

PASSAIC COUNTY TECHNICAL INSTITUTE

ADVANCED PLACEMENT

UNITED STATES HISTORY

CURRICULUM

2011

I. COURSE DESCRIPTION

Advanced Placement U.S. History Grade 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 AP USH 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, time lines, 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. AP USH is aimed at providing the students with the learning experience equivalent to that obtained in most college introductory United States History classes. AP USH 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 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.

II. COURSE OBJECTIVES

The Planting of English America

The student will be able to:

1. inspect the factors that led England to begin colonization in America 6.1.12.A.1.a
6.1.12.A.2.a
2. compare and contrast the successes and failures and ultimately the development of the first two permanent English settlements in America 6.1.12.A.1.a 6.1.12.B.1.a
3. summarize the formation of the southern colonies and their early ways of life
6.1.12.A.1.b 6.1.12.C.1.b 6.1.12.D.2.a

Suggested resources:

Primary Source Documents: Mayflower Compact, Fundamental Orders, Exeter Compact

Discovery Education: *Exploring The World: English Come to America*

<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

Settling the Northern Colonies

The student will be able to:

1. examine the religious factors that led to rise of Puritan migration to America
6.1.12.A.1.b 6.1.12.B.1.a
2. defend and criticize the Puritan Orthodoxy and its intolerances 6.1.12.A.1.b
3. analyze the founding of other colonies in the New England region 6.1.12.A.1.a
6.1.12.B.1.a
4. describe effects of colonization on the Indians including the resulting wars 6.1.12.D.2.a
5. explain the relationship of the British taking control of the Middle Colonies and the diversity of the colonists in these lands 6.1.12.A.1.a 6.1.12.B.1.a 6.1.12.A.1.b
6. distinguish the founders and early colonists of Pennsylvania from other American settlers
6.1.12.A.1.a 6.1.12.A.2.a
7. interpret the results of the English Civil War on America and its colonists 6.1.12.A.1.b

Suggested resources:

R.C. Winthrop, Life and Letters of John Winthrop

Discovery Education: *A City Upon a Hill; Salem Witch Trial; Establishing More American Colonies; Making of America; Religion in the Colonies*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

American Life in the Seventeenth Century

The student will be able to:

1. describe southern society and Chesapeake region life and conclude why servitude, both indentured and forced, was necessary 6.1.12.C.1.b
2. inspect the Atlantic Slave Trade, its inhumanity, and its role in the development of America 6.1.12.C.1.b
3. examine the sturdy towns of New England the relationship between the changing Puritan heritage and Yankee commercialism 6.1.12.B.1.a 6.1.12.C.1.a
4. evaluate the Half-Way Covenant and the effects of the widening social stratification of New England 6.1.12.A.1.b

Suggested resources:

Discovery Education: *America's Early Years: Slavery and the Making of the Southern Colonies*

Horton and Horton, Slavery and the Making of America

<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

Colonial Society on the Eve of Revolution

The student will be able to:

1. classify the early groups that turned America into a “melting pot” 6.1.12.A.1.b
6.1.12.B.2.a
2. discover how colonists dealt with growing societal issues 6.1.12.C.1.b 6.1.12.D.2.a
3. explain the triangular trade 6.1.12.C.1.a 6.1.12.C.1.b
4. evaluate the causes and effects of the Great Awakening 6.1.12.A.1.b
5. analyze way in which the Enlightenment improved colonial society and heightened colonists views of their status 6.1.12.A.1.a 6.1.12.A.2.a
6. describe democratic traditions in colonial governments 6.1.12.A.1.a 6.1.12.A.2.a

Suggested resources:

Debating The Issues in Colonial Newspapers: primary documents on events of the period

Discovery Education: *The Enlightenment in America*

<http://www.apnotes.net>:

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

<http://www.historyteacher.net>;<http://www.apnotes.net>

<http://historycentral.com/Documents/Index>

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

The Duel for North America

The student will be able to:

1. identify French settlements in North America and their effects on British colonists 6.1.12.D.2.a
2. understand the relationship of international conflicts in the colonies 6.1.12.D.2.c
3. list causes of the French & Indian War and how war galvanized the colonies 6.1.12.D.2.a
4. demonstrate how the aftereffects of the French and Indian War sowed the seeds of the American Revolution 6.1.12.C.2.b

Suggested resources:

Discovery Education: *Struggle for Colonial Frontier*

<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

The Road to Revolution

The student will be able to:

1. explore the roles that ancient civilizations as well as modern movements had in instilling Revolutionary ideas into the colonists 6.1.12.A.2.a
2. inspect the role that mercantilism had on growing tension in the colonies 6.1.12.C.1.a
3. explain how the severe debt held by the British led to various taxes imposed and tightening control of colonial business 6.1.12.C.1.a
4. outline the various acts and taxes imposed on the colonists 6.1.12.D.2.c
5. translate how the various acts served to unite the thirteen colonies and brought colonial uproar and resistance 6.1.12.D.2.c
6. predict what actions would occur next on behalf of the British (Intolerable Acts) and the colonists (further resistance/seek repeal of taxes, act) 6.1.12.D.2.c
7. identify the unified body under which resistance would be coordinated 6.1.12.C.2.b
8. describe how resistance turned to war at Lexington and Concord 6.1.12.C.2.b
9. compare and contrast the British and American strengths and weaknesses as war beckoned 6.1.12.B.2.a

Suggested resources:

Primary Source Documents: Boston Massacre, The Declaration of Independence

Discovery Education: *Causes of the American Revolution, Countdown to Independence*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

www.ushistory.org/signersofthedeclaration

<http://historycentral.com/Documents/Index>

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

America Secedes from the Empire

The student will be able to:

1. examine the governing body of the rebel Americans, its choice of George Washington to lead the Continental Army and its steps to avoid all-out war 6.1.12.A.2.a
2. defend the Americans decision to seek independence 6.1.12.A.2.a
3. interpret the “explanation of independence as utilized in the Thomas Jefferson’s Declaration of Independence 6.1.12.A.2.a
4. analyze the early hardships faced by the Continental Army and how Washington, even in the darkest hours, managed to keep American hopes 6.1.12.C.2.a
5. compare and contrast loyalists and patriots 6.1.12.B.2.a
6. illustrate how the Brit strategy to split the colonies was crushed at Saratoga 6.1.12.C.2.a
7. estimate the importance of aid given to Americans cause by the Europeans 6.1.12.D.2.c
8. describe the ebbs and flows of the battles in the South and how it culminated with American victory at Yorktown 6.1.12.C.2.a
9. identify key terms of the Treaty of Paris and their effects on Americans 6.1.12.D.2.c

Suggested resources:

The American Revolutionaries: A History in their own words, 1750-1800

James Deen, Primary Source Documents of the Revolutionary War

<http://www.revolutionarywarbattles>

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

The Confederation and the Constitution

The student will be able to:

1. determine where the movements towards equality after the Revolution both flourished and fell short 6.1.12.D.2.a 6.1.12.D.2.b 6.1.12.D.2.d
2. analyze how the theory of republicanism affected the forming of individual state constitutions 6.1.12.A.2.a
3. defend and criticize the government under The Articles of Confederation indicating its achievements and failures 6.1.12.B.2.b
4. measure the importance Shay’s Rebellion had in sparking the movement for revisions to The Articles of Confederation 6.1.12.C.2.b
5. justify the convening of the Constitutional Convention 6.1.12.A.2.b
6. identify the makeup of the Convention delegates and their intentions 6.1.12.B.2.a
7. interpret the basic differences between the New Jersey and Virginia Plans and explain the compromises that ultimately shaped the new Constitution 6.1.12.A.2.a 6.1.12.B.2.a
8. describe the ratification process and the influence of the *Federalist Papers* 6.1.12.B.2.a

Suggested resources:

Discovery Education: *A Convention Philadelphia*

Primary Source Document: U.S. Constitution

We The People: The Citizen and the Constitution

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

Launching the New Ship of State

The student will be able to:

1. identify potential problems in preparing for its new government 6.1.12.C.2.b
2. analyze why Washington was an ideal choice as first president of the U.S. 6.1.12.B.2.a
3. judge the determination and foresight of Madison in drawing up the Bill of Rights 6.1.12.A.2.b
4. summarize the actions taken by Hamilton to strengthen the U.S. economy 6.1.12.C.2.b
5. describe opposition to the new federal policies and how conflict over some policies led to the emergence of political parties 6.1.12.A.2.f
6. understand global struggles and why they caused Washington's Neutrality Proclamation 6.1.12.D.2.c
7. explain Jay's Treaty and its effects on growing partisanship in the U.S. 6.1.12.D.2.c
8. discuss the growing tensions with France and President Adams' courage to sacrifice his re-election for peace 6.1.12.B.2.a 6.1.12.D.2.c
9. assess the reasons behind the Alien and Sedition Acts and the resulting Kentucky and Virginia Resolutions 6.1.12.A.2.f 6.1.12.A.2.b
10. compare and contrast the principles of the Hamiltonian Federalists and the Jeffersonian Republicans 6.1.12.A.2.d

Suggested resources:

Primary Source Documents: John Adams letters

Discovery Education: *America's Early Years: America in a changing world; The Whiskey Rebellion*

<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

The Triumphs and Travails of the Jeffersonian Republic

The student will be able to:

1. examine why Jefferson's election could be called the Revolution of 1800 6.1.12.A.2.b
2. interpret legal precedents that arose from the Marshall Court 6.1.12.A.2.e
3. analyze the causes and effects of the Louisiana Purchase 6.1.12.A.3.b
4. justify and reconstruct the Lewis and Clark expedition and assess its results 6.1.12.B.3.a
5. explain how the Napoleonic Wars got the U.S. entangled in undesired conflicts and inspect the responses of Presidents Jefferson and Madison 6.1.12.A.3.b
6. describe threats caused in America by foreign powers 6.1.12.A.3.b
7. assess why Madison declared war and whether Federalist opposition was justified 6.1.A.3.b

Suggested resources:

Glencoe, McGraw-Hill, Supreme Court Case Studies: *Marbury v. Madison*, *McCullough v. Maryland*, *Dartmouth College v. Woodward*

Discovery Education: *Westward Strategy*, *The Importance of Louisiana*; *Lewis and Clark Expedition*

<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

The Second War for Independence and the Upsurge of Nationalism

The student will be able to:

1. summarize key strategies, battles and events of the War of 1812 6.1.12.A.3.b
2. explain why the war ended and what results were tendered by the Treaty of Ghent 6.1.12.A.3.b
3. assess the Hartford Convention and its political consequences for the Federalists 6.1.12.A.3.c
4. analyze the long-term results of the War of 1812 for the U.S. at home and abroad 6.1.12.A.3.b
5. identify economic, cultural and political effects of the nationalistic spirit that swept America following the war 6.1.12.A.3.g
6. analyze the causes of the Panic of 1819 6.1.12.C.3.a
7. examine the conflict over slavery that arose in 1819 and the Missouri Compromise that temporarily resolved it 6.1.12.A.3.f 6.1.12.D.3.c
8. interpret the Marshall Courts' promotion of the surging nationalism and formulation of the doctrine of loose construction 6.1.12.A.3.d
9. inspect the nationalistic actions of Secretary of State J.Q. Adams and assess the intent and the effects of the Monroe Doctrine which Adams crafted 6.1.12.A.3.b

Suggested resources:

Discovery Education: *Problems over America's Shipping Right*; *Rush-Bagot Treaty and Convention of 1818*; *America's Era of Expansion and Reform under Presidents Monroe and J.Q. Adams*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

The Rise of a Mass Democracy

The student will be able to:

1. analyze how the “corrupt bargain” of 1824 weakened Adams and set the stage for Jackson’s election 6.1.12.A.3.g
2. determine how Jackson’s victory in 1828 was a triumph for a “new democracy” 6.1.12.A.3.g
3. assess the political changes of the 1830’s 6.1.12.A.3.g 6.1.12.B.3.a
4. interpret the nullification talk as a result of the Tariff of Abominations and evaluate government actions during the Nullification Crisis 6.1.12.D.3.c 6.1.12.A.3.h
5. defend / criticize Jackson’s actions toward the Five Civilized Tribes 6.1.12.D.3.a 6.1.12.A.3.e
6. explain Jackson’s battles with the National Bank and how it helped him win the election of 1832 but also set the nation up for the Panic of 1837 6.1.12.A.3.g 6.1.12.C.2.b
7. describe the growth of Texas and its drive to independence 6.1.12.A.3.a 6.1.12.B.3.a 6.1.12.A.3.c
8. discuss the newfound respectability of “democracy” and the emergence of the two-party system, both of which manifested during the election of 1840 6.1.12.A.3.g

Suggested resources:

Arthur Schlesinger, The Age of Jackson

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

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

Forging the National Economy

The student will be able to:

1. illustrate and explain the population growth and expansion within America 6.1.12.A.3.c 6.1.12.D.3.b 6.1.12.B.3.a
2. describe the effects of Irish and German immigration on American society 6.1.12.D.3.b 6.1.12.D.3.e
3. inspect the anti-Catholic sentiment as well as the growth of nativism 6.1.12.D.3.b
4. measure the effects of the factory system, interchangeable parts and new technologies on the nation’s public and overall economy 6.1.12.C.3.a 6.1.12.A.3.d 6.1.12.D.3.a
5. assess the economic changes on the status of women and blacks in America 6.1.12.D.3.a 6.1.12.A.3.h 6.1.12.D.4.b
6. inspect the internal needs and improvements that spurred the Transportation Revolution and elaborate on how the Revolution helped grow new markets and the economy 6.1.12.C.3.a
7. conclude why America was forever changing from a nation of subsistence farmers and tiny workshops into a market economy 6.1.12.C.3.a

Suggested resources:

Immigration and Multiculturalism: Essential Primary Sources

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

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

The Ferment of Reform and Culture

The student will be able to:

1. list causes for the advent of the Second Great Awakening 6.1.12.D.3.e
2. understand the new religions that were inspired by the movement 6.1.12.D.3.e
3. support the need for the various reforms regarding everyday issues such as temperance, abolition, women's rights, public schools, criminal codes and penitentiaries 6.1.12.D.3.d
6.1.12.A.3.f
4. discover the scientific, artistic and literary achievements of the period 6.1.12.D.3.e
5. examine doctrines of transcendentalism and leading proponents of the movement in America 6.1.12.A.3.f 6.1.12.D.3.e

Suggested resources:

Discovery Education: *The Crusade Against Alcohol*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

<http://archives.gov/historical-docs/>

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

The South and the Slave Controversy

The student will be able to:

1. analyze the economic strengths and weaknesses of the "Cotton Kingdom" and the plantation system 6.1.12.C.1.b 6.1.12.C.3.b
2. categorize and describe the various classes of people living in the Old South 6.1.12.C.3.b
6.1.12.D.3.d
3. discuss life as a slave, the burdens of bondage, slave culture and resistance 6.1.12.A.1.b
6.1.12.A.3.i
4. describe early abolitionism and their successes and failures 6.1.12.A.4.a 6.1.12.D.3.c
5. predict the response of southerners to abolitionism and their defense of slavery as a positive good 6.1.12.A.3.h 6.1.12.A.4.a

Suggested resources:

Frederick Douglass, Narrative of a Slave

Horton and Horton, Slavery and the Making of America

The Struggle against Slavery: A History in Documents

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

Manifest Destiny and its Legacy

The student will be able to:

1. assess the presidency of “his accidency”, John Tyler, including his conflicts over debt, a national bank, Maine and with Great Britain 6.1.12.A.3.g
2. defend America’s invitation to Texas to join it as the 28th state 6.1.12.B.3.a
3. rate the importance of Texas annexation and occupation of Oregon Country in the election of 1844 6.1.12.A.3.c
4. explain why Polk’s victory was seen as a mandate of Manifest Destiny and list his four goals for his presidency 6.1.12.A.3.a 6.1.12.B.3.a
5. defend / criticize Polk’s controversial actions that led to war with Mexico 6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c
6. describe key strategies, moments and battles in the Mexican War 6.1.12.A.3.b 6.1.12.A.3.c
7. illustrate and list the territory acquired from the Treaty of Guadalupe Hidalgo 6.1.12.D.3.b 6.1.12.A.3.a
8. evaluate the consequences of the Mexican War, notably regarding its effect on the issue of slavery 6.1.12.D.3.b 6.1.12.A.3.h 6.1.12.A.3.e
9. discuss the Wilmot Proviso – why it was introduced and why it never became federal law 6.1.12.A.3.h

Suggested resources:

Discovery Education: *Polk, The Forgotten President; Lone Star Legacy; Wilmot Proviso*

<http://www.apnotes.net>: Chapter summaries and quizzes

<http://www.apstudynotes.org/us-history>: Vocabulary, summaries, timelines and practice tests

<http://www.historyteacher.net>: Links to websites, interactive practice tests and quizzes

<http://historycentral.com/Documents/Index>

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

Renewing the Sectional Struggle

The student will be able to:

1. examine the effects of the California Gold Rush on the region, on sectional balance and on national events 6.1.12.C.3.b 6.1.12.D.3.a
2. relate the effects of the Underground Railroad to the national arguments about slavery 6.1.12.A.3.f 6.1.12.D.3.c
3. inspect the contributions of the “immortal trio”, Webster, Clay and Calhoun to the debate over the issues that would be settled in the Compromise of 1850 6.1.12.A.3.f 6.1.12.D.3.c 6.1.12.A.3.a
4. opine on whether the Compromise of 1850 would finally put the issues to bed 6.1.12.D.3.c
5. explain how the election of 1852 magnified the split over slavery in the Whig party and would lead to its demise 6.1.12.A.3.g 6.1.12.A.3.a 6.1.12.D.3.c
6. describe the Pierce administration’s ventures in overseas trade and in expansionism, including lands where slavery could be accepted 6.1.12.A.3.a 6.1.12.A.3.c 6.1.12.D.3.c
7. analyze the Kansas-Nebraska Act and determine its consequences on slavery, the Missouri Compromise, political parties and the mood of the nation 6.1.12.A.4.a 6.1.12.D.3.c

Suggested resources:

Discovery Education: *Compromise of 1850; The Orators; The Gadsden Purchase and the Kansas-Nebraska Act; The Doctrine of Popular Sovereignty*

<http://historycentral.com/Documents/Index>

<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

Drifting Towards Disunion

The student will be able to:

1. measure the combined significance and strength of the books, *Uncle Tom's Cabin* and *The Impending Crisis of the South* 6.1.12.D.3.e 6.1.12.A.3.f 6.1.12.A.4.a
2. summarize the events that constituted “bleeding Kansas” and relate how it foreshadowed Civil War 6.1.12.A.4.a
3. relate the Sumner-Brooks clash and ensuing reaction to the dangerous levels of passions that were overwhelming the nation 6.1.12.A.4.a
4. explain how the election of 1856 saw the new Republican party cast a long shadow forward with a “victorious defeat” 6.1.12.A.3.g
5. interpret the *Dred Scott v. Stanford* decision and how it rocked the nation 6.1.12.A.4.a 6.1.12.A.4.b
6. analyze the Lincoln-Douglass debates and their long-term effects 6.1.12.A.3.g 6.1.12.D.3.c
7. assess the inflammatory effects of the raid at Harpers Ferry 6.1.12.A.4.a
8. examine the sectional division’s effect on the election of 1860 6.1.12.D.3.c 6.1.12.A.4.a
9. describe the chain reaction of secession and formation of the Confederate States and propose why a proposed compromise failed 6.1.12.A.3.g 6.1.12.A.4.a

Suggested resources:

Discovery Education: *The Dred Scott Case and the Lincoln-Douglass debates; The Dred Scott Case and James Buchanan*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

<http://www.harpweek.com>

Girding for War: The North and the South

The student will be able to:

1. conclude why a “dis-United States” might be vulnerable to Europeans 6.1.12.A.3.b
2. predict how the rebel shelling of Fort Sumter would provoke war 6.1.12.A.4.a
3. measure the importance of the border states remaining loyal to the Union 6.1.12.A.4.c
6.1.12.B.4.a
4. compare and contrast the weaknesses and strengths of both sides, including leadership, ability to trade, manufacturing, transportation and available manpower 6.1.12.A.4.c
6.1.12.B.4.a 6.1.12.C.4.a
5. describe the role that women played in the war 6.1.12.A.4.b 6.1.12.D.4.a

Suggested resources:

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

<http://www.harpweek.com>

The Furnace of Civil War

The student will be able to:

1. evaluate the impact of the northern blockade as well as of the Union’s notable lack of effective generals in the east early in the war 6.1.12.B.4.a 6.1.12.A.4.c 6.1.12.C.4.a
2. understand how “victory” at Antietam allowed Lincoln to go forth with the Emancipation Proclamation 6.1.12.A.4.c 6.1.12.A.4.b
3. identify the roles that free blacks and “freed” slaves played in the war 6.1.12.D.4.a
4. conclude why two nearly simultaneous battles at Gettysburg and Vicksburg became the turning point of the Civil War 6.1.12.B.4.a 6.1.12.A.4.c
5. explain how General Sherman’s campaigns provided a boost to Lincoln’s re-election and how his tactic of “total war” took the remaining heart out of the Confederacy 6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.C.4.b
6. describe the rise of the Copperheads and the election of 1864 6.1.12.A.4.c
7. explain how Grant’s Wilderness Campaign, while not a tactical victory, led to eventual triumphs at Petersburg and Richmond and surrender at Appomattox 6.1.12.A.4.c
6.1.12.B.4.a
8. predict how Lincoln’s assassination would affect the nation following the war 6.1.12.D.4.d

Suggested resources:

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

<http://www.civilwarbattles>

<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

<http://historycentral.com/Documents/Index>

<http://www.harpweek.com>

The Ordeal of Reconstruction

The student will be able to:

1. identify major post-war issues facing the nation 6.1.12.C.4.c 6.1.12.D.4.b
6.1.12.D.4.c
2. compare and contrast the Reconstruction plans of Lincoln, Congress and Johnson
3. inspect southern opposition to the freed status of blacks and contrast the diverse reactions taken by Johnson and Congress 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.B.4.b
4. describe the effects of Military Reconstruction in the South 6.1.12.D.4.c 6.1.12.D.4.d
5. assess the impacts on society of the 13th and 14th Amendments 6.1.12.D.4.e
6.1.12.D.4.c
6. explain how Johnson's actions led to his impeachment and more Radical Reconstruction
6.1.12.D.4.C 6.1.12.D.4.d
7. analyze the impact of the 15th Amendment on Southern governments, women and on southern white supremacists 6.1.12.D.4.d 6.12.A.5.c
8. dispute the purchase of Alaska being dubbed, "Seward's Folly" 6.1.12.D.4.e
6.1.12.D.5.a

Suggested resources:

Discovery Education: *American Experience (PBS) Reconstruction: The Second Civil War*

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

<http://historycentral.com/Documents/Index>

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

<http://www.harpweek.com>

Political Paralysis in the Gilded Age

The student will be able to:

1. describe the prevalent political corruption that occurred in Grant's presidency and in large cities and the political reaction to "Grantism" 6.1.12.B.5.b 6.1.12.A.5.a
2. relate the Compromise of 1877 to the end of Reconstruction 6.1.12.D.4.c 6.1.12.D.4.d
3. examine the rise of segregation in the post-Reconstruction South 6.1.12.D.4.d
6.1.12.A.5.c
4. analyze the relationship of a poor economy, railroad labor pains and immigration
6.1.12.A.5.a 6.1.12.B.5.a 6.1.12.C.5.c 6.1.12.D.5.d
5. justify the need for civil service reform following Garfield's assassination 6.1.12.D.5.b
6.1.12.A.5.a
6. understand the issues of greenbacks, gold vs. silver and the McKinley Tariff and their effects on Americans during the post-Civil War period 6.1.12.C.4.b 6.1.12.D.5.a
7. explain why presidents in the post-Civil War era were generally ineffective and weak
6.1.12.A.5.b 6.1.12.c.5.c

Suggested resources:

Discovery Education: *American Experience (PBS) Reconstruction: The Second Civil War*

<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

<http://www.harpweek.com>

Industry Comes of Age

The student will be able to:

1. Describe the rapid expansion of railroads throughout the nation and its effects on the economy and on the lives of Americans 6.1.12.B.5.a
2. Identify new industrial innovations and new inventions and analyze how their roles in creating a new era of entrepreneurship and rapid business expansion 6.1.12.D.5.a
6.1.12.C.5.b 6.1.12.C.5.c
3. Defend / criticize developing business practices and whether they had negative or positive impacts 6.1.12.A.5.a 6.1.12.C.5.a
4. List the most influential kingpins and assess whether they should be called “robber barons” or “captains of industry” 6.1.12.C.5.a 6.1.12.C.5.c
5. Explain government actions taken to combat business monopolies; rate their effectiveness and assess the status of national politics with the influence of corporate power.
6.1.12.A.5.a 6.1.12.C.5.a 6.1.12.D.5.a
6. Demonstrate a clear understanding of capitalism, socialism and totalitarianism.
6.1.12.A.5.a 6.1.12.C.5.a 6.1.12.D.5.a
7. Evaluate effects of the new industrial revolution on the South 6.1.12.C.5.b
8. Discuss the changes Americans underwent as agriculture declined in relation to manufacturing 6.1.12.C.5.b 6.1.12.C.5.c 6.1.12.C.6.b
9. Formulate reasons for the advent of labor unions and explain the early growing pains of the labor movement 6.1.12.C.6.a

Suggested Resources:

Industrial Age DBQ

Industrialization powerpoint

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

<http://www.sparknotes.com/history/european/enlightenment/section6.rhtml>

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

America Moves to the City

The student will be able to:

1. Examine the urban attractions that caused large population shifts from rural areas to the city 6.1.12.B.5.b 6.1.12.C.5.c 6.1.12.D.5.d
2. Compare and contrast the “old immigrants” and the “new immigrants” 6.1.12.D.5.d
3. Identify the push factors that caused Europeans to leave and the pull factors that drew them to America 6.1.12.D.5.d 6.1.12.C.6.a
4. Analyze the changing face of the nation with the migration and immigration on cultural values, behaviors and traditions. 6.1.12.D.5.d 6.1.12.C.6.a
5. Describe the reaction by Americans to the new immigration 6.1.12.D.5.d 6.1.12.A.6.a
6. Determine the changes in religion brought on by the new immigration 6.1.12.D.5.d
7. Examine the lure of the city life with its’ urban attractions, intellectual and cultural movements and popular entertainment. 6.1.12.B.5.b 6.1.12.C.5.c 6.1.12.D.5.d
8. Describe the developing city problems and machine politics. 6.1.12.B.5.b 6.1.12.A.5.a
9. Relate how Darwin’s Theory of Evolution loosened traditional religious thinking while also promoting skepticism and criticism among the more conservative 6.1.12.A.6.a
10. Compare and contrast the teachings and words of Booker T. Washington and W.E.B. DuBois and judge which better served the African-American community 6.1.12.A.6.c
11. Describe the post-Civil War improvements in public and higher education 6.1.12.D.5.c 6.1.12.A.5.b
12. Inspect how the new urban environment spawned the “Penny Press” and the rise of “yellow journalism” 6.1.12.B.5.b 6.1.12.D.6.a
13. Examine the progress of reforms in America such as women’s rights and suffrage and temperance 6.1.12.D.6.c
14. Identify triumphs in art, culture and literature as well as new forms of entertainment 6.1.12.D.6.a 6.1.12.D.5.d

Suggested Resources:

2008 Immigration DBQ

<http://www.ellisland.org>

<http://rs6.loc.gov:8081/learn/features/timeline/riseind/immgrnts/immgrnts.html>

<http://www.migrationinformation.org/DataHub/historicaltrends.cfm>

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

<http://www.slideshare.net/rreiman/immigration-regulation-and-restriction-18821921>

<http://www.slideshare.net/mikejmoran/melting-pot-or-salad-bowl>

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

The Great West and Agricultural Revolution

The student will be able to:

1. Describe the geographic, demographic and climatic conditions of the West as related to the impact on Westward expansion. 6.1.12.C.5.b 6.1.12.B.6.a
2. Discuss the motives that stimulated settlement of the West. 6.1.12.A.5.a 6.1.12.B.6.a
3. List and explain the federal laws that impacted on the settlement of the West. 6.1.12.A.5. b 6.1.12.B.5.a
4. Explain the impact of the railroads on westward expansion 6.1.12.D.6.a 6.1.12.B.5.a
5. Analyze the factors that ended tribal life for the Native Americans.6.1.12.A.5.c
6. Compare the treatment given to Native Americans to that of other minorities. 6.1.12.A.5.c
7. Compare and contrast the lifestyles of the miners, farmers, cattle ranchers and cowboys as related to the settlement of the west. 6.1.12.D.5.d
8. Trace the boom and bust local economies that existed throughout the west. 6.1.12.C.5.c 6.1.12.C.6.c
9. Evaluate the impact of technological advancements on farming life. 6.1.12.D.6.a 6.1.12.B.5
10. Assess the problems of the capitalist economy as it impacted on the flow of money and developing agrarian discontent. 6.1.12.C.6.b 6.1.12.A.5.b 6.1.12.C.5.c
11. Explain the conditions that led to the development of the Populist Party and assess its' impact on the two-party political system. 6.1.12.D.5.b 6.1.12.C.5.a 6.1.12.C.6.a
12. Describe the significance of the growing national discontent as seen by examples such as economic panics, Coxey's Army and the Pullman Strike. 6.1.12.D.5.b 6.1.12.C.5.a 6.1.12.C.6.a
13. Analyze the significance of the Election of 1896 on the political and economic systems of the day including the importance of the Cross of Gold Speech. 6.1.12.C.6.c 6.1.12.A.5.b

Suggested Resources:

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

<http://www.slideshare.net/marinelamartinez/westward-expansion-and-settlement>

<http://www.slideshare.net/DHUMPHREYS/homesteaders-living-on-the-plains>

<http://www.slideshare.net/ijarvis106/the-lure-of-the-west>

<http://www.slideshare.net/fschiro/aftermath-west-presentation>

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

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

Empire and Expansion

The student will be able to:

1. Analyze the political, economic and geographic factors in America's changing foreign policy after the Civil War. 6.1.12.B.6.a 6.1.12.D.6.b
2. Explain the factors which influenced the development of America's imperialistic desires. 6.1.12.B.6.a 6.1.12.D.6.b
3. Evaluate the acquisition of Alaska and Hawaii. 6.1.12.B.6.a 6.1.12.D.6.b
4. Describe America's changing role in Latin America in relationship to the Roosevelt Corollary and Dollar Diplomacy. 6.1.12.B.6.a 6.1.12.D.6.b
5. Describe the causes, aims and strategies of the Spanish American War. 6.1.12.B.6.a 6.1.12.D.6.b
6. List and explain the contributions of African Americans, other minority groups and New Jersey to the war effort. 6.1.12.B.6.a 6.1.12.D.6.b
7. Analyze the results of the Spanish American War. 6.1.12.B.6.a 6.1.12.D.6.b
8. Describe America's role in China involving the Open Door Policy. 6.1.12.B.6.a 6.1.12.D.6.b
9. Discuss the history behind the creation of the Panama Canal. 6.1.12.B.6.a 6.1.12.D.6.b
10. Evaluate the operations of the Panama Canal as an international strategic location and a technological marvel. 6.1.12.B.6.a 6.1.12.D.6.b
11. Evaluate the foreign policies of Presidents' McKinley, Roosevelt, Taft and Wilson. 6.1.12.B.6.a 6.1.12.D.6.b

Suggested Resources:

Cicero- Spanish American War powerpoint

<http://www.canalmuseum.com>

http://lib.utexas.edu/maps/map_sites/hist_sites.html

<http://www.pbs.org/crucible/cartoons.html>

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

Progressivism

The student will be able to:

1. Describe the factors which led to the development of Progressivism. 6.1.12.A.6.a
2. Evaluate the origins of Progressive reforms at the municipal, state and national levels. 6.1.12.A.6.a
3. Assess the impact of the "Muckrakers". 6.1.12.A.6.a
4. List and explain the political, social and economic reforms at all governmental levels. 6.1.12.A.6.a
5. Assess the impact of Progressive women in the areas of voting, civil rights, the work place education and social reform. 6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.D.6.c
6. Identify key legislation in the areas of working conditions, banking and finance, urban problems, health, conservation and governmental operations. 6.1.12.A.6.a 6.1.12.A.6.b

7. Evaluate the election of 1912 including the role of the Bull Moose Party. 6.1.12.A.6.a
8. Compare and contrast the accomplishments of Presidents' Roosevelt, Taft and Wilson. 6.1.12.A.6.a
9. Summarize details on the structure of our current Federal Reserve Banking system as it compares to its origin. 6.1.12.A.6.a
10. Describe the impact of the progressive movement on African Americans including the urban migration and civil rights initiatives. 6.1.12.A.6.a 6.1.12.A.6.c
11. Assess the overall successes and failures of the progressive movement. 6.1.12.A.6.a 6.1.12.A.6.c
12. Evaluate the impact of all the progressive changes in NJ. 6.1.12.A.6.a

Suggested Resources:

[Iron Jawed Angels DVD](#)

[New York PBS series DVD episode 4](#)

[The Jungle](#) excerpt reading

Progressive powerpoint-Cicero

<http://www.slideshare.net/henrjt/the-progressive-movement>

http://www.slideshare.net/mshomakerteach/progressive-era2?src=related_normal&rel=5241543

http://www.slideshare.net/KMGleason/the-progressive-era-18901920?src=related_normal&rel=1184794

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

World War I

The student will be able to:

1. Describe the factors involved and the sequence of events leading up to the start of World War I. 6.1.12.B.7.a
2. Analyze the reasons for America's policy of neutrality at the beginning of the war. 6.1.12.A.7.a
3. Describe America's role in other parts of the world at this time. 6.1.12.B.7.a
4. Assess the series of events leading up to the US entering World War I. 6.1.12.B.7.a
5. Evaluate America's decision to enter World War I. 6.1.12.B.7.a
6. Explain the efforts made on the Home Front 6.1.12.B.7.a 6.1.12.B.7.b
7. Evaluate the impact of the government policies designed to promote patriotism and protect national security including key Supreme Court decisions. 6.1.12.A.7.b 6.1.12.D.7.b
8. Describe the key leaders, major events and strategies of the war including NJ local history efforts and events. 6.1.12.A.7.b 6.1.12.C.7.b 6.1.12.D.7.a
9. Evaluate the use of the newspapers and yellow journalism in molding public opinion at home. 6.1.12.D.7.b 6.1.12.C.6.a
10. Identify the advancements of technology as related to new materials and weapons of war. 6.1.12.C.7.a

11. Describe the contributions of African Americans, women and other minority groups to the war effort. 6.1.12.C.7.b
12. Discuss the events of the Treaty of Versailles including the Big Four power struggles, Wilson's role with the League of Nations and the provisions of the Treaty that developed. 6.1.12.A.7.c 6.1.12.B.7.a
13. Analyze the effectiveness of the Treaty of Versailles and the League of Nations from the perspectives of different nations and explore the premise that the Treaty set the conditions for World War II. 6.1.12.A.7.c 6.1.12.D.7.c
14. Explain the reasons for the U.S. Rejection of the Treaty of Versailles. 6.1.12.A.7.c 6.1.12.D.7.c
15. Describe the impact of the end of World War I at home in terms of economic strikes, racial unrest, the Red Scare and the end to progressivism. 6.1.12. A.7.b 6.1.12. D.7.b 6.1.12.D.7.c

Suggested Resources:

<http://www.pbs.org/greatwar>

<http://www.worldwar1gallery.com/history>

<http://www.historyonthenet.com/WW1/ww1main.htm>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?historyid=aa01>

http://lib.utexas.edu/maps/map_sites/hist_sites.html

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

America in the 1920's

The student will be able to:

1. Analyze the resurgence of 'nativism', xenophobia, religious fundamentalism and social intolerance with the Red Scare, KKK actions, restrictions on immigrations, deportations and Sacco- Vanzetti trial. 6.1.12.A.8.c
2. Describe the impact of Prohibition on America with the efforts made to institute and enforce it as well as the rise of "gangsterism". 6.1.12. A.8.a 6.1.12. C.8.b
3. Describe the forms of business in America during the 1920's and the development of our "Modern" consumer economy. 6.1.12.A.8.a 6.1.12.C. 8.b
4. Identify the many additions to our popular culture at this time in the fields of arts and entertainment, sports, intellectual philosophies, science, technology and travel. 6.1.12.A.8.a 6.1.12.C.8.b 6.1.12.D.8.b
5. Evaluate the factors that impacted on the African American community including the Great Migration. 6.1.12.C.8.a
6. Assess the impact of the Harlem Renaissance on American culture and values with the identification of the many artists, writers, musicians and performers. 6.1.12.D.8.b 6.1.12.B.7.b
7. Evaluate the impact of the government policies during the 1920's on business practices, consumerism, foreign policies and global economics. 6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.B.8.a
8. Assess the conditions of the farmers during this time. 6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.B.8.a
9. Summarize the politics of the 1920's. 6.1.12.A.8.a 6.1.12.A.8.b 6.1.12.B.8.a

Suggested Resources:

[New York- PBS Documentary- Episode 5](#)

<http://www.history.com/topics/roaring-twenties>

<http://www.digitalhistory.uh.edu/modules/1920s/index.cfm>

<http://www.biography.com/blackhistory/harlem-renaissance.jsp>

<http://www.authentichistory.com>

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

The Great Depression and the New Deal

The student will be able to:

1. Analyze the characteristics of the 1920's as causes of the depression of the 1930's.
6.1.12.A.9.a
2. Evaluate the government policies such as the tariffs, corruption, credit spending and lending rates affected the conditions of the 1920's economy. 6.1.12. A.9.a
6.1.12.C.9.a
3. List and explain all the causes of the depression including the stock market crash and the worldwide earlier economic collapse. 6.1.12.A.9.a 6.1.12.B. 9.a 6.1.12.D.9.a
4. Compare and contrast the causes and outcomes of the stock market crash in 1929 and others periods of economic instability. 6.1.12.C.9.d
5. 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.a
6. Explain how economic indicators such as gross national product, consumer price index and the trade deficit are used to evaluate the health of a national economy.
6.1.12.C.9.b
7. Explain the interdependence of various parts of a market economy. 6.1.12.C.9.c
8. Analyze the impact of the depression as it starts on the American people. 6.1.12.D.9.b
9. Evaluate Hoover's policies for the depression and its' little impact as the depression worsens. 6.1.12.A.9.a 6.1.12.B. 9.a 6.1.12.D.9.a
10. Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. 6.1.12.B.9.a
11. Describe FDR's New Deal approach to the depression and the significance of the election of 1932. 6.1.12.A.9.a
12. Describe the key economic ideas behind the New Deal including deficit spending, pump priming and trickling effect. 6.1.12.A.10.c 6.1.12.C.10.a
13. Compare and contrast the leadership abilities of FDR and those of past and recent presidents using "First 100 days"; image and media success. 6.1.12.D.10.b
14. Summarize each of the important legislations of the New Deal in terms of relief, recovery and reform. 6.1.12. A.10.b 6.1.12.A.10.c 6.1.12.B.10.a 6.1.12.C.10.a
15. Determine the extent to which New Deal programs impacted on NJ and the local areas.
6.1.12.D.10.d

16. Evaluate how the New Deal altered American life in terms of daily actions, improvement in the environment, working conditions, the relationship between unions and management and the peoples' attitude toward government. 6.1.12.A.10.c
6.1.12.C.10.a 6.1.12.B.10.a
17. Analyze the controversy that developed between FDR and the Supreme Court in terms of overall goals of the two political parties, the role of government for the future, the balance of powers between the branches of government and the public opinion.
6.1.12.A.10.a 6.1.12.C.10.b
18. Explain the role of women, African Americans and other minorities in shaping the ideologies and policies of the New Deal. 6.1.12.D.10.c
19. Describe how other nations responded to the Great Depression and assess its' impact on the global economies at that time. 6.1.12.D.10.a
20. Evaluate the success of the New Deal in terms of getting America out of the Great Depression and compare the policies of then to the current economic issues and concerns. 6.1.12.A.10.c 6.1.12.C.10.a 6.1.12.C.10.b

Suggested Resources:

http://www.pbs.org/wgbh/commandingheights/shared/minitext/ess_germanhyperinflation.html
<http://www.slideshare.net/Jackson/the-great-depression-39897>
[The Black Blizzard- PBS DVD](#)
<http://www.authentichistory.com>
http://www.slideshare.net/kaycock/great-depression-3321166?src=related_normal&rel=39897
<http://newdeal.feri.org>
<http://www.u-s-history.com/pages/h1851.html>
<http://www.authentichistory.com>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://www.historyteacher.net>

America in World War II

The student will be able to:

1. Describe the rise of the dictators in the world including the geopolitical struggles, the impact of imperialistic militaristic and nationalistic desires, international alliances and the lack of effectiveness of the international agreements since World War I.
6.1.12.A.11.a 6.1.12.B.11.a 6.1.12.D.11.a
2. List and explain all the indirect and direct causes of World War II. 6.1.12.A.11.a
6.1.12.B.11.a
3. Compare and contrast the similarities and difference between Nazism, fascism, communism and totalitarianism. 6.1.12.A.11.a 6.1.12.B.11.a
4. Assess FDR's decision as a prelude to war to follow a policy of neutrality in terms of public sentiments, political party attitudes and global reactions at the time.
6.1.12.A.11.a 6.1.12.B.11.a 6.1.12.D.11.a
5. Develop a timeline of the acts of aggression leading up to the attack on Pearl Harbor.
6.1.12.A.11.a 6.1.12.B.11.a 6.1.12.D.11.a

6. Describe the attack on Pearl Harbor, its impact on America and the declaration of war. 6.1.12.A.11.a 6.1.12.B.11.a 6.1.12.D.11.a
7. Explain the efforts made on the home front to support the war including the shift in economic resources, the production of war goods and supplies, the patriotic public support and the political atmosphere at the time. 6.1.12.C.11.a
8. Analyze the contributions of women, African Americans, Japanese, Native Americans and other minorities during the war years. 6.1.12.D.11.c
9. Assess the American policy of the Japanese Internment camps in terms of a denial of civil rights or a move for national security. 6.1.12.A.11.c
10. Describe the military strategies, key battles, events and people in this multifront war. 6.1.12.B.11.a
11. Relate the development of new wartime inventions, scientific and technological advancements to the military strategy needs and the desires of the civilian population. 6.1.12.C.11.b
12. Evaluate the role of NJ businesses and citizens in World War II. 6.1.12.D.11.b
13. Evaluate the shifts in political power under FDR during the wartime and including the challenges Truman faced as the next president. 6.1.12.A.11.d
14. Assess all the circumstances, details and consequences surrounding the decision to use the atomic bomb. 6.1.12.A.11.d
15. Assess the Holocaust had on the US and the rest of the world and the long lasting effects on the attitudes we have towards genocide and basic human rights. 6.1.12.A.11.e
16. Compare the varying perspectives of victims, survivors, bystanders, rescuers and perpetrators during the Holocaust. 6.1.12.D.11.d
17. Explain how World War II and the Holocaust led to the creation of international organization like the United Nations and describe its' impact on world politics and events up to today. 6.1.12.D.11.e

Suggested Resources:

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<http://www.apnotes.net>
<http://www.digitalhistory.uh.edu/modules/ww2/index.cfm>
<http://www.history.com/topics/world-war-ii>
<http://www.archives.gov/research/military/ww2/index.html>
<http://www.authorstream.com/Presentation/aSGuest19182-192669-rise-totalitarianism-wwii-legacy-hitler-stalin-fascism-communism-nazism-cold-war-education-ppt-powerpoint>
<http://www.authentichistory.com>
<http://memory.loc.gov/ammem/collections/maps/wwii/essay1.html>
http://lib.utexas.edu/maps/map_sites/hist_sites.html
<http://users.erols.com/mwhite28/20centry.htm>
<http://www.apstudynotes.org/us-history>
<http://www.historyteacher.net>

The Cold War and the Eisenhower Era

The student will be able to:

1. Describe the factors which led to the development of the Cold War including the power struggles with political leaderships in Europe, the Yalta and Potsdam Conferences, the war clean-up process, the Marshall Plan, Nuremberg Trials and the creation of Israel. 6.1.12.A.12.a 6.1.12.B.12.a
2. Analyze the implementation of the Truman Doctrine in relation to America's difficulty with the principles of communism, the start of the nuclear arms race, the Berlin Airlift, the formation of the Iron Curtain, the effectiveness of the Marshall Plan, the spread of communism in Asia and the development of alliances worldwide. 6.1.12.A.12.a 6.1.12.B.12.a 6.1.12.D.12.c
3. Explain the causes and details of the Korean War. 6.1.12.A.12.a 6.1.12.A.12.b
4. Assess the results of the Korean War on international policies up to the present. 6.1.12.A.12.a 6.1.12.A.12.b
5. Explain how the Arab- Israeli conflict influenced American foreign policy. 6.1.12.A.12.c
6. Assess the post war changing American society in terms of the rise of affluence, growing consumerism and suburbanization. 6.1.12.C.12.c 6.1.12.C.12.d
7. Assess this post war changing societal movement on the economic, political and social way of life in NJ. 6.1.12.C.12.c 6.1.12.A.13.a
8. Describe the impact of McCarthyism, Red Scare and the anti-communist attitudes of the time on public opinion and behavior as it related to the Cold War policies. 6.1.12.A.12.a
9. Compare and contrast the domestic policies of Truman and Eisenhower. 6.1.12.C.12.d 6.1.12.C.13.b
10. Explain the scientific and technological advancements of the period and how each changed daily life. 6.1.12.C.12.c 6.1.12.C.12.b
11. Analyze the effect of Sputnik on America's policies and show the development of the Space Race and its impact on the nuclear arms race. 6.1.12.C.12.a 6.1.12.D.12.c
12. Explain the efforts made for civil rights and integration under Truman and Eisenhower including the military integration, removal of restrictive housing covenants, key Supreme Court decisions, and federal policies established with Little Rock and the Montgomery Boycott. 6.1.12.A.13.a 6.1.12.A.13.b 6.1.12.C.13.a 6.1.12.D.13.a
13. Describe the rising independence movements in countries in Asia, the Caribbean, Africa and the Middle East as it relates to America's cold war policy of containment. 6.1.12.D.12.a
14. Describe the impact of the failure of the French in Vietnam and the communist takeovers in first China and then Cuba on American foreign policies as the leader and caretaker of the free world. 6.1.12.A.12.a

Suggested Resources:

<http://www.trumanlibrary.org/teacher/doctrine.htm>
<http://www.nationalcoldwarexhibition.org/learn/berlin-airlift/berlin-airlift-fact-figures.cfm>
<http://www.history.com/topics/korean-war>
<http://www.authentichistory.com>
<http://www.slideshare.net/aarpwi/1950s-and-1960a-powerpoint>
The History of the United States DVD –lecture series from The Teaching Courses-
Lecture on The Rise of Affluence
http://lib.utexas.edu/maps/map_sites/hist_sites.html
<http://www.colorado.edu/AmStudies/lewis/2010/civil.htm>
<http://www.digitalhistory.uh.edu/modules/vietnam/index.cfm>
<http://www.pbs.org/battlefieldvietnam>
Civil Rights powerpoint from Cicero
<http://www.computerhistory.org/timeline>
http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html
<http://www.apnotes.net>
<http://www.apstudynotes.org/us-history>
<http://www.historyteacher.net>

The Cold War continues into the Stormy Sixties

The student will be able to:

1. Evaluate Kennedy’s policies toward the Cold War including the Space Race initiative, the Cuba’s Bay of Pigs failure, Cuban Missile Crisis and the Berlin Wall visit. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.C.12.a
2. Explain Kennedy’s policies and commitment to South Vietnam and the reasons behind America’s early involvement in Vietnam. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.d
3. Analyze the events, details and impact of Kennedy’s assassination on America and the world. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.A.13.b 6.1.12.D.13.a
4. Describe the significance of the Gulf of Tonkin Resolution. 6.1.12.A.12.a 6.1.12.A.12.b
5. Summarize Johnson’s escalation of the war efforts. 6.1.12.A.12.a 6.1.12.A.12.b
6. Explain the development of the anti-war movement and the role of the media in shaping public opinion and providing information. 6.1.12.D.12.d 6.1.12.D.12.e
7. Assess the importance of 1968 as a pivotal year for many foreign and domestic policy changes including the TET Offensive and political struggles.. 6.1.12.D.12.d 6.1.12.D.12.e
8. Compare and contrast the achievements of Kennedy’s New Frontier program to Johnson’s Great Society. 6.1.12.A.13.a 6.1.12.A.13.b 6.1.12.A.13.c 6.1.12.D.13.e 6.1.12.C.13.c
9. Describe the struggles and achievements of the civil rights movement during the 1960’s including the Civil Rights Acts, Voting Rights Act, Title VII and IX legislation, Supreme Court decisions and the efforts of many key people. 6.1.12.A.13.a 6.1.12.A.13.b 6.1.12.D.13.a 6.1.12.C.13.a
10. Compare and contrast the leadership and ideology of Martin Luther King, Malcolm X and the Black Panthers during the Civil Rights movement and evaluate their legacies. 6.1.12.D.13.b

11. Analyze the events, details and impact of the assassinations of Dr. Martin L. King and Robert Kennedy. 6.1.12.D.13.b
12. Describe the struggles and achievements of the Women's, Hispanic Americans', Native Americans' and Youth movements in their desire for equal opportunities. 6.1.12.D.13.c
13. Analyze the changes in American society especially NJ during the 1960's in the areas of family life, economic jobs and affluence, consumerism, advances in technology and science, the arts and entertainment, suburbanization, immigration and the environment. 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.B.13.b 6.1.12.C.13.b 6.1.12.C.13.d 6.1.12.D.13.d 6.1.12.D.13.f
14. Evaluate the effectiveness of the economic policies and social legislation to reduce poverty and inflation during the 1960s. 6.1.12.C.13.b 6.1.12.C.13.c

Suggested Resources:

<http://www.authentichistory.com>

<http://www.digitalhistory.uh.edu/modules/vietnam/index.cfm>

<http://www.pbs.org/battlefieldvietnam>

<http://www.vietnam.ttu.edu>

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

<http://www.computerhistory.org/timeline>

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

<http://www.history.com/topics/1960s>

Unsolved History: JFK Conspiracy DVD

<http://www.youtube.com/watch?v=6vVZP2T60wI> DVD series in parts

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

AMERICA AT THE END OF THE 20TH CENTURY

The student will be able to:

1. Evaluate the significance of the election of 1968 in terms of political challenges, third party factions, new voters and end results. 6.1.12. A.14.a 6.1.12.A.14. c-g
2. Describe Nixon's policies regarding Vietnam including key events, changes and anti war efforts leading up to the US leaving Vietnam. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.d
3. Analyze the legacy and impact of the Vietnam War on American policies, legislations, attitudes and issues to the present. 6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.D.12.d
4. Describe the development of the policy of détente. 6.1.12.A.15.c
5. Explain Nixon's foreign policy efforts in China, Mid East, Europe and the arms race. 6.1.12. A.15.b 6.1.12.A.15.c 6.1.12.A.15.d 6.1.12. C.15.a
6. Explain the details of the Watergate affair, the impeachment efforts and the impact of it on America since then. 6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.h
7. Describe the economic challenges of the 1970's including foreign trade, oil embargo, energy crisis, the start of the decline in manufacturing, inflation rising, strains on consumer products demands, taxation issues. 6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.14.d

8. Explain the “Silent Majority” as America falls into a compliant nation after the Turbulent Sixties while issues on the environment, immigration, drugs and social malaise rise. 6.1.12.A.14.e 6.1.12.A.14.h 6.1.12.B.14.a 6.1.12.B.14.c 6.1.12.B.14.d 6.1.12.A.14.b
9. Compare and contrast the policies of Ford and Carter in the areas of both foreign and domestic issues. 6.1.12.A.14.d 6.1.12.C.15.b 6.1.12.C.15.a
10. Explain the reasons behind the rise of the new conservatism and religious right as related to the popularity of Reagan. 6.1.12.A.14.d
11. Evaluate Reagan’s economic policies as related to increases in personal spending, banking and finance problems and connection to present economic issues. 6.1.12.C.14a 6.1.12.C.14.b
12. Evaluate Reagan and Bush foreign policies as related to the end of Cold War, changing relations with Soviet Union; strengthen our image in the Mid East, the Persian Gulf War and world diplomacy. 6.1.12.A.15.a 6.1.12.A.15.b 6.1.12.A.15.c 6.1.12.A.15.d 6.1.12.A.15.f

Suggested Resources:

<http://www.authentichistory.com>

<http://www.vietnam.ttu.edu>

<http://users.erols.com/mwhite28/20centry.htm>

Watergate powerpoint

<http://www.fordlibrarymuseum.gov/grf/fordbiop.asp>

<http://www.pbs.org/wgbh/americanexperience/films/carter>

<http://www.pbs.org/wgbh/americanexperience/films/reagan>

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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

America Confronts the Post Cold War Era

The student will be able to:

1. Describe political and economic problems of the Clinton Administration including the details of the impeachment process, NAFTA and efforts at welfare reform. 6.1.12. A.14.a 6.1.12.A.14.d
2. Evaluate the foreign policies of Clinton in keeping with the end of the Cold War, the fall of the Berlin Wall and the UN efforts in Bosnia, Somalia and other third world nations. 6.1.12.A.15.a 6.1.12.A.15.f 6.1.12.D.15.a 6.1.12.D.15.b
3. Develop an understanding of the difference between unilateralism and multilateralism in foreign policy. 6.1.12.A.15.a 6.1.12.A.15.f 6.1.12.D.15.a 6.1.12.D.15.b
4. Assess the significance of the election of 2000. 6.1.12.A.14.a 6.1.12.A.14.b
5. Analyze how terrorism hits America on September 11, 2001. 6.1.12.D.15.d
6. Explain Bush’s foreign policies regarding the Mid East, Iraq, Afghanistan and the war on Terror. 6.1.12. A.15.b 6.1.12.A.15.c 6.1.12. A.15.e 6.1.12. D.15.c 6.1.12. D.15.d

7. Describe the economic challenges of the Bush administration including foreign trade, oil prices, energy and environment crisis, the decline in manufacturing, inflation rising, strains on consumer products demands, taxation issues.
6.1.12.C.14.a 6.1.12.C.14.b 6.1.12.C.14.c 6.1.12.C.14.d
8. Explain the significance of the election of Obama. 6.1.12.A.14.a 6.1.12.A.14.d
9. Describe Obama's economic policies to deal with recession. 6.1.12.C.14.d
6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.16.c
10. Evaluate Obama's diplomacy efforts including ending the war in Iraq and Afghanistan, stopping domestic and foreign terrorism and helping to keep a peace in the Mid East. 6.1.12.B.15.a 6.1.12.C.15.b 6.1.12.D.15.c

Suggested Resources:

<http://www.authentichistory.com>

<http://www.history.com/topics/george-bush>

<http://www.history.com/topics/bill-clinton>

<http://www.history.com/topics/george-w-bush>

<http://www.history.com/topics/barack-obama>

http://wtc911.us/wtc_911_facts.html

<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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

America As We Meet a New Century

The student will be able to:

1. Describe the development of the global economies involving the international corporation all linking nations together through supply and demand, price factors, labor issues, technology and natural resource utilization. 6.1.12. C.14.d
6.1.12.A.16b 6.1.12. B.16.a 6.1.12.C.16.b 6.1.12.C.16.c 6.1.12.D.14.c
2. Explain the global environmental issues which are having an effect on our planet.
6.1.12.B.16.a
3. Summarize the demographic changes since the 1970's in the US and NJ with the changing immigration patterns, the migration to the Sunbelt, the graying of America and the new feminist revolution. 6.1.12.A.14.c 6.1.12.B.14.a 6.1.12.B.14.b
6.1.12.B.14.d 6.1.12.C.14.c 6.1.12.D.14.d
4. Assess the politics of our multicultural society as related to federal and state legislation, social trends and other world cultures. 6.1.12.D.16.a
5. Analyze the impact of technological revolutions in the fields of biotechnology, mass communication and computers. 6.1.12.A.16.a 6.1.12.A.16.b 6.1.12.C.16.a
6.1.12.C.16.b 6.1.12.D.16.b
6. Assess the impact of media and technology on national and world politics, education and daily events. 6.1.12. A.16.a 6.1.12.D.16.c
7. Evaluate the role of religion on cultural and social mores, public opinion and political decisions. 6.1.12.D.14.e
8. Determine the influence of multicultural beliefs, products and practices in shaping American culture. 6.1.12. D.14.f

Suggested Resources:

<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

<http://www.apnotes.net>

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

<http://www.historyteacher.net>

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

IV. TEXTBOOK AND INSTRUCTIONAL MATERIALS

The American Pageant, David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey (2010)

Guidebook, Volume II: 1877 to Present - accompanying workbook to The American Pageant

http://college.cengage.com/history/us/kennedy/am_pageant/13e/resources.html- Online textbook and student resources

These resources are to be used with each chapter covered to further enhance the students' skills. A wide range of resources are available here including interactive assessments, lectures and powerpoints.

<http://www.apnotes.net> - The students are to use the chapter summaries and quizzes to assist in their understanding of the material.

<http://www.apstudynotes.org/us-history> - A great resource for vocabulary, outline, summaries timelines, court cases and practice tests.

<http://www.historyteacher.net> A fabulous resource with links to hundreds of websites, interactive practice tests and quizzes.

<http://sites.google.com/site/mrgonzalezapushhistory/dbq-s-1> - a link to all past DBQ questions

**VI.-VII Advanced Placement United States History
Scope and Sequence and Pacing Chart***

I – Introduced, D – Developing, R – Reinforced

Week(s)	Chapter(s)	Objective	9	10	11	12
2	2- 3	Explain the development of the American colonies and relate democratic principles upon which they were built			IDR	IDR
3	3-4	Describe the important economic principles and changes established during the years from 1607-1861			IDR	IDR
5	4-7	Evaluate the causes of the American Revolution and examine the relationship of the various socioeconomic groups during the pre-Revolutionary period			IDR	IDR
2	8-9	Explain the origins and interpret the continuing influence of key principles embodied in the U.S. Constitution			IDR	IDR
6	9-13	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
3	14-16	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
8	14-19	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
10	20-25	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

Week(s)	Chapter(s)	Objective	9	10	11	12
2	24	Industry Comes of Age				
		Explain all the factors involved in the 2 nd 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
2	25	America Moves to the City				
		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
1	26	The Great West and Agricultural Revolution				
		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
1 ½- 2	27	Empire and Expansion				
		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
2 ½	28-29	PROGRESSIVISM			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

2	30	WORLD WAR I				
		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
1-2	31	AMERICA IN THE 1920'S				
		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
3	32-33	THE GREAT DEPRESSION AND THE NEW DEAL				
		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

2-3	34-35	AMERICA IN WORLD WAR II				
		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
2	36-37	THE COLD WAR AND THE EISENHOWER ERA				
		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
		Discuss the actions of minorities and youth which foretold the movements for social change to come in the 1960s.			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

2	38	THE COLD WAR CONTINUES INTO THE STORMY SIXTIES				
		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
1-2	39-40	AMERICA AT THE END OF THE 20TH CENTURY				
		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

1	41	AMERICA CONFRONTS THE POST COLDWAR ERA				
		Describe the political and economic problems and policies of the Clinton administration.			IDR	IDR
		Evaluate Clinton's foreign policies and UN efforts at peacekeeping in the world.			IDR	IDR
		Assess the significance of the elections of 2000 and 2008.			IDR	IDR
		Describe the response of the Bush administration as terrorism hits America with the September 11 attacks.			IDR	IDR
		Analyze the challenges that faced the United States in the Middle East and elsewhere in the world after 2000.			IDR	IDR
		Describe the economic challenges of the Bush and Obama administration with globalization.			IDR	IDR
		Evaluate Obama's diplomacy efforts.			IDR	IDR
1	42	AMERICA AS WE MEET A NEW CENTURY				
		Summarize the demographic and economic trends that have most shaped contemporary America since the 1970's.			IDR	IDR
		Analyze the impact of globalization on our economy and environment.			IDR	IDR
		Assess the impact of technological revolutions in the biotechnology, mass communications and computers on American society and the world.			IDR	IDR
		Evaluate the role of the media on national and world politics, education and daily events.			IDR	IDR
		Determine the influence of multicultural beliefs, products and practices in shaping the American culture.			IDR	IDR

PASSAIC COUNTY TECHNICAL INSTITUTE

STUDENT PROFICIENCIES

Advanced Placement U.S. HISTORY II

I. 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, time lines, 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. 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.

II. 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.

9. 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.
10. 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.
11. 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.
12. 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.
13. 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.
14. Summarize the changing role of our government and emphasize the rights and responsibilities of all citizens.
15. Compare the two major political parties highlighting the further development of our two-party system and election process.
16. Assess the impact of urbanization and technological advancements in all areas on our way of life.
17. Explain the role of NJ in the development of U.S. History since the beginning.
18. Refine geography, analyzing, synthesizing and essay writing skills using maps, charts, power points, political cartoons and primary source documents.