

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED HISTORY II AP

AP U.S. History 2 Curriculum Guide

Pacing Guide:
AP US History II is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.

Period Six: 1865-1900 -end of the Civil War to the Gilded Age (20 days)

Period Seven: 1890-1945- U.S. imperialism through the end of World War I (20 days)

Period Eight: 1945-1980- The Cold War through the Carter Administration (20 days)

Period Nine: 1980-Present- Reagan Administration to the present (15 days)

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<p>Technology Standards:</p> <p>8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p>
<p>21st Century Skills Standards:</p> <p>9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.</p> <p>9.1.12.E: Evaluate business practices and their impact on individuals, families, and societies.</p> <p>9.1.12.F.1: Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education.</p>
<p>Career Ready Practices:</p>	<p>CRP1-Act as a responsible and contributing citizen and employee.</p> <p>CRP4-Communicate clearly and effectively and with reason.</p> <p>CRP7-Employ valid and reliable research strategies.</p> <p>CRP8-Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>CRP11-Use technology to enhance productivity.</p>

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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work

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	<ul style="list-style-type: none"> • Use of graphic organizers • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<ul style="list-style-type: none"> • Assist student with planning of assignments • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CONTENT: Populism and Progressivism c. 1400 - 1700			
Theme: Toward a more perfect Union, again.			
Essential Questions:			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The origins of Populism will be investigated. A review of agrarian economic constructs and realities through 1900 will be assessed. The student will seek linkages between the agrarian economic climate in the years following the Civil War and the emerging political constituencies that would make up the Populists. Populism’s leadership will be examined, especially their strengths and weaknesses. Among those to be profiled include William Jennings Bryan, James B. Weaver, Coxe’s Army and “Pitchfork” Ben Tillman. The differences in and lack of relationship between Populism and Progressivism will be discussed. The changing roles of Women and African-Americans in the Progressive Era will be investigated, including the Suffrage Movement, the establishment of women’s colleges and the founding of the NAACP. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The origins of the Progressive Movement will be traced. Major issues leading to the organization of the Progressives will be outlined. Included among the issues to be discussed will be urbanization (overcrowding, municipal corruption, sanitation & etc.), women’s suffrage, education and politics. Mark Fagin’s “New Idea” model in Jersey City will be a start point for discussion of the Progressives. The “Muckrakers” and their contributions to Progressive reform and popular culture will be discussed. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.6.a 6.1.12.A.6.b 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p>

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			<p><u>Time Frame:</u> Five to ten school days</p> <hr/> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CONTENT: America Becomes a World Power c. 1890 - 1920			
Theme: The entrance of the United States into the world dynamic.			
Essential Questions: In what ways and to what extent did United States foreign policy create modern America?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • A review of the European Imperial period shall begin coverage of the period. A review of the major powers, their holdings and the political dynamic in Europe, 1850 – 1900 will be provided. • The relationship between America’s expanding industrial base and its need to cultivate both domestic and foreign markets for its products will be investigated. • The United States’ role in World War I will be discussed in two contexts. First, American neutrality (1914-1917) and Wilson’s role as POTUS relative to US (non) involvement in the war, and second, US entry into the war in 1917 will be assessed. • Preparations and deployment of US forces will be examined. The role of the War Boards, Selective Service, race and gender in US mobilization efforts will be studied. • Wilson and the Treaty of Versailles will be considered in exhaustive detail. • The post WWI political, social and economic landscape will be considered in a global context. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The beginnings of the “Military-Industrial Complex” and the relationship between industrial capacity and the military’s power to consume will be outlined. • The dynamic between the established world powers and the world aspirations of the United States will be explored. • The United States continuously evolving relationships with Latin America will be scrutinized. • WWI at home and abroad will be examined. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.7.a 6.1.12.C.7.a 6.1.12.D.7.b 6.1.12.a.7.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p>
			<p><u>Time Frame:</u> Five to ten days</p>

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			<p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CONTENT: Between the Wars Time Frame: c. 1919 - 1941			
Theme: Socio-Political evolution in the United States between 1920 and 1940.			
Essential Questions: How the United States changes from a third world nation to a first world nation.			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The student will assess the combination of the failures of the Wilson Administration to realize its objectives in WWI, the Red Scare and the realities of the immediate post war period both in the United States and around the world. The introduction of Modernism in art, culture and society, and the reactions to Modernism will be outlined. Popular culture and the rise of leisure activity will be assessed for their contributions to American culture. The continuing struggles of the women’s rights and civil rights movements will be explored. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Harding, Normalcy and Isolation will be examined as the three dominant themes of the 1920s. The continued practice of laissez-faire economic planning will be discussed. The concept of income disparity and its role in the “Roaring Twenties” will be examined. The impact of the introduction of radio will be examined. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.8.a 6.1.12.C.8.b 6.1.12.D.8.a 6.1.12.D.8.b 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p>Career Ready Practice:</p> <p>CRP1 CRP4 CRP7 CRP8 CRP11</p>

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CONTENT: The Great Depression and New Deal c. 1929 – 1941			
Theme: The crisis of the Great Depression and US government response.			
Essential Questions: Did the New Deal work?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> An overview of prevailing economic conditions, 1919 – 1929, will be offered as background on the causes of the Depression. The reaction of the federal government in the traditional Jeffersonian model and the Hoover Administration’s inability to deal effectively with the crisis and the repercussions of its ineptitude will be discussed. Franklin Roosevelt, the New Deal and the 100 Days will be discussed in the context of the change in the scope, attitude and role of the federal government during the Roosevelt Administration. The changing relationship between labor unions and industry will be explored. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The New Deal and the coalitions built in support of it, and the criticisms leveled against it, Left and Right will be understood. The successes and failures of FDR and the New Deal will be understood. A general overview of the plight of the American people generally, and the Bonus Army, specifically will be examined and understood. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.9.a 6.1.12.B.9.a 6.1.12.C.9.d 6.1.12.D.9.a 6.1.12.D.9.b 6.1.12.A.10.a 6.1.12.B.10.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.3,4,5 8.2.12.D.4,6</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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CONTENT: World Affairs and WWII c. 1919 – 1946			
Theme: World geopolitical affairs and American foreign policy realities			
Essential Questions: In what ways and to what extent did American isolation exacerbate world crises, 1933 – 1941.			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • United States foreign policy between the wars will be examined in the context of the coming of WWII. • Trace the development of totalitarian states in Europe and Asia. • Trace American foreign policy as it evolved from Wilsonian idealism to isolation to neutrality from 1919 to 1939. • Discuss prewar American foreign policy in Latin America and its implication for American strategic concerns once it became involved in WWII. • The Neutrality Acts and their effect upon foreign policy and US involvement in the outbreak of World War II will be discussed. • The challenges and strategies of fighting a multifront war will be traced. • Life on the American home front during the war will be assessed. • Post war diplomacy and the 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • The Destroyer Deal, Lend Lease and Roosevelt’s foreign policy initiatives to aid the Allies once the war started in the context of isolation and neutrality will be explored. • The Japanese attack on Pearl Harbor and the efforts to mobilize the American war effort will be studied. • The roles of women and African Americans in war production, the shifting demographics caused by urban relocation and the treatment of Asian Americans will be discussed and understood. • The role of atomic weaponry and the US-USSR post war dynamic will be assessed and understood. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.11.a 6.1.12.B.11.a 6.1.12.D.11.a 6.1.12.D.11.e 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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<p>creation of post war institutions designed to prevent the circumstances, which caused WWI, and WWII will be studied.</p>			<p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CRP8 CRP11</p> <p><u>Time Frame:</u> Ten to 15 days</p> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CONTENT: The Cold War c. 1946 – 1989			
Theme: How the Cold War influenced US public policy			
Essential Questions: During the Cold War, did the U.S. Government act in a benevolent, paternal way towards endangered nations or did it act out of economic self-interest?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The origins of the Cold War will be traced. The two schools of Cold War scholarship, economic and political, will be compared and contrasted. • The Truman Administration’s Cold War diplomatic strategy will be examined. Containment, the Truman Doctrine and the Marshall Plan will be assessed for their successes and failures. • The Cold War’s effect on American life will be assessed. Particular attention will be paid to the second Red Scare, HUAC, the Hollywood Blacklists and the rise and fall of Senator McCarthy. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Cold War crises in China, the Middle East, Berlin, Indo-China, Hungary and Czechoslovakia will be discussed and understood for their impact on global stability and the US-USSR power dynamic. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.12.a 6.1.12.A.12.b 6.1.12.A.12.c 6.1.12.B.12.a 6.1.12.C.12.a 6.1.12.C.12.c 6.1.12.D.12.b 6.1.12.D.12.d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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CONTENT: Life in the 1950s c. 1946 – 1963			
Theme: Plus ça change, plus c'est la même chose			
Essential Questions: To what extent did the decade of the 1950s deserve its reputation as an age of political, social and cultural conformity?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The modern civil rights movement will be discussed. Truman’s integration of the military, Jackie Robinson’s breaking of the MLB color barrier, Brown v Board of Education, the Montgomery Bus Boycott and the ascendancy of the Rev. Dr. Martin Luther King, Jr., will be some of the topics used to teach this content. The conforming effects of television, “top 40” radio, mass production of automobiles, the introduction of the shopping mall and the rise of fast food retail franchising will be examined. Rachel Carson’s <u>Silent Spring</u> and the beginnings of the modern environmental movement will be discussed. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The rise of the suburbs will be traced. The impact of the GI Bill of Rights, William Levitt and the Interstate Highway system on the popularization of suburban living will be discussed and understood. Changes in American lifestyles as technological innovations become popular and affordable will be understood. Social criticism of the period and non-conforming individuals and groups (i.e. the Beats) will be assessed. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.B.13.b 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p>Career Ready Practice:</p> <p>CRP1 CRP4 CRP7 CRP8 CRP11</p>

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SOCIAL STUDIES DEPARTMENT
UNITED HISTORY II AP

			<p><u>Time Frame:</u> Five to ten days</p> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CONTENT: America in the 1960s c. 1963 – 1975			
Theme: Changing America			
Essential Questions: To what extent did the decade of the 1960s deserve its reputation as an age of political, social and cultural revolution?			
<p>Content (<i>As a result of this learning segment, students will know...</i>)</p> <ul style="list-style-type: none"> • Camelot, the New Frontier and the Kennedy Administration will be discussed. • American foreign policy in Latin America in the 1960s will be outlined. • The Kennedy Administration’s handling of the Berlin Wall Crisis, the Bay of Pigs and the Cuban Missile Crisis will be investigated. • Lyndon Johnson’s tenure as POTUS will be highlighted, with emphasis on the Great Society, his role in passing key civil rights legislation, his handling of foreign policy generally and the Vietnam War specifically. • The role of the “baby boom” in American life and culture will be investigated. • The election of 1968, the return of Richard Nixon from the political dead and the assassinations of Martin Luther King, Jr., and Robert Kennedy will close coverage of the unit. 	<p>Skills (<i>As a result of this learning segment, students will be able to...</i>)</p> <ul style="list-style-type: none"> • Discussion for understanding on the continuing civil rights movement will include the March on Washington, the Freedom Riders, the Woolworth Lunch Counter Sit-Ins and the role of Attorney General Robert Kennedy. • The impact of the assassination of President on the nation and international affairs will be understood. • The counter culture will be assessed for its contributions to the American political environment of the 1960s. An episode of the NBC variety series <i>Rowan and Martin’s Laugh-In</i> will be used as an example of the mainstreaming of counter culture into the popular culture. • The women’s movement will be investigated in the context of the growing modern roles for women in politics and government, business, science and higher education. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.13.b 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.13.d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
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CONTENT: Political and Economic Realities c. 1968 - 1990			
Theme: Social, political and economic consequences of the 1960s			
Essential Questions: In what ways and to what extent was the emergence of Conservatism a departure from American political norms and in what ways was it a continuation of American political norms.			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Nixon’s foreign and domestic policies will be examined in an organizer entitled, “Good Nixon/Bad Nixon” Nixon Administration overtures toward the Soviet Union and China will be discussed in the context of the breakup of the Soviets and the move towards a market economy for the Chinese. Internal and external pressures on the American economy, such as energy crises, globalization and the shift from industrial to service models will be examined. Watergate and the Constitutional crisis it triggered will be investigated in the context of the Constitution’s ability to react and adapt to the critical situations presented by the Watergate crisis. Gerald Ford’s thought process in pardoning Nixon will be discussed. Nixon, Carter and Clinton Administration peace initiatives in the Middle East will be outlined. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The Nixon campaigns of 1968 and 1972 will be examined and understood for the implications of exploiting “the silent majority” and the so-called “Southern Strategy,” which opened the door for the modern Southern Republican conservative movement. The Nixon Administration’s handling of the Vietnam War, and the peace talks which ended it will be discussed and understood. Internal and external pressures on the American economy, such as energy crises, globalization and the shift from industrial to service models will be examined and understood. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.13.b 6.1.12.A.13.c 6.1.12.B.13.a 6.1.12.C.13.a 6.1.12.C.13.c 6.1.12.D.13.a 6.1.12.D.13.b 6.1.12.D.13.d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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CONTENT: The Conservative Revolution c. 1968 - 1990			
Theme: How Goldwater, Reagan and Buckley prevailed			
Essential Questions: In what ways were the policies, politics and programs of the post-Watergate Era presidents a return of the status quo and a rebuke of the status quo.			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The ascendancy of Ronald Reagan, Goldwater Conservatism and the Religious Right in the late 1970s and early 1980s will be investigated. The connection of this socio-political phenomenon to shifts in demographics (movement to the South, West and Southwest) will be highlighted. Radical changes in lifestyle brought on by constantly changing technologies, computers and communication will be discussed. The political realities of the end of the Cold War and the collapse of the Soviet Union will be assessed. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The United States place in the world will be discussed. Increasing globalization and its impact upon the American economy will be investigated. The multilateral foreign policies of Reagan, Bush 41 and Clinton will be compared and contrasted to the unilateral approach of Bush 43. The growth of the environmental movement and its integration and cooperation with the global environmental movement will be outlined. Issues of domestic and foreign terrorism threats will be assessed. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.A.14.e 6.1.12.A.14.f 6.1.12.A.14.g 6.1.12.A.14.h 6.1.12.D.14.e 6.1.12.D.14.f 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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			<p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>

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CONTENT: The Post War World c. 1968 - 1990			
Theme: The United States place in the world			
Essential Questions: Define and understand the United States place in the world			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The United States place in the world will be discussed. Increasing globalization and its impact upon the American economy will be investigated. The multilateral foreign policies of Reagan, Bush 41 and Clinton will be compared and contrasted to the unilateral approach of Bush 43. The significance of the 2008 election of Barack Obama will be assessed. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Issues of domestic and foreign terrorism threats will be assessed and understood. The growth of the environmental movement and its integration and cooperation with the global environmental movement will be outlined. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.14.a 6.1.12.A.14.b 6.1.12.A.14.c 6.1.12.A.14.e 6.1.12.A.14.f 6.1.12.A.14.g 6.1.12.A.14.h 6.1.12.D.14.e 6.1.12.D.14.f 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.11.12.1 – 10 RH.11-12.1-11-12.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p>

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