

Unit 1: 1491-1607

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 1**
Length: **2 weeks**
Status: **Published**

Standards

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.CivicsPI.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.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

Description:

An understanding that the influx of different cultures, religions, and governments influenced our development as a young country so that in the long run, they will be able to understand that these ideas led to the establishment of our country's government, diverse culture and our treatment of indigenous tribes and immigrants.

Concepts

Essential Questions

- How did different societies adapt to and transform their environments through innovations in agriculture and society?
- How did European expansion in the Western Hemisphere generate social, religious, political and economic competition with European societies?
- How did the Columbian Exchange result in demographic, economic and social change?
- What was the colonists' relationship with the Native Americans?
- Does different religions impact political, economic and social aspects?
- What was the impact of the differing labor systems in New England, Middle and Southern colonies?
- How did significant events help define and change relationships between Natives and colonists?

Understandings

Students will understand:

- The different motives for settling, methods for gaining access to resources, and cultural ideologies, there were major clashes between and among different groups of Indentured Servants, Native Americans, Africans, and Europeans.
- The differing ways of life in the British colonies laid the foundation for sectional differences and disagreement about government structure
- The economic, political, religious, and adventurous motives prompted various peoples to settle the Americas.
- The variety of political, economic and social structures existed among Native Americans.
- The conflicts that continue to manifest themselves in today's society in a variety of ways

Critical Knowledge and Skills

Knowledge

Students will know:

Chapter 1

- Students will be able to understand the regional differences among Native Americans before Europeans arrive.
- Students will be able to understand patterns of settlement among the European Nations.
- Students will be able to identify the positive and negative impacts of the Columbian Exchange on both European and Native American populations.
- Students will be able to understand the impact of mercantilism on North America.

Chapter 2

- Students will be able to compare the political, economic and social patterns of settlement and expansion in the Chesapeake region with those in New England.
- Students will be able to analyze the regions and explain the factors that promoted stability and those that undermine stability.
- Students will be able to understand how the development of the North American colonies was influenced by the internal and European affairs of the British government.
- Students will be able to discuss how the British government began to increase control over the colonies and assess the success of their efforts.

Skills

Students will be able to:

- Analyze primary sources and secondary sources
- Analyze social, political, and cultural change.
- Analyze the Puritan influence on our country then and now.
- Apply problem solving to develop solutions.
- Define new vocabulary
- Formulating questions with multiple perspectives
- Identify different cultures founded the colonies.
- Read and Identify colonies on a map.
- Read charts/graphs
- Take notes
- Understand how new technology and scientific finding impacted history

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Essay

Quizzes

Colonial Norms Activity

Music Interpretation

Quizzes

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test

Essay's

Primary Resources

American History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

A.P. Classroom

"Native North America: A Place in History"

Focus on Research:

"Encounters and Contingency"

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay

connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

ELA - -Students will read excerpts from “City on a Hill” by John Winthrop

-Students will read excerpts from “The Crucible” by Arthur Miller

-Students read excerpts from a Cotton Mather sermon

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

- Students watch a reenactment of the Salem Witch Trials

- Students watch the reenactment of the settlement at Plymouth and Jamestown

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Reading maps and graphs and apply this knowledge to the growth of the United States.

CRP4 – Salem Witchcraft Trial group activity has each student responsible for a different source; students must communicate their findings and conclusions to group members in order to write a thesis statement.

CRP5 – Assess how colonists had a negative and positive impact on our environment, social, and economic lives today.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS - Students can compare issues that still effect North America and Europe

Learning Plan / Pacing Guide

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Week 1:

SWBAT: Identify the reasons how European nations and Native Americans changed the environment and the culture of the New World

- To comprehend the importance of geography and its relationship to the development of the United States
- To comprehend the colliding worlds of Europe and the Americas in the 1600's
- To discuss the emergence of European cultures in the new World and their impact in America and the causes for the Columbian exchange
- Primary Source Reading: In Defense of Indians (For the Record)

Week 2:

SWBAT: Understand the colliding nations and their impact

- To discuss the emergence of European cultures in the new World and their impact in America.
- Students will begin investigating how the political, economic and religious systems of the Native Americans, Europeans and Africans compared to each other and how things changed as a result of their contact.
- Discussion will continue about the colony of Jamestown and the cultivation of tobacco and the emergence of our first form of government, the House of Burgess.

IEP ALLOWANCES:

Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed

Unit 2: 1607-1754

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Social Studies Standards

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.CivicsPI.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.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Transfer Goals

Transfer Goals

Description:

- To understand that European Nations developed a variety of colonization and migration patterns, influenced by different goals, and cultures, which varied with the North American environment where they settled. This caused competition between countries and Native Americans.
- The growth of the American colonies precipitated more participation in political, social and economic exchanges with Great Britain that encouraged both stronger bonds with the British, but also a growing resistance to British control.

Concepts

Essential Questions

- How did European powers differ in their colonization as well as economic goals?
- How did the social and political development of the colonies affect the Native American population?
- Does a close relationship between Church and State lead to a moral society?
- Was slavery the basis of freedom in colonial America?
- How did competition over resources between European rivals and American Indians encourage industry and trade?

Understandings

Students will understand

The emerging American colonies will be influenced by the different European powers and their imperialistic goals, and how they will emerge with a new sense of unity.

Critical Knowledge and Skills

Knowledge

Students will know:

- How economic and geographic conditions, as well as racial superiority, led to the institutionalized of slavery in British North American colonies.
- How regional identities developed throughout the North American colonies as a result of differing motives for colonization, economic, geographic, ethnic and religious differences.
- How the roles of women and families differed in relation to the area they settled.
- How Native Americans adjusted their alliances with European powers in the 18th century.
- How the Enlightenment and the First Great Awakening led to new scientific inquiries and experiments in democratic thinking which led to questioning authority.
- How the lives of enslaved African Americans changed over the course of the first century in North America.
- How the Seven Years war changes the balance of power in the North America and throughout the world?
- How British acts attempted to increase imperial control; over the colonies and the reaction of the colonists.
- Why the Native Americans choose their position in the Seven Years War.
- How did the influence of the Enlightenment period influence the principles of the American Revolution.

Skills

Students will be able to:

- Analyze primary sources and secondary sources
- Analyze social, political, and cultural change.
- Analyze the Puritan influence on our country then and now.
- Apply problem solving to develop solutions.
- Define new vocabulary
- Formulating questions with multiple perspectives
- Identify different cultures founded the colonies.
- Read and Identify colonies on a map.
- Read charts/graphs
- Take notes
- Understand how new technology and scientific finding impacted history

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Essay

Quizzes

Music Interpretation

Quizzes

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

Nine Perspectives

School Summative Assessment Plan

Unit Test

Essay's

Primary Resources

American History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

HIPP (Primary Source Analysis)

Reading Like A Historian

America the Story of US

Website: Unpredictable Uprisings (NYT- Comparing Historical Revolutions)

A.P. Classroom

Essay from the American Organization of Historians and AP "The Origins of American Slavery"

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

ELA -

Essay writing

Benjamin Franklin's Testimony to Parliament: The Stamp Act

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Reading maps and graphs and apply this knowledge to the growth of the United States.

CRP4 – French and Indian War 9 Perspectives activity has each student responsible for a different source; students must communicate their findings and conclusions to group members in order to write a thesis statement.

CRP5 – Assess how British taxes had a negative and positive impact on our environment, social, and economic lives today.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS -

Students are told they and their parents are being taxed unfairly and they need to discuss solutions.

Students are given modern day situations between children and parents and they need to find solutions to these issues as a way to relate to the colonist/British relationship.

Learning Plan / Pacing Guide

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Week 1:

SWBAT: discuss the emergence of European cultures in the new World and their impact in America.

-investigate how the political, economic and religious systems of the Native Americans, Europeans and Africans compared to each other and how things changed as a result of their contact.

- discuss the emerging nations that came to North America and settled here before the Pilgrims and to discuss

the impact they had on our geography, our politics and the consequences for the Native Americans.

-Stanford University Reading Like a Historian- Salem Witchcraft- "What Caused the Salem Witch Trials" Primary Source partner activity (students will work in pairs and will be given 4 primary source documents; students will analyze these documents in order to draw a conclusion regarding the causes behind the Salem Witch Trials).

-Primary Source Reading: City Upon the Hill (Honors)

-Primary Source: A Colonial Matter – Cotton Mather (Honors)

Week 2:

SWBAT: Recognize the emergence of the colonies as a diverse area of religions, families and political thought.

- to understand the Puritan migration to America. Students will be discussing the reasons for the Great Migration and the value system of the Puritans.

-Cartoon Analysis Peaceable Kingdom

-analyze the reasons for the conflicts that occurred after the Glorious Revolution, and inferring how the Glorious Revolution impacted Mercantilists policies.

Primary Source Document (Sinners in the Hand of an Angry God) (Honors)]

Johnathan Edwards and the Great Awakening:<https://www.youtube.com/watch?v=3REg6ZWLjZA>

-the changes in colonial government and thought and how it clashes with English thought.

Enlightenment and American Thinkers

Mercantilism and its impact on the colonies.

Week 3:

SWBAT:Recognize the reasons for the Transatlantic trade and the beginning of slavery

-To recognize the establishment of the Middle and Southern colonies and their effects on the introduction of slavery into the colonies.

-Primary Source Reading Alexander Falconbridge

-Students will be using a graphic organizer to understand the regional variations of slavery and then will be watching scenes from the movie *Roots*

-To discuss the influx of immigrants into colonial America and how that brings about changes in the attitudes of the colonists. We will be looking at maps to understand the geographical make-up of NJ and PA. and how it was affected by immigration...The influx of Swedes that will settle in present day Swedesboro, the Germans

in Germantown, PA etc.

IEP ALLOWANCES:

Same subject matter but hard notes made available, allowances made as per a students' plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed

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Unit 3: 1754-1800

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Section Title

Transfer Goals

Transfer Goals

To understand how the French and Indian War (Seven Years' War) created a need in Britain to increase taxation which led to American discontent and eventual revolution so that in the long run, students will be able to understand that this desire for a more representative government separate from Great Britain created the basis for our government today.

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and

transition (e.g., 2.1.12.PGD.1).

TECH.9.4.12.IML.8

Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Concepts

Essential Questions

- How did Britain's "neglect" of the colonies gradually lead to independence?
- How did the French and Indian War effect the relationship between the colonies and England?
- How does war impact relations? What are the results?
- How did ideals of the revolution reflect new beliefs about politics, religion, and society?
- How does the Treaty of Paris change the geography of the United States?
- To what extent is the American government a product of the Enlightenment period?

Understandings

Students will understand

That the lessons learned from the Seven Years War will influence the colonists views on the British Empire and their self identity with reference to the American Revolution, their Government and their Constitution.

Critical Knowledge and Skills

Knowledge

Students will know:

- How the Americans overcame obstacles to defeat the British Empire.
- How the Enlightenment period influenced our ideals of self-government and how it has affected our political thought today.
- How the Article of Confederation was based on fears of previous tyranny.
- How the winning of the Revolution further damaged relations with the Native Americans.
- How the beginning of our country was met with political strife, both foreign and domestic.
- How the Constitution was based on the idea of federalism, which divided power between states and the national government.
- How political parties arose after the Washington Administration.

Skills

Students will be able to:

- Analyze pictures that represents important events during the Revolutionary War.
- Analyze primary sources
- Define new vocabulary
- Essay and/or short answer assignments.
- Identify contributions of influential people
- Read charts/graphs
- Take notes
- Analyze political cartoons

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Essay

-Quizzes

-Group Activity to decipher meaning of Declaration of Independence

-Primary Source Document Analysis for Common Sense and the Declaration of Independence

-Deciphering the Declaration of Independence

-Close reading of Federalist 10

-Reciprocal teaching: Washington's Farewell address.

School Summative Assessment Plan

Unit Test

Essay's

Primary Resources

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Supplementary Resources

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

HIPP (Primary Source Analysis)

A.P. Classroom

Focus on Research "why the Revolution Started"

"Declaration of Independence in World Context"

Alien and Sedition Acts

Technology Integration and Differentiated Instruction

Technology Integration

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Interdisciplinary Connections

MATH -

ELA - Comparing the Preamble to introductory paragraph/thesis statement in a well written English essay.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Connection between Constitution as it was written and how the government functions today.

CRP4 – Interpreting court cases to understand how certain rights in the Bill of Rights have been violated and provided detailed explanation.

CRP5 – Use 21st century news stories to understand how the Preamble still applies today.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS -

We the People - Preamble - work with partner to brainstorm examples of how the government achieves the Preamble today.

Reading activity and comprehension questions: Supreme Court Cases Every Teen Should Know.

Learning Plan / Pacing Guide

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Week 1:

SWBAT: Identify the factors that led to the Seven Years War and its aftermath

-Student's will be identifying the reasons that the French and Indian War became the catalyst to the American Revolution. They will be looking at the implications of the war.

<http://www.youtube.com/watch?v=yt8uNIN0fiU>

<http://www.youtube.com/watch?v=mphUZDdMpZA>

-Nine Perspectives- Implications of the War

-Cartoon Analysis: Join or Die

-Introduction to Short Answer questions

-Using a graphic organizer, students will be identifying the reasons for the taxes that the British inflicted on the colonists after the French and Indian War.

Week 2:

SWBAT: Explain how British colonial practices contributed to the American Revolution

-Boston Tea Party Lesson: **Activity:** Students will be reading a primary source document about the Boston Tea Party and will have discussion questions to lead them in a discussion about protest, freedom and when it is acceptable to break the law (Socratic learning)

Discussion Question

1. The Boston Tea Party is an iconic moment of rebellion in United States history. When is it acceptable to break the law
2. The rebels knew that by throwing the tea overboard, the British government would seek to punish them for their actions. Why do you think the rebels decided to participate in the Boston Tea Party when they knew they might be punished? What is more important: freedom or security?
3. Why do you think that the colonists who participated in the Boston Tea Party were angered by the actions of Captain O'Connor and the "tall, aged man." Did those men deserve to be punished? Why or why not?
4. In 2010, a political movement called the "Tea Party" rose to prominence. Why do you think that current political figures would try to connect themselves and their beliefs with the Boston Tea Party?
5. If you were living in Boston at the time, would you have participated in the Boston Tea Party? Why or why not?

- Analyze the two documents, *Common Sense* and *the Declaration of Independence* and what impact they had

on the American public.

-Discuss the implications of war

Week 3:

SWBAT: Discuss the different positions that arose when structuring our new government.

-Students will discuss the problems that the Article of Confederation caused in their dealings with their Economic, Political and Foreign Allies.

-discussing the compromises that were involved in writing the US Constitution. They will be analyzing the Virginia and the New Jersey plan.

- analyzing the disagreements that the Federalists and Anti-Federalists had over the ratification of the Constitution, and the inclusion of the Bill of Rights.

Week 4:

SWBAT: Identify key factors that led to conflicts among peoples and nations between 1754-1800

-Students will be discussing the beginning of Washington's administration. What was involved in setting up a working government and what problems did the young nation face.

-To analyze the significance of Washington's Farewell address

-To discuss the new forms of culture brought in by the influx of immigrants and how it began to change the economy, politics and foreign policy.

-To analyze the beginnings of political parties.

IEP ALLOWANCES

Same subject matter but hard notes made available, allowances made as per a student's plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed

Unit 4: 1800-1848

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Social Studies Standards

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States

and to the quality of life of individuals.

SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate 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).
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

Transfer Goals

Transfer Goals

To understand the emergence of our country and American culture and our challenges that accompanied this growth. How the innovations of technology, agriculture and commerce helped propel the American economy and how it changed our society, and our domestic and foreign identity. To understand how all of these aspects shaped our foreign and national policy.

Concepts

Essential Questions

How did the expansion of suffrage effect the Nation's democracy and growth of political parties?

How did the development of the reform movement affect the culture and politics of the 19th century?

How did the Age of Jackson and the democratization of American politics lead to sweeping change in American government and society?

How do economic and social conditions effect innovation and change?

How were nationalism and sectionalism reflected in the economy and social issues of the era?

What affect did territorial expansion have on the development of the new nation

What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated

Understandings

Students will be able to independently use their learning to understand that the role of the actual governing of our Nation was influenced by the political philosophies and the formation of political parties, so that in the long run, students will be able to understand the differences that developed in domestic and foreign policy and why political parties continue to affect our political process today.

Students will be able to independently use their learning to that industrialization, sectionalism and the rise of nationalism in our country created advancement and conflict, so that in the long run, students will understand that politics and social issues of that period of time are affected in positive and negative ways

Students should be able to explain that positive and negative changes took place during periods of reform in the mid 1800s so that in the long run students will understand that their involvement in makings societal changes will be necessary in their lifetime.

Students will be able to understand the implications of Manifest Destiny and how it effected the growth of our nation both positively and negatively.

Critical Knowledge and Skills

Knowledge

Students will know:

- How economic policies are affected by our foreign and domestic agenda.

- How factions in our government gave birth to political parties.
- The Jacksonian Era redefined both politics and social reform and the development of Nationalism
- Effects of Expansionism domestically and globally.
- Effects of Sectionalism on Politics, Society and the Economy
- How disillusionment about the government spurs change in society.
- How ethnic and cultural conflict influences national identity.
- How sectionalism affected the slavery debate.
- How the 2nd Great Awakening changed the slave issue from economic reasons to moral reasons.
- How the federal governments influence can effect change in the economic climate.
- How the industrial revolution changed family dynamics that has serious ramifications on women and children.
- How women take up the cause for more independence and the right to vote.
- How individuals and groups can effect change at the local, state, and national levels.
- How Native Americans, Chinese, Mexicans and women were affected by Manifest Destiny.
- The consequences of territorial expansion politically, socially and economically.
- The impact of expansion on slavery in the United States.

Skills

Students will be able to:

- Analyze primary sources: Washington's Farewell Address, Alien/Sedition Acts, Virginia & Kentucky Resolutions.
- Analyze the political climate at this time
- Define vocabulary
- Essay and/or short answer assignments.
- Identify contributions of influential people

- Read charts/graphs
- Take notes
- Analyze political cartoons.
- Analyze primary sources: Treaty of Ghent, Missouri Compromise, Monroe Doctrine
- Interpret Music: Battle of New Orleans, Hunters of Kentucky.
- Read charts/graphs
- Analyze primary sources: Civil Disobedience, Declaration of Sentiments.
- Connect reforms of the 1840s to reforms of today
- Analyze political cartoons: Mexican-American war, Compromise 1850, California Gold Rush
- Analyze primary sources: Mexican America war
- Connect expansionism in the 1840's to our global reach

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Quizzes
- Essay
- Challenging Discrimination: Native Americans and other groups
- Analyze music
- Analyze painting of America's Progress
- Jigsaw Activity: Women's Rights in the Antebellum Era

School Summative Assessment Plan

Unit Test

Primary Resources

American History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

HIPP (Primary Source Analysis)

A.P. Classroom

"Focusing on Social Groups"

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

ELA - Washington's Farewell Address Analysis

Excerpts from the Federalist Papers

Readings from Henry David Thoreau

Readings from Ralph Waldo Emerson

Readings pertaining to beginning of the Women's Rights Movement

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

View scenes and music from "Hamilton"

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Evolution of presidency and how the Electoral College is used today.

CRP4 – The Right to Disagree and the establishment of the Supreme Court

CRP5 – Use 21st century news stories to compare changes in presidential policies throughout time.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS -

270 to Win Electoral College Simulation

Ted Talk about the plight of the Lakota Sioux today on reservations

Addressing issues of women's rights today

Addressing issues of mental illness today as well as alcoholism and drug abuse

Learning Plan / Pacing Guide

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Week 1:

SWBAT: Understand how the Nation developed between 1800 to 1848

- To understand the origins of political parties in the United States by discussing the different viewpoints of Alexander Hamilton and Thomas Jefferson; identify the beliefs behind the Federalist Party and the Jeffersonian Republican party
- To analyze Jefferson's foreign policy and how it effected the United States economy and its relationship with Great Britain.
- To analyze the events of the War of 1812 and the beginning of James Monroe's administration.
- To discuss economic dvelopment based on new transportation and agriculture

Week 2:

SWBAT: Discuss how sectionalism will affect the role of the federal government.

- Analyze the American System
- To evaluate the significance of the political and geographical impact of the Missouri Compromise and the Monroe Doctrine
- To understand the beginnings of the Industrial Revolution in the United States.
- Quiz on Era of Good Feelings
- To understand the presidency of Andrew Jackson and to analyze the impact he had on the political system.

Week 3:

SWBAT: Explain the causes and effects of universal suffrage and participatory democracy during the Jackson Era.

- To examine the Jackson administration and how his "Common Man " politics changed the image of the presidency.
- To determine how the Jackson administration changed the image of the presidency.
- To analyze discrimination and prejudice in our country and how it affected Native Americans and other minorities.
- To analyze the reform movements during the Jacksonian Era

Week 4:

SWBAT: Understand the significance of the reform movements and their impact on a diverse Nation

- To describe the reforming spirit of the 1820s to 1840s.
- To understand the beginnings of prison, education and temperance reform.
- To analyze the formation of the women's movement in this country and the strides that they have made for women's rights.
- To understand the different issue of the Abolitionist Movement and how it was viewed by the North and South.

IEP ALLOWANCES

Same subject matter but hard notes made available, allowances made as per a students' plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed

Unit 5: 1844-1877

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Standards and Transfer Goals

Transfer Goals

Students will be able to understand how expansionists policies will lead to growing emigration into our country and deepening regional divisions over slavery, economic, cultural and political issues.

Students will be able to understand that the Civil War and reconstruction settled the issues of slavery and secession, but left unresolved issues over civil rights, citizenship rights and the federal government.

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

Social Studies Standards

SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

Concepts

Essential Questions

How did territorial expansion intensify cultural conflicts?

How was Manifest Destiny a positive and negative factor in our development?

What caused individuals or groups to migrate?

Does the United States have a mission to expand freedom and democracy?

What government information should you trust? How do citizens' know what to believe?

What are the costs of War?

What did the federal union of states mean politically and socially before and after the Civil War?

Does racial equality depend upon government action?

How are civil liberties challenged during conflict and change?

Understandings

Students will understand:

Different groups of people may be affected in different ways by economic growth.

- Expansionism can affect gender norms.
- Political beliefs can influence migration.
- That multiple political, social, and economic factors cause American territorial expansion.
- During times of war, government struggles with a balance between national security and civil liberties.
- Human Rights issues create social change.
- Propaganda shapes country's value system and beliefs.
- Technology can impact the outcome of war.
- The costs of war go beyond economic factors.
- War can be caused by challenges between state and federal governments.
- Coordinated action by groups or individuals can effect change in business practices and economic policies.
- Different groups of people may be affected in different ways by economic growth and technological innovations.
- Industrialization can impact people, the environment, and the economy.
- Policies and agencies of the Reconstructive era proved ineffective in dealing with African America issues, which led to prolonged discrimination and segregation in the South.
- The emergence of discriminatory legislation directly affected African American civil Rights.
- The government may create policies that encourage economic growth and promote innovation in technology.

Critical Knowledge and Skills

Knowledge

Students will know:

- How Native Americans, Chinese, Mexicans and women were affected by Manifest Destiny.
- The Push-pull factors that led people to migrate west.
- The consequences of territorial expansion politically, socially and economically.
- The impact of expansion on slavery in the United States.
- Effects of new inventions, medical treatments and weapons and how they impacted the outcome of the war.
- That the Civil War was not just fought because of slavery but also because of the challenges between the state and federal government.
- That the president's wartime power exceeded the limits of the executive branch.
- The devastating effects of war on the American public's psyche.
- The efforts that abolitions undertook to gain human rights for slaves.
- The implications of the Civil War and how it affects our nation today
- The consequences of Southern legislation (Ie. Black Codes, Jim Crow Laws) on African American Civil Rights.
- The effects of military intervention in the South during Reconstruction.
- The social and political consequences of the Freeman's Bureau, Radical Republicans, and Reconstruction Plans.

Skills

Students will be able to:

- Analyze political cartoons
- Analyze primary sources
- Define new vocabulary
- Essay and/or short answer assignments.
- Identify contributions of influential people
- Mapping and identifying military districts.
- Read charts/graphs
- Take notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Analyze pictures that represents important events during the Civil War
- Analyze primary sources
- Develop oratorical skills
- Essay and/or short answer assignments.
- Evaluate effective use of policy from opposing points of view.
- Formulation of arguments for debate
- Identify contributions of influential people
- Interpret music: Civil War Music
- Mapping and Identifying divisions in the United States

- Read charts/graphs

School Summative Assessment Plan

Unit Test

Essay

Primary Resources

Honors – American History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America edited by David Shi and Holly Mayer

HIPP (Primary Source Analysis)

A.P. Classroom

"The Coming of Civil War"

Technology Integration and Differentiated Instruction

Technology Integration

• Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to

collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their

materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

ELA -

Analysis of Dred Scott Court Case

John Brown's Courtroom Speech

Analysis of Emancipation Proclamation

Analysis of Gettysburg Address

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Utilizing past issues and problems from the Civil War, students can more effectively deal with issues in the workplace.

CRP5 – Use 21st century news stories to compare changes in presidential policies throughout time.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS -

Connect controversial issues today with that of slavery.

Learning Plan / Pacing Guide

-

Week 1:

SWBAT: Explain the effects of Manifest Destiny and the Mexican -American War.

- To analyze the Push/Pull factors of Manifest Destiny and how they contributed to westward expansion.
- To examine events that led to the Mexican-American War and how the first photographs of war influenced the public's opinion.
- To understand the political ramifications of the Compromise of 1850.
- To analyze the key issues that impacted the United States in the years prior to the Civil war.

Week 2:

SWBAT: The political causes of the Civil War

- Debate on the Constitutionality of the secession of the South from the United States.
- To analyze the political and social implications of the Dred Scott case.
- To determine the differences that both sides had militarily, economically and politically.
- Is there such a thing as a "Just War"? Discussion on the two Presidents perspectives and the policies that were implemented for the first time in history.

Week 3:

SWBAT Discuss the political causes of the Civil War and its aftermath

- To identify the problems of raising an army and financing the war.
- Was it a "rich man's war and a poor man's fight"?
- Social implications of both the Emancipation and the Gettysburg Address.
- The significance of the end of the War and the Assassination of Abraham Lincoln

Week 4:

SWBAT: Analyze the reasons that Reconstruction was considered a failure

To analyze the differences between the three reconstruction plans

Voices of segregation: Policies that affected African American voting

Primary Source Documents: 3 Readings from African American that testified at the Joint House and Senate Committee investigating reports of violence.

To analyze why certain groups emerged during Reconstruction to repress A.A. civil rights.

Jim Crow and its impact on a nation.

IEP ALLOWANCES:

Same subject matter but hard notes made available, allowances made as per a students' plan such as to use a computer rather than hand write an essay, or extra time on a test. However, all A.P. Standards must still be followed

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Unit 6: 1865-1898

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Social Studies Standards

SOC.6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
SOC.6.1.12.EconEM.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.
SOC.6.1.12.EconEM.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
SOC.6.1.12.EconNE.5.a	Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
SOC.6.1.12.EconNE.5.b	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.GeoPP.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
SOC.6.1.12.HistoryCA.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and

determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Section Title

Transfer Goals

Transfer Goals

Students will be able to examine the rise of big business and its political, economic and social impact of American society, the reasons for migration to cities and the consequences of a rapidly expanding population, and emerging problems that the United States faced and the reaction of different political parties to those issues.

Concepts

Essential Questions

1. How can economically oppressed groups make their voices heard politically?
2. How can technological innovations change society, business, and the role of government?
3. How did immigration and industrialization shape urban life?
4. How did rapid industrialization create a different role for government in economic and political affairs?
5. What social, economic and political factors led to the need for labor unions? How effective were unions in

improving the lives of workers?

6. Does racial equality depend upon government actions?

7. Should an individual be allowed to accumulate as much wealth as possible?

8. How did industrialization undermine the agrarian economy and society?

Understandings

Students will be able to understand:

- The economic, political, and social consequences of the rise of big business during the Gilded Age.
- The reasons for the growth of big business during Gilded Age.
- The organization innovations that led to consolidation and centralization of big business.
- The reasons for the growth of urban problems and the success of municipal governments in dealing with those problems.
- The continuities and changes in immigration patterns by the early twentieth century and the American response.
- How the lure of the city influenced both internal and external migration patterns, leading to urbanization.
- How urban planners proposed to physically alter the environment to improve the quality of life for urban residents.
- The degree that government policy toward big business changed in the late 19th century.
- The reasons for agrarian discontent in the late 19th century and evaluate the successes their own efforts produced to resolve those issues.
- The domestic and international consequences of the Panic or Depression of 1893.

Critical Knowledge and Skills

Knowledge

Students will know:

What factors led to New Immigration and what effect on industry did it have.

What effects did the growth of industry have on the living and working conditions of: women, farmers, middle class, blacks.

Monopolies: vertical and horizontal integration; Rockefeller and Carnegie.

The political arguments between Gilded Age Presidents vs. Strong Congress

The accomplishments of "Forgettable" Presidents.

The National Political Issues: tariffs, currency reform, civil service reform.

The Local Political Issues: temperance, education, women's rights, religion/society.

Understand and evaluate how the evolution of the corporation dominated the Gilded Age and ended an agrarian based economy and society.

Identify and understand the role of workers and union movement in the growth of American industry.

Analyze the role of Congress, presidents; and the political parties on the nation and local politics in the Gilded Age.

Determine the living and working conditions for the middle and working classes and for ethnic and racial minorities.

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze primary sources .
- Conduct research .
- Evaluate competing viewpoints .
- Make decisions in larger groups .

- Participate in class and small group discussions .
- Read and interpret maps, graphs, and charts .
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Quizzes

Short Answer Questions

Art Interpretation (Ash Can School)

Vertical and Horizontal Integration Charts

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test: Multiple Choice with Prompts

Essay

Primary and Supplementary Resources

America's History (Henretta)

For the Record: A Documentary History of America (Shi)

AP Classroom: "Critical Interpretation of Images and the AP History Classroom"; "What is Gender History?"

Gilder Lehrman Institute's AP US History Study Guide

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Darwin's Theory of Evolution vs. Social Darwinism

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Ash Can School of Art; Realism v Naturalism Authors; Ragtime Music

APPLIED TECHNOLOGY - Various Inventions: phone, plane, typewriter, Bessemer Process, trains

BUSINESS EDUCATION - Vertical and Horizontal Integration Business Plans

GLOBAL AWARENESS - New Immigration (Europe) and Immigration Restrictions (Asians)

Learning Plan / Pacing Guide

Week 1:

SWBAT: - understand how the evolution of the corporation came to dominate the post Civil War period

- define corporation, consolidation, vertical and horizontal integration, laissez faire economics
- understand the role railroads played in the developing economy
- identify the technological innovation that prompted greater industry production
- understand the role of workers and the union movement in the growth of American industry
- determine why the actions of the early unions did little to help the workers

Week 2:

SWBAT: identify how industrialization changed the way men thought of their role in society

- identify how public schools and more universities created changes in education ideas
- successfully complete a quiz on Gilded Age industry
- literature: realism and naturalism; art: realism and city life; music: Ragtime
- compare science and religion changes/innovations from the Gilded Age

Week 3:

SWBAT: identify why the rise of large cities shaped American society and politics

- determine the effect that large groups of immigrants in the late 1800s changed American cities
- identify the role African Americans had in industry and city growth in (the beginning of the Great Migration)
- determine the effect that large groups of immigrants in the late 1800s changed American cities
- identify the role African Americans had in industry and city growth in (the beginning of the Great Migration)

Week 4:

SWBAT:

- successfully complete a unit test
- Successfully complete a LEQ essay

IEP Students:

Same subject matter but hard notes made available and allowances made as per a student's plan (Such as extra time on tests and essays, etc.)

However, all AP standards must be followed.

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Unit 7: 1890-1945

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 3**
Length: **4.5 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

Social Studies Standards

SOC.6.1.12.CivicsPR.6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
SOC.6.1.12.CivicsDP.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
SOC.6.1.12.CivicsDP.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
SOC.6.1.12.CivicsDP.7.a	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).

SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
SOC.6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPR.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
SOC.6.1.12.CivicsHR.11.a	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
SOC.6.1.12.CivicsHR.11.b	Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.EconEM.6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.EconET.8.a	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.
SOC.6.1.12.EconEM.10.a	Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
SOC.6.1.12.EconET.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.EconGE.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.EconNE.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.EconNE.9.a	Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
SOC.6.1.12.EconNE.9.b	Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
SOC.6.1.12.EconNE.9.c	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
SOC.6.1.12.EconNE.9.d	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.EconNE.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
SOC.6.1.12.EconNE.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.EconNE.11.a	Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
SOC.6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources

	during the period of industrial expansion.
SOC.6.1.12.GeoHE.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.GeoHE.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.GeoHE.10.a	Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.HistoryCC.6.a	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e., Paterson Silk Strike) and the United States during this period.
SOC.6.1.12.HistoryCA.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
SOC.6.1.12.HistoryCC.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.
SOC.6.1.12.HistoryCC.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 (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
SOC.6.1.12.HistoryCA.7.a	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
SOC.6.1.12.HistoryCC.7.a	Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
SOC.6.1.12.HistoryUP.7.a	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
SOC.6.1.12.HistoryCA.7.b	Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
SOC.6.1.12.HistoryCA.7.c	Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
SOC.6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.HistoryCC.8.b	Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
SOC.6.1.12.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
SOC.6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
SOC.6.1.12.HistoryCA.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.HistoryCC.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.
SOC.6.1.12.HistoryCA.10.a	Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
SOC.6.1.12.HistoryCA.10.b	Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the

	environment.
SOC.6.1.12.HistoryCA.10.c	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.HistoryCC.11.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.HistoryUP.11.a	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.
SOC.6.1.12.HistoryCA.11.b	Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
SOC.6.1.12.HistoryCC.11.b	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.HistoryUP.11.b	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Transfer Goals

Transfer Goals

Students will be able to understand the role of the Progressives in creating a greater democracy and enacting social welfare legislation as well as being able to examine domestic and foreign policies of the first half of the 20th century including industrial growth, involvement in the Spanish American War and World War I, the causes and effects of the Great Depression and New Deal, as well as involvement in World War II.

Concepts

Essential Questions

How can individuals make a difference?

How much responsibility does the government have to protect its citizens from the dangers of society?

What are the core beliefs of a Progressive?

What drives people to organize and work for change in their society and government?

Does a dominant, successful nation also have an obligation to help/protect weaker nations and people?

What conditions can lead to totalitarian governments?

In waging a war, does the end (winning) justify the means?

What are the economic, social, and political impacts of war?

When is America exerting its power and influence justified?

How does a booming economy lead to changes in the American way of life?

Were the Roaring 20's a decade of progress or decline? Explain.

How did the economical, social and political events of the 1920s lead to the Depression in the 1930s?

How effective was the New Deal at addressing the problems of the Great Depression?

What is the role of government during an economic crisis?

Understandings

Students will understand:

An informed and organized citizenry creates a democracy where government is more responsive to its people

Progressive reform movements promoted government efforts to address the problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.

The shift from farms to factories led to poor working conditions and corrupt governments.

The view of what government's role should be has changed over time and that disagreement about that role has always existed.

An American victory in the Spanish-American War confirmed the nation's status as a world power and brought to America the obligation to govern newly acquired territories.

An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Our role as a world power has led to criticism that America is imperialistic.

The US used imperialistic policies to become a more competitive economic world power which created a conflict between Americans who favored expansionism and those who favored isolationism.

Today, American economic and military policies and practices across the world have caused many to wonder if the country is once again functioning as an imperialist nation.

US involvement in WWI established the nation as a major player in world events and that grievances in peace agreements can lead to later conflicts.

"Total War" requires the participation of an entire nation in many different ways and can push a nation

to take actions that conflict with their beliefs and values. .

Desperate economic conditions can lead to the rise of totalitarian governments.

Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Role of the US changed after WWII from isolationist to a major world power.

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.

The rise of fascism threatened world peace and human rights.

The media is manipulated to achieve political and economic goals.

Societal change often leads to conflict between conservative and liberal ways of thinking.

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

A person's economic status may affect their political, social, and economic priorities.

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

During times of crisis, people's view on the role and power government should have often changes.

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Critical Knowledge and Skills

Knowledge

Students will know:

The difference between liberal and conservative.

The types of injustices that existed in America towards the end of the Industrial Revolution.

How the Progressive reform movement affected people's lives and society as a whole in the changes made and laws passed as well as its influence on national politics.

What factors led the Progressives to organize to work for change, what groups formed, and the different methods that they used.

How this change in foreign policy was implemented in the actions taken by the US in Hawaii, Latin America, Asia, and in the Spanish-American War.

The reasons for the start of WWI and how the US became involved.

The role that the US played in WWI and the effects on the American people at home and abroad .

The goals and justifications of U.S. expansion at the turn of the Century.

The importance of the building of the Panama Canal.

The new technology involved in the war and how it impacted the number of casualties.

The reasons the USA emerged as a world power at the turn of the century and how they used this new status.

How the economy changed and grew in reaction to new products (particularly the automobile), the stock market, and how these new items impacted the lives of Americans.

Several examples of the social & cultural tensions of the era, particularly relating to immigration, race relations, Prohibition, and traditionalism vs. modernism.

The ways in which African Americans expressed their viewpoints and culture during the 1920s.

How different groups reacted to the major changes in the ND, both in support of and in opposition to them.

The ND programs that attempted to address relief, reform, and recovery and how effective they were in achieving their goals.

The causes of the Stock Market Crash and the reasons for the economic collapse that turned into the GD including how the government initially reacted.

The ways in which people's everyday lives were affected by the GD and how people worked to survive.

How and why fascism and totalitarian governments rose to power.

How the wartime strategies reflect political and military goals, the resources on hand, and the geographical extent of the conflict.

The causes of WWII and early events of Axis Expansion.

The different impacts of the war at home on various groups of people.

The differing viewpoints on US involvement in WWII and how the US finally gets pulled into the conflict (Pearl Harbor).

The major turning points of the war and why they proved to be decisive.

The short and long term effects of technological developments. (A-Bomb)

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze primary sources .
- Conduct research .
- Evaluate competing viewpoints .
- Make decisions in larger groups .
- Participate in class and small group discussions .
- Read and interpret maps, graphs, and charts .
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Quizzes

Short Answer Questions

Art Interpretation

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test: Multiple Choice with Prompts

Primary Resources

America's History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America (Shi)

Gilder Lehrman Institute's AP US History Study Guide

AP Classroom: "Politicians and Reformers"

AP Classroom: "Consumer Culture and the 1920s"

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this

Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.

☐ All assignments have been created in the student's native language.

☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.

☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE - Students will be exposed to the engineering feats in the building of the Panama Canal; Students will understand the effects that the Dust Bowl had on the environment and farming.

SOCIAL STUDIES -

LANGUAGE ARTS - Students will analyze primary sources (Scopes Trial, Harlem Renaissance poetry, arguments for & against Prohibition, political cartoons, advertisements from 20's). Students will read and comprehend informational texts related to Pearl Harbor, Tuskegee Airmen, women pilots, and Japanese Internment.

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Students will view and analyze political cartoons and propaganda posters related to imperialism, WWI and WWII; Students will view and analyze primary source photos. Students will listen to and analyze lyrics of songs from the time period as well as scenes from films from the 1930s and 1940s

APPLIED TECHNOLOGY - .

BUSINESS EDUCATION - Students will understand how global patterns in the economy can affect trade and commerce around the world.

GLOBAL AWARENESS - Students will analyze the pros and cons of international alliances both in history and today. Students will assess personal and global responsibility for the atrocities of the Holocaust and WWII. Students will compare Japanese internment camps to world events today

Learning Plan / Pacing Guide

Week 1:

SWBAT: discuss Progressive Era Legislation reform

- identify a small step forward for African Americans during the Progressive Era
- identify the steps that women took to achieve suffrage
- understand the impact of the Populist Party on society
- identify the causes of Imperialism for the USA and discuss foreign policies concerning Imperialism
- analyze causes and results of the Spanish American War
- identify key factors in building the Panama Canal
- successfully complete a SAQ on the Progressives and the SAW

Week 2:

SWBAT: identify the causes of the First World War

- discuss America's attempt to remain neutral and the vents leading up to US declaration of war on the Central Powers
- discuss the domestic impacts of total war including rationing and propaganda
- describe the armistice- identify problems with Wilson's ratification battle- discuss the legacy of WWI
- Successfully complete a quiz on WWI

Week 3:

SWBAT: identify the causes and problems facing America post WWI: immigration, racism, slowing economy, communism, fundamentalism

- describe the impact on American culture of the Harlem Renaissance and the Lost Generation; consumerism; women's rights; teaching of evolution
- identify the reasons that the GD began and what were the first signs that it would be different from past economic problems
- describe the effects of the GD on the American Public: women, Blacks, Hispanic
- discuss and identify the accomplishments of the New Deal
- impacts and legacies of the Great Depression and New Deal
- Successfully complete a SAQ on the GD

Week 4:

SWBAT: identify the path the US took while trying to remain neutral in the face of the Axis' aggressive actions in Europe and Asia

- describe Japanese Internment
- describe the effect that WWII had on American society (The Home Front)
- discuss diplomatic developments in the world after WW II
- evaluate and discuss then end of the war diplomacy, the conferences and the dropping of the Atomic bomb

Week 5: (1/2 week)

SWBAT: successfully complete a MC test on GD and WW II

- successfully complete a DBQ essay on the atomic bomb

IEP Students:

Same subject matter but hard notes made available and allowances made as per a student's plan (Such as extra

time on tests and essays, etc.)

However, all AP standards must be followed.

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Unit 8: 1945-1980

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Standards

SOC.6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
SOC.6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
SOC.6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
SOC.6.1.12.EconEM.13.a	Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
SOC.6.1.12.EconGE.12.a	Assess the impact of agricultural innovation on the world economy.

SOC.6.1.12.EconNE.12.a	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
SOC.6.1.12.EconNE.13.a	Relate American economic expansion after World War II to increased consumer demand.
SOC.6.1.12.EconNE.13.b	Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.
SOC.6.1.12.EconNE.13.c	Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
SOC.6.1.12.GeoHE.13.a	Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
SOC.6.1.12.GeoPP.13.a	Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.
SOC.6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
SOC.6.1.12.HistorySE.12.a	Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
SOC.6.1.12.HistoryCC.12.a	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.
SOC.6.1.12.HistoryCC.12.b	Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East.
SOC.6.1.12.HistorySE.12.b	Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
SOC.6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
SOC.6.1.12.HistoryCC.12.d	Explain how the development and proliferation of nuclear weapons affected international relations.
SOC.6.1.12.HistoryCC.12.e	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.
SOC.6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
SOC.6.1.12.HistorySE.13.a	Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
SOC.6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
SOC.6.1.12.HistoryCC.13.b	Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
SOC.6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
SOC.6.1.12.HistoryCC.13.d	Analyze the successes and failures of women's rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

Transfer Goals

Transfer Goals

Students will be able to examine the development and consequences of the Cold War on both international relations and domestic affairs as well as the political, economic, and social fabric of American society during the 1950s, 1960s and 1970s.

Concepts

Essential Questions

How and why did the US and USSR come into conflict?

How did new technologies impact the events and outcome of the Cold War?

What are the social and political effects of the Cold War?

Was the atomic bomb a weapon of war or peace?

When is America exerting its power and influence justified?

How can citizens take action and create change when their rights are violated?

How can the media assist with the success of organizations for change?

How have the actions and legislative successes of the Civil Rights Movement impacted American citizens?

How did the conformity of the 1950s contribute to the rise of counter culture of the 1960s?

How did the Cuban Missile Crisis change America's approach to the Cold War with the U.S.S.R.

Why is conflict necessary to bring about change?

How can America's dependence on foreign trade affect our economy?

How does a President's character (or lack of it) determine their success or failure?

What actions should justify the impeachment of a President?

What impact did the Watergate Scandal have upon America's trust in government?

What role does the media play in being the watchdog of our democracy?

Understandings

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Technology has facilitated the movement of goods, services, and populations; increased economic interdependence; and influenced the development of centers of economic activity.

The US emerged as the main world power after World War II and had to decide when and if to use its power in many different situations across the globe related to the Cold War.

Discrimination (conditions, treatment, lack of rights or protection of the law) was the impetus for the actions taken by Civil Rights Movement.

Attempts at major social/political changes are met with resistance by those in power. The CRM marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities.

There are multiple ways to attempt to address injustices (such as violence, nonviolent protests, political organizations, laws, etc.)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups

The media can strongly influence people's opinions and viewpoints (on war and on politicians).

Economic interdependence and globalization can have both positive and negative effects.

Political officials debate what are high crimes and misdemeanors when discussing the impeachment of an elected official.

Scandals can hurt the people's trust in their government.

The Watergate Scandal has created a distrust of government that still lingers today.

The media has the important responsibility of being the watchdog of our government and democracy.

Critical Knowledge and Skills

Knowledge

Students will know:

How the Cold War affected people's everyday lives, particularly in relation to fear.

The causes and reasons behind the conflict between the US and Soviet Union known as the Cold War.

The role of America's new containment policy and the effects of the arms race on world security.

Conditions for African Americans during the time period.

How some groups embraced more militant messages and how frustration with continued discrimination was expressed.

Major events of the CRM (successes, setbacks).

People, Events, Results of the other movements of the 60s & 70s (Women, Consumer, Environmental, Asian, Native, Latino).

The major people and groups of the CRM.

What strategies were used by different groups and people and the reasoning behind the use of those strategies.

Events and impacts of JFK assassination.

How and why the US became increasingly involved in Vietnam.

How opposition to the war was expressed and why it increased as time went on.

Programs and legislation as part of the LBJ's Great Society.

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze primary sources .
- Conduct research .
- Evaluate competing viewpoints .
- Make decisions in larger groups .
- Participate in class and small group discussions .

- Read and interpret maps, graphs, and charts .
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Quizzes

Short Answer Questions

Art Interpretation

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test: Multiple Choice with Prompts

Essay: Causation

Primary Resources

Americ's History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America (Shi)

AP Classroom: "Lawn and Landscape in World Content"

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH - Compare/contrast statistics from WW II, Korean War and Vietnam War.

SCIENCE - Discussion of the creation of NASA as well as the technology behind Sputnik; Environmental Changes: EPA, Earth Day, Endangered Species Act.

LANGUAGE ARTS - Dr. Seuss "Butter Battle Book"; "Freedom's Children" an autobiographical account of the CRM.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Analyze propaganda posters related to McCarthyism; Analyze music/culture of the 1960s and Vietnam.

APPLIED TECHNOLOGY -

BUSINESS EDUCATION - 1970s Recession compared to the Great Depression.

GLOBAL AWARENESS - View video clips that address the culture of Vietnam; Cultural Exchanges

between the US and the Soviet Union and China due to Nixon's detente.

Learning Plan / Pacing Guide

Week 1:

- SWBAT: determine US and USSR's ambitions in the post WW II years and the origin of the Cold War
- determine the effectiveness of early containment policies
 - evaluate the effect of the nuclear threat on the world
 - discuss the Cold War under Kennedy, Johnson and Nixon
 - discuss the Vietnam War under Kennedy to Nixon
 - successfully complete a quiz on the Cold War

Week 2:

- SWBAT: evaluate the effect of postwar years on the prosperity and economic problems of the USA including the Truman, Eisenhower and Kennedy years
- evaluate the presidency of JFK in regards to his domestic policies
 - evaluate the presidency of LBJ in regards to his domestic policies and how the Great Society secured the Welfare State
 - evaluate the effectiveness of the Civil Rights Movement in the 1950s: Brown Decision, Montgomery Bus Boycott, Little Rock Nine
 - compare the CRM of the 1950s and 1960s: Sit Ins, Riots, Freedom Rides, MLK's marches and speeches
 - compare and contrast approaches of different Black leaders

Week 3:

- SBWAT: -successfully compete 2 SAQs on the 1950s and 1960s
- Determine the results of the other movement of the 1960s and 1970s: Women, Consumer, Environmental, Asian, LGBT, Hispanic and Asian
 - evaluate the presidency of Richard M. Nixon: Vietnam War protests, Watergate scandal, resignation
 - describe the troubled presidencies of Ford and Carter
 - identify the Social and Cultural Developments of the 1970s

WEEK 4:

SWBAT: successfully complete a MC test JFK to Carter

- successssfully complete a LEQ

IEP Students:

Same subject matter but hard notes made available and allowances made as per a student's plan (Such as extra time on tests and essays, etc.)

However, all AP standards must be followed.

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Unit 9: 1980-Present

Content Area: **Social Studies**
Course(s): **AP US HIST**
Time Period: **Marking Period 4**
Length: **2 weeks**
Status: **Published**

Standards

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Social Studies Standards

SOC.6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
SOC.6.1.12.CivicsPD.14.a	Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
SOC.6.1.12.CivicsCM.14.a	Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
SOC.6.1.12.CivicsDP.14.a	Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
SOC.6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.

SOC.6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
SOC.6.1.12.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
SOC.6.1.12.CivicsHR.15.a	Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.
SOC.6.1.12.CivicsPR.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.
SOC.6.1.12.CivicsPD.16.a	Construct a claim to describe how media and technology has impacted civic participation and deliberation.
SOC.6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
SOC.6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
SOC.6.1.12.EconGE.16.a	Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
SOC.6.1.12.EconNE.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
SOC.6.1.12.EconNE.15.a	Assess economic priorities related to international and domestic needs, as reflected in the national budget.
SOC.6.1.12.EconNE.16.a	Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.
SOC.6.1.12.EconNE.16.b	Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
SOC.6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
SOC.6.1.12.GeoHE.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change.
SOC.6.1.12.GeoNE.14.b	Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
SOC.6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
SOC.6.1.12.GeoPP.14.b	Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
SOC.6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.

SOC.6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
SOC.6.1.12.HistoryCC.14.a	Develop an argument based on a variety of sources that compares George H.W. Bush's Iraqi policy with George W. Bush's.
SOC.6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
SOC.6.1.12.HistoryCA.14.b	Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence.
SOC.6.1.12.HistoryCC.14.b	Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.
SOC.6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
SOC.6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
SOC.6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
SOC.6.1.12.HistoryCC.14.c	Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.
SOC.6.1.12.HistoryCC.14.d	Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.
SOC.6.1.12.HistoryCC.15.a	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
SOC.6.1.12.HistorySE.15.a	Explain how and why religious tensions, historic differences, and a western dependence on oil in the Middle East have led to international conflicts and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.
SOC.6.1.12.HistoryCC.15.b	Analyze the impact of United States support for the policies and actions of the United Nations (i.e., Universal Declaration of Human Rights, United Nations Sustainability Goals) and other international organizations.
SOC.6.1.12.HistorySE.15.b	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
SOC.6.1.12.HistorySE.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
SOC.6.1.12.HistoryCC.15.c	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
SOC.6.1.12.HistoryUP.16.a	Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
SOC.6.1.12.HistoryCC.16.a	Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
SOC.6.1.12.HistoryCC.16.b	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.

Transfer Goals

Transfer Goals

Students will be able to examine the new conservatism that changed American politics evident through the presidencies of Ronald Reagan, Gerald Ford and Jimmy Carter. Students will also determine the successes and failures of the following administrations: GHW Bush, Clinton, GW Bush, Obama and Trump.

Concepts

Essential Questions

How did the technological advancements of the 1980s and 1990s change the way Americans live?

How do the economic policies of modern (Reagan) Conservatives differ from liberals?

What are the positive and negative impacts of globalization?

How is the War on Terror different than previous wars America has fought?

Should the US government be able to infringe upon civil rights to protect its citizens from terrorism?

What are the reasons why terrorist organizations hate the United States?

Understandings

Students will be able to:

Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Differing views on government's role in social and economic issues led to greater partisanship in government decision making.

The reasons for the controversy surrounding the 2000 Presidential Election.

The reasons why radical terrorist groups attacked the United States on 9/11.

Why the United States went to war in Afghanistan.

Why the United States went to war in Iraq.

The successes and failures of both the war in Afghanistan and Iraq.

The challenges of fighting a borderless war against terrorist organizations.

The impact of President Obama's election.

The goals of the Affordable Care Act.

The reasons why domestic terrorism acts in the USA far outnumber foreign terrorism acts.

Critical Knowledge and Skills

Knowledge

Students will know:

- Analyze the Clinton impeachment.
- Analyze the impact of new technology on the way people communicate.
- Assess the success of Clinton's domestic policy.
- Describe the development of the computer and the internet and its impact on all aspects of society.
- Difference between Liberal and Conservative viewpoints.
- Explain how globalization impacts the American economy.
- Impact of 9/11 / Impact of immigration on American society.
- Reasons for the growth of the Conservative movement in the 1980's and explain how Reagan strengthened this movement.
- Summarize the Persian Gulf War and its results .
- How Reagan challenged communism and the Soviet Union.
- Why G.W. Bush chose to use force in some foreign disputes and not others.
- Why communism collapsed in the Soviet Union.
- How the contested 2000 Election created a dialogue about the Electoral process.
- The impact 9/11 had on the United States and the world.
- The affect terrorist acts have on citizens and how the government responds
- The military action the United States took after 9/11.
- Significance of Barak Obama's 2008 victory.
- The impact of the debate over healthcare that resulted in the Affordable Healthcare Act.
- The impact of Trump's election on minorities, women and the media.

Skills

Students will be able to:

- Analyze political cartoons and photographs .
- Analyze primary sources .
- Conduct research .
- Evaluate competing viewpoints .
- Make decisions in larger groups .
- Participate in class and small group discussions .
- Read and interpret maps, graphs, and charts .
- Take notes.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Quizzes

Short Answer Questions

Art Interpretation

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test: Multiple Choice with Prompts

Essay

Primary Resources

America's History (Henretta)

Supplementary Resources

For the Record: A Documentary History of America (Shi)

AP Classroom: "The Cold War and Beyond"

AP Classroom: "Social Changes Since 1980"

Gilder Lehrman Institute AP US Study Guide

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos below are just examples of videos that can be used to support each of the Lessons within this Topic. There are more additional videos provided for each and can be assigned by teacher.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, the Gifted Students are given choice on topic and subject matter allowing them to explore interests appropriate to their abilities, areas of interest and other courses.

English Language Learners (N.J.A.C.6A:15)

- ☐ Within each lesson, the English Language Learners are given choice of topic and resources so that their materials are within their ability to grasp the language.
- ☐ All assignments have been created in the student's native language.
- ☐ Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- ☐ Within each lesson, the at-risk students are given choice of topic and resources so that their materials are within their ability level and high-interest.

Special Education Students (N.J.A.C.6A:8-3.1)

- ☐ Within each lesson, special education students are given choice of topic and resources so that their materials are within their ability level and high-interest.
- ☐ All content will be modeled with examples and all essays are built on a step-by-step basis so modifications for assignments in small chunks are met.

All other IEP modifications will be honored (ie. hard copies of notes, directions restated, etc.)

Interdisciplinary Connections

MATH -

SCIENCE -

LANGUAGE ARTS: Scientific advances in weaponry have lead to more destructive warfare.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Billy Joel's "We Didn't Start the Fire"

APPLIED TECHNOLOGY - Computers: Mirosoft vs. Apple; Internet takes over the world.

BUSINESS EDUCATION -

GLOBAL AWARENESS - The map of Europe is redrawn at the close of the Cold War; Economic and cultural globilization have helped lead to the anti-American feelings and terrorism.

Learning Plan / Pacing Guide

Week 1:

SWBAT: describe the presidency of Ronald Reagan and the effect on conservatives and a growing economy

- describe the end of the Cold War and its impact on Europe and the USA

- identify the achievements and failures of George HW Bush's presidency Persian Gulf War and a failing economy

- describe the presidencies of Bill Clinton: domestic and foreign policy

-analyze the impeachment of Bill Clinton

-analyze the impact of new technology (computers) on communication, business and society

- determine the accomplishments of George W. Bush: impact of 9/11/2001 terrorism attacks; Iraq and Afganistan Wars; economic collapse

Week 2:

SWBAT: identify the success/failures of Barack Obama's presidency: rebuilding the economy, withdrawal from Iraq, the Affordable Care Act

- determine the actions and effects of Truman's presidency: increased racism, possible interference by the Russians in a national election, a new tax act

-successfully complete a quiz Reagan-Truman

- successfully complete a SAQ on Clinton

IEP Students:

Same subject matter but hard notes made available and allowances made as per a student's plan (Such as extra

time on tests and essays, etc.)

However, all AP standards must be followed.

NOTE: This schedule leaves one week of review before the APUSH National Exam.