?

In what ways was the Great Society a manifestation of the centuries-old debate over the proper role of government?

To what extent was the hippie culture of the 1960s similar to the culture of the Beats of the 1950s and the Lost Generation of the 1920s?

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Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Formative & Summative Assessments

Long Essay Question

Document Based Question

Short Answer Question

Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

1960's and Vietnam power points

A Thousand Days: John F. Kennedy in the White House by Arthur M. Schlesinger, Jr.

Thirteen Days by Robert Kennedy

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.colorado.edu/AmStudies/lewis/2010/gresoc.htm>

<https://www.tomrichey.net/civil-rights--vietnam.html>

<https://www.apushwithmrjohnson.com/the-vietnam-quagmire.html>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: America at the End of 20th Century

NJSLS Standard(s) Addressed in this unit

6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.

6.1.12.D.12.e Analyze the role media played in bring information to the American public and shaping public attitudes toward the Vietnam War.

- 6.1.12.A.15.a Analyze the factors that led to the fall of communism in Eastern Europe and the Soviet Union and determine how the fall influenced the global power structure.
- 6.1.12.A.15.f Evaluate the effectiveness of U.S. policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.C.15.a Assess economic priorities related to international and domestic needs, as reflected in the national budget and policies.
- 6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy

Essential Questions (3-5)

- How has television and the media transformed American politics and policies?
- What was the impact of the Vietnam War on U.S. politics, economy and social movements?
- How has multiculturalism changed the American social, economic and political landscape?
- What factors were most significant in bringing about the fall of communism in the Soviet Union and Eastern Europe?
- What are the key battlegrounds that have emerged in the clash over "family values"?

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Informational Texts (3-5)

- AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
- The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
- Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

- War Powers Act
- Political Cartoons, Maps and Music of the Period
- Video Clips of Nixon's Resignation and Reagan's inaugural speech

Formative & Summative Assessments

- Long Essay Question
- Document Based Question
- Short Answer Question
- Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

- All the President's Men* by Carl Bernstein and Bob Woodward
- Watergate power point
- Nixon and Kissinger: Partners in Power by Robert Dallek
- The Seventies: The Great Shift in American Culture, Society and Politics by Bruce Schulman
- <http://www.apnotes.net>
- <http://www.apstudynotes.org/us-history>
- http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
- <http://users.erols.com/mwhite28/20centry.htm>
- <http://www.pbs.org/wgbh/americanexperience/films/reagan>
- http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: **America Confronts the Post-Cold War Era**

NJSLS Standard(s) Addressed in this unit

- 6.1.12.D.15.b Compare the perspectives of other nations and the U.S. regarding United States foreign policy.
- 6.1.12.D.15.c Analyze U.S. policies and actions in its attempts to bring peaceful resolutions to historic differences and tensions in the Middle East.
- 6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies.
- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.c Assess the effectiveness with which the U.S. addresses economic issues that affect individuals, business and other nations.
- 6.1.12.A.16.b Evaluate the economic, political and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society

Essential Questions (3-5)

To what extent was developing opposition to Great Society a reflection of conservatism? Of racism? Of pure economics?
Has impeachment become a political weapon, or has it been properly utilized as intended by the framers of the Constitution?
Why is it so difficult to end military presence, even after military victories, in the Middle East?
How do international organizations influence the operation of the American economy?
How have computer technology and the omnipresence of the World Wide Web both illustrated the irony of free-market capitalism and served as a force for democratization?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)
Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Bush's September 11 speech
Obama's Inaugural Address

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

September 11, 2001 Video footage and photos

War on Terrorism power point

Showdown: The Struggle between the Gingrich Congress and the Clinton White House, by Elizabeth Drew

<http://www.apnotes.net>

<http://www.apstudynotes.org/us-history>

<http://www.history.com/shows/102-minutes-that-changed-america/interactives/witness-to-911>

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html

<https://www.apushwithmrjohnson.com/unit-15-into-the-21st-century.html>

Suggested Time Frame:

1 – 2 weeks

Unit Plan Title: America As We Meet a New Century

NJSLS Standard(s) Addressed in this unit

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion and politics.

6.1.12.D.16.a Assess the ever-increasing division in politics of America’s multicultural society.

6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.

6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

Essential Questions (3-5)

What 21st century challenges do the expansion of the European Union and the emergence of China as an economic power present to the U.S.?

What are the promises and the dangers of globalization?

In what ways has the Supreme Court been a major player in the culture wars?

Why has the topic of climate change stimulated so much conversation and controversy?

Why has public mistrust in government continued to increase?

Anchor Text

The American Pageant, AP 16th Edition. David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2013) ISBN 9781111349530

Informational Texts (3-5)

AMSCO: Advanced Placement United States History, Newman & Schmalbach (2019)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

Short Texts (1-3)

Census Reports

PRB Demographic Maps

Political Cartoons and Maps of the era

Formative & Summative Assessments

Long Essay Question
Document Based Question
Short Answer Question
Stimulus Multiple Choice

Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)

Immigration power point
The World is Flat, by Thomas Friedman
One Nation, Indivisible: Is It History? by William Booth
The Paradox of Change: American Women in the 20th Century by William Chafe
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://www.authentichistory.com>
<http://www.census.gov/population/www/pop-profile/profile2000.html>
<http://users.erols.com/mwhite28/20centry.htm>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<https://www.apushwithmrjohnson.com/unit-15-into-the-21st-century.html>

Suggested Time Frame:

1 – 2 weeks

III. METHODS OF STUDENT EVALUATION

Students are assessed in accordance to the school policies using the following criteria: Tests – objective and essay
Quizzes
Chapter presentations Oral presentations
Power point presentations
Web-based activities and presentations Debates & Book Discussions
Map assignments Essay assignments
Document Based Questions Class work and Participation Homework.

IV. INSTRUCTIONAL STRATEGIES

In order to develop college and AP Exam skills and to keep the classroom fresh and exciting, a wide variety of strategies and methods are utilized. These strategies and methods include, but are not limited to:

Outlining each chapter followed by a synthesized and creatively constructed two-sided page critically thought-out presentation of each chapter.
 Directed reading and answering questions on corresponding teacher-generated worksheets.
 Creating power point presentations
 Lecture, discussion, question and answer
 Primary source document and political cartoon analysis
 Oral presentations
 Book discussions
 Videos
 Guest Speakers
 Group and individual research projects
 Cooperative activities
 Debates
 Map work
 DBQ practice writings
 Timed writing activities
 Two full practice exams

V. COURSE TEXTBOOKS AND RESOURCES

The American Pageant, David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2010) ISBN-13: 978-1305075917

*Additional readings and current event articles will be distributed to supplement material discussed in class.

VI. SCOPE AND SEQUENCE

Scope and Sequence and Pacing Chart* I – Introduced, D – Developing, R – Reinforced

	11	12
Explain the development of the American colonies and relate democratic principles upon which they were built	IDR	IDR
Describe the important economic principles and changes established during the years from 1607-1861	IDR	IDR
Evaluate the causes of the American Revolution and examine the relationship of the various socioeconomic groups during the pre- Revolutionary period	IDR	IDR

Explain the origins and interpret the continuing influence of key principles embodied in the U.S. Constitution	IDR	IDR
Analyze the roles of the individual and government as put forth in the Constitution and understand how current models of democracy and politics developed	IDR	IDR
Analyze the difficult plights that immigrants, blacks and women faced and their roles in shaping America and develop a respect for the history and cultural values of others	IDR	IDR
Demonstrate an understanding of U.S. foreign policy, expansion and the rise of sectionalism and evaluate the conflicting attitudes and events that led to America's Civil War	IDR	IDR
Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration	IDR	IDR
Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through DBQs, essays, power points and oral presentations	IDR	IDR
Refine historical thinking skills, analyzing, synthesizing and essay writing	IDR	IDR
Explain all the factors involved in the 2nd Industrial Revolution.	IDR	IDR
Analyze the new forms of businesses and the laissez-faire policy which encouraged the businesses.	IDR	IDR
Compare and contrast all economic systems.	IDR	IDR
Explain the development of labor unions.	IDR	IDR
Examine the lure of the city life.	IDR	IDR
Describe the changes in the immigration patterns.	IDR	IDR
Describe the developing city problems and machine politics.	IDR	IDR
Explain the reform efforts, civil rights and intellectual movements at this time.	IDR	IDR
Describe factors, motives and characteristics of westward expansion.	IDR	IDR
Explain how the federal laws and railroads that impacted on the settlement of the West.	IDR	IDR
Analyze the factors and treatment given to Native Americans in relations to other minorities.	IDR	IDR
Compare and contrast the lifestyles of the inhabitants of the west.	IDR	IDR
Assess the problems of agrarian economy and the flow of money.	IDR	IDR
Describe the changes and issues of politics in the late 1800's.	IDR	IDR
Explain the factors and details of America's imperialistic efforts after the Civil War.	IDR	IDR
Evaluate the causes and results of the Spanish-American War.	IDR	IDR
Evaluate the foreign policies of Presidents' McKinley, Roosevelt, Taft and Wilson.	IDR	IDR
Describe the developmental factors and characteristics of the Progressive Movement.	IDR	IDR

Explain the political, social and economic reforms achieved at all governmental and societal levels.	IDR	IDR
Compare and contrast the accomplishments of Presidents' Roosevelt, Taft and Wilson.	IDR	IDR
Describe the impact of the Progressive Movement on African Americans, urban migration and civil rights initiatives.	IDR	IDR
Explain the factors involved and sequence of events leading up to the start of World War I.	IDR	IDR
Analyze America's reasons for neutrality and its decision to enter the war when it did.	IDR	IDR
Explain America's mobilization efforts for war.	IDR	IDR
Describe the key leaders, major events, technological advancements and strategies of the war.	IDR	IDR
Examine the war's impact on the American home front.	IDR	IDR
Analyze the events leading up to the Treaty of Versailles and its effectiveness.	IDR	IDR
List reasons the Senate rejected U.S. membership in the League of Nations and describe the post war diplomatic climate.	IDR	IDR
Describe the development of consumerism, economic innovations and business practices of the 1920s	IDR	IDR
Analyze the effects of Modernism on various social groups, philosophies, urban life and political practices.	IDR	IDR
Explain the political and social ideas that shaped the Harding, Coolidge and Hoover administrations.	IDR	IDR
Describe changes in mass culture and determine their effects on American life and leisure.	IDR	IDR
Assess the impact of the Harlem Renaissance.	IDR	IDR
Evaluate the conditions of the farmers at this time.	IDR	IDR
Describe the causes of the Great Depression.	IDR	IDR
Compare and contrast Hoover and FDR's responses to the depression and the impact of the election of 1932.	IDR	IDR
Discuss strategies that guided the early New Deal.	IDR	IDR
Explain programs enacted during the "Hundred Days" and the Second New Deal.	IDR	IDR
Analyze the controversy that developed between FDR and the Supreme Court and its effect on government operations, politics and business.	IDR	IDR
Describe the role of minority groups at this time and the effects of the Depression and the New Deal on them.	IDR	IDR
Describe the key developments which shaped American culture in the 1930s.	IDR	IDR
Describe conditions which contributed to the rise of totalitarian governments in Europe and Asia after World War I.	IDR	IDR
Explain all the indirect and direct causes of World War II and the reasons for America's neutrality.	IDR	IDR
Describe the attack on Pearl Harbor and its impact on mobilizing the American home front.	IDR	IDR
Determine how war mobilization transformed the American economy and government.	IDR	IDR
Analyze the Allied military strategies, key events and battles in Europe and Asia.	IDR	IDR
Examine the major effects of World War II on American society, including minorities and women.	IDR	IDR
Analyze the worldwide reactions regarding the Holocaust and the long-lasting effects on the attitudes towards genocide and basic human rights.	IDR	IDR

Explain how World War II and the Holocaust led to the creation of the United Nations and describe its' impact on the world since.	IDR	IDR
Describe the factors which led to the development of the Cold War.	IDR	IDR
Describe the key developments which shaped American culture in the 1930s.	IDR	IDR
Describe conditions which contributed to the rise of totalitarian governments in Europe and Asia after World War I.	IDR	IDR
Explain all the indirect and direct causes of World War II and the reasons for America's neutrality.	IDR	IDR
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Explain how World War II and the Holocaust led to the creation of the United Nations and describe its' impact on the world since.	IDR	IDR
Describe the factors which led to the development of the Cold War.	IDR	IDR
Examine the implementation of the Truman Doctrine on the international policies and events of the time.	IDR	IDR
Discuss the domestic events that led to the Second Red Scare.	IDR	IDR
Compare and contrast the foreign and domestic policies of Truman and Eisenhower.	IDR	IDR
Assess the causes, details and results of the Korean War on international policies to the present.	IDR	IDR
Describe the post war changing society in terms of the rise of affluence, growing consumerism, scientific/technological advancements and suburbanization.	IDR	IDR
Analyze life in the 1950s suburbs.	IDR	IDR
Explain the creative strategies developed by the civil rights movement in this era along with key legislation and judicial decisions.	IDR	IDR
Examine reasons for the increasing success of the civil rights movement.	IDR	IDR
Evaluate Kennedy's policies toward the Cold War.	IDR	IDR
Examine the strategies, concerns, and problems of the Vietnam War through the 1960s.	IDR	IDR
Describe the major successes and failures of the civil rights movement from 1960 to 1968.	IDR	IDR
Compare and Contrast the goals and tactics of Martin Luther King Jr., Malcolm X and others as well those in other reform movements of the time.	IDR	IDR
Compare and contrast Kennedy and Johnson's domestic policies.	IDR	IDR
Examine the ways in which the Vietnam War and counterculture and student movements shaped the 1960s and 1970s.	IDR	IDR
Discuss the major successes and failures of the Women's Liberation Movement.	IDR	IDR
Analyze the changes in American society in the areas of family, jobs and affluence, consumerism, entertainment, immigration, technological advancements and environment.	IDR	IDR
Evaluate the effectiveness of key legislation and judicial decisions of the period.	IDR	IDR

Analyze the impact of the assassinations of JFK, Dr. M. L. King and RFK on American society.	IDR	IDR
Evaluate the significance of the election of 1968 and the changing political area toward the end of the century.	IDR	IDR
Describe Nixon’s foreign policies towards the ending of the Vietnam War and detente.	IDR	IDR
Explain the details and impact of the Watergate Affair.	IDR	IDR
Compare and contrast the policies of Presidents Nixon, Ford and Carter.	IDR	IDR
Identify the economic trends, technological innovations, and cultural trends which shaped American life in the 1970-1990s.	IDR	IDR
Describe the rise of the new conservatism and religious right and the popularity of Reagan.	IDR	IDR
Evaluate Reagan’s economic and foreign policies.	IDR	IDR
Analyze the Bush’s economic and foreign policies.	IDR	IDR

VII. STUDENT HANDOUT

Course Overview

Advanced Placement United States History II is a full-year course designed to analyze and examine the political, economic, social and religious issues that shaped this nation from the Industrial Age to the present. It is the second half of a two-year program that started with the United States History I –Pre-AP class and culminates with the AP Examination.

The AP USH II course is designed to provide the analytic skills and factual knowledge necessary to assess historical materials, weigh the evidence and interpretations presented by historians; in order to think critically. Much focus is also put on applying what they learned through document analysis along with document-based question (DBQs) and open answer essay writing. The use of maps, charts, timelines, political cartoons and other visual aids will be utilized and skills such as creating power points, outlining and timed essay writing will be developed.

Since this course follows the national Advanced Placement criteria, the historical time periods and issues are covered in greater detail. APUSHII is aimed at providing the students with the learning experience equivalent to that obtained in most college introductory United States History classes. AP USHII continues the chronological study of American History from the Pre AP-History class to the present day. A review of all United States History will occur in preparation for the national exam in early May. The Advancement Placement exam is a requirement of this class but the date and time is determined by the National College Board Testing Service. The student’s achieved score will determine the awarded college credit for the AP program nationally.

Proficiencies

Upon successful completion of the requirements for this course, the student will be able to:

1. Appreciate the diversity of the American people and the relationships among different groups and understand the roles of race, class, ethnicity, and gender in the history of the United States.
2. Analyze views of the American national character and ideas about American exceptionalism, recognizing regional differences within the context of what it means to be an American.
3. Interpret the diverse individual and collective expressions through literature, art, philosophy and music throughout U.S. history and the dimensions of cultural conflict within American society.
4. Describe the economic, social, and political effects of immigration and internal migration.
5. Explain changes in trade, commerce, and technology across time along with the effects of capitalist development, labor and union and consumerism.
6. Analyze the impact of population growth, industrialization and urban expansion.
7. Understand colonial and revolutionary legacies, American political traditions, growth of democracy, and the struggles for civil rights.
8. Classify reform movements including anti-slavery, education, temperance, women's rights, civil rights and government.
Identify the variety of religious beliefs and practices in America from colonial times to the present and the influence of religion on politics and society.
9. Distinguish armed conflict from the colonial period through the Civil War, the impact of war on American foreign policy and on politics, economy, and society.
10. Demonstrate an understanding of the important foreign policy events since the late 1800's in order to assess America's world leadership role and highlight the growing global concerns and problems today.
11. Describe important economic principles used in America since the beginning, assessing the changes through the years and the present relationships to political, social and historical events.
12. Analyze the impact of Presidential leaders, national figures, federal and state legislation, the Civil Rights movements, social reforms, and Supreme Court decisions in determining the course of events throughout our history.
13. Summarize the changing role of our government and emphasize the rights and responsibilities of all citizens.
14. Compare the two major political parties highlighting the further development of our two-party system and election process.
15. Assess the impact of urbanization and technological advancements in all areas on our way of life.
16. Explain the role of NJ in the development of U.S. History since the beginning.
17. Refine geography, analyzing, synthesizing and essay writing skills using maps, charts, power points, political cartoons and primary source documents.