

**Randolph Township Schools
Randolph High School
Advanced Placement United States History II Curriculum**

*“Man did not weave the web of life. He is merely a strand in it.”
-Chief Seattle*

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Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

**Affirmative Action Statement
Equality and Equity in Curriculum**

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

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EDUCATIONAL GOALS
VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

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Introduction

In Advanced Placement United States History II, students investigate significant events, individuals, developments, and processes in nine historical periods from the late nineteenth century to the present. Students will develop and use the same skills and methods employed by historians: analyzing primary and secondary sources, developing historical arguments, making historical connections, and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course to make connections among historical developments in different times and places: American and national identity, work, exchange, and technology, geography and the environment, migration and settlement, politics and power, America in the world, American and regional culture, and social structures.

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 Curriculum Pacing Chart**

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 Weeks	I	Late Nineteenth-Century America
4 Weeks	II	Dawn of a New Century: Imperialism and The Progressives
2 Weeks	III	America and the Great War
4 Weeks	IV	Boom and Bust: The Roaring Twenties, Great Depression, and New Deal
4 Weeks	V	World War II
3 Weeks	VI	The Cold War (1945-1960)
2 Weeks	VII	The 1950s: Affluence and Inequality
5 Weeks	VIII	Evolution of American Society: Protest, Promise, and Frustration (1960s & 1970s)
3 Weeks	IX	The Age of Change (1980 - Present)
5 Weeks	X	After the Exam

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Unit I: Late Nineteenth-Century America

TRANSFER: Students will be able to compare and contrast historical tycoons with modern day equivalents and determine the common elements that are instrumental to their success		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	The Industrial Revolution led to unprecedented manufacturing and industrial growth.	<ul style="list-style-type: none"> To what extent can industrialization bring about change?
6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	In the late nineteenth century, America society was increasingly dominated by large urban centers.	<ul style="list-style-type: none"> What is the impact of urbanization on the quality of life?
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.	Debates over federal regulations of commerce, labor, and immigration emerged during the rise of American corporations and are still relevant today.	<ul style="list-style-type: none"> To what extent does a government have the right to decide what is good for society?
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.	Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.	<ul style="list-style-type: none"> How can economic opportunities impact diverse social communities?
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.	Push and pull factors shape immigration to and from migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.	<ul style="list-style-type: none"> Has immigration been the key to America's success? Explain.
6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.	Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy,	<ul style="list-style-type: none"> To what extent did populism contribute to an energized political culture?

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6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	institutions, political parties, and the rights of citizens.	
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 period.	The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.	<ul style="list-style-type: none"> • What extent does technological innovations impact society and government policy.
6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
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.	A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.	Explain the effects of technological advances in the development of the United States over time.
	Large-scale industrial production - accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation.	Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865-1898.
	New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.	Examine the components of the “Universal Farm Problem” and analyze the emergence of the Populist Party.
	International and internal migration increased urban populations and fostered the growth of new urban cultures.	Explain the various responses to immigration in the period over time.

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	New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.	Explain how cultural and economic factors affected migration patterns over time.
	Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.	Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age
	<p>KEY TERMS: John D. Rockefeller, Andrew Carnegie, Social Darwinism, Knights of Labor, American Federation of Labor, Haymarket Riot, Homestead Strike, Pullman Strike, Eugene V. Debs, Pendleton Act, Samuel Gompers, Sherman Anti-Trust Act, “Free Silver”, Grange Movement, William Jennings Bryan, “Cross of Gold” Speech, William McKinley, Chinese Exclusion Act, Transcontinental Railroad, Anti-Coolie Clubs, Frederick Jackson Turner, Henry Ford, Jacob Riis, Boss Rule, Vaudeville, Nativism, Tenement</p>	

ASSESSMENT EVIDENCE: Students will show their learning by:

- Participating in a Socratic Seminar focusing on immigration, the evolution of corporate empires, and labor movements.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will annotate and analyze primary and secondary source readings on the topics of immigration, corporate empires, labor movements and the closing of the frontier.
- Students will identify, research, and present the key pop culture phenomena of the late 19th century (theater, literature, film, sports, consumerism).

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<p>SUGGESTED TIME ALLOTMENT</p> <p>2 Weeks</p>	<p>Late Nineteenth Century America</p> <ul style="list-style-type: none"> • Rise of Big Business and Industrialization • Immigration • Urbanization of America • Rise of Labor Unions • Populism • Election of 1896
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Andrew Carnegie: “The Gospel of Wealth” (1889) Jacob Riis: “How the Other Half Lives” (1890) Frederick Jackson Turner: “The Closing of the Frontier” (1893)</p>

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Unit II: Dawn of a New Century: Imperialism and The Progressives

TRANSFER: Students will be able to investigate and argue whether or not the benefits of a strong, centralized government outweigh the potential for abuses of power.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12. Civics DP.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).	Having expanded to the Pacific Ocean, the U.S. began to establish a global empire at the end of the nineteenth century.	<ul style="list-style-type: none"> Why and how do nations expand their territories?
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.	Military, economic, and political factors propelled U.S. territorial expansion.	<ul style="list-style-type: none"> How has the expansion of the U.S. impacted American politics, society, and economics?
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.	Yellow journalism fueled the fire for the American imperialistic appetite.	<ul style="list-style-type: none"> To what extent does the media report the news responsibly?
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.	Control of territories by America resulted in mixed consequences for the indigenous people.	<ul style="list-style-type: none"> To what extent was the U.S. justified in its overseas expansion?
6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	Industrialization and urbanization created a variety of problems in the U.S. during the second half of the nineteenth century.	<ul style="list-style-type: none"> To what extent are the problems of the Progressive Era a result of the Industrial Revolution?
	Social Darwinism and scientific racism, through the eugenics movement, specifically targeted people with disabilities and the LGBTQ community amongst others.	<ul style="list-style-type: none"> Have governments discriminated against their own populace?

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6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.	The new middle class, consisting of men and women in the professions of law, medicine, social work, religion, the environment, teaching, and business formed the vanguard of the progressives.	<ul style="list-style-type: none"> • How can reform movements improve American society and politics?
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.	Women played a particularly important role galvanizing progressive social concerns.	<ul style="list-style-type: none"> • How can reform movements improve American society and politics?
6.1.12.HistoryCC.6.b: 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.	The strength of opposition to reform weakened the impact of progressive initiatives.	<ul style="list-style-type: none"> • Why do people oppose change?
6.1.12.HistoryCC.6.c: 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.	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
6.1.12.HistoryCC.6.d: 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).	In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world.	Explain the context in which America grew into its role as a world power.
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.	Political elites were both self-interested and idealistic and believed that imperialism benefited both Americans and those who came under American control.	Explain the similarities and differences in attitudes about the nation’s proper role in the world.
	Yellow journalism’s influence on the outbreak of the Spanish-American War.	Discuss the causes and effects of the Spanish-American War.
	The Spanish-American War ended with the U.S. acquiring an overseas empire and in turn were	Explain and evaluate the key components of United States foreign

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	challenged by insurgent groups in newly added territories.	policy during the post Spanish-American War era.
	The U.S. instituted an “open door policy,” in which nations would respect the principles of equal trade opportunities in China.	Create a chart comparing the similarities and differences between “spheres of influence” in Asia.
	The U.S. tightened its control of the Caribbean region through Roosevelt’s Big Stick Diplomacy, sought commercial dominance for the U.S. through Taft’s Dollar Diplomacy, and was drawn into a multi-year conflict with Mexico with the application of Wilson’s Moral Diplomacy.	Compare and contrast the presidential foreign policies of Theodore Roosevelt, William H. Taft, and Woodrow Wilson.
	Social Darwinism was used as an excuse to develop racist eugenics programs in nations and their colonies. This practice targeted minoritized and marginalized communities.	Assess the ways in which racism was codified into law by world governments.
	Progressivism attempted to use governmental power to correct the many social and economic problems associated with industrialization and urbanization.	Identify the ways in which government policies were implemented to alleviate the problems resulting from industrialization and urbanization.
	Progressives were divided over many issues including segregation and immigration. Some progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient.	Compare and contrast the similarities and differences among the ideologies, goals, and tactics of the various groups that constituted the progressive movement and their successes and failures in achieving political, social, and moral reform

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	<p>Socialism emerged as a reaction to the Industrial Revolution as workers reacted to the new conditions in which they had to work.</p>	<p>Analyze the reasons for the emergence of the socialist movement and the ways in which it differed from progressivism in ideology, goals, and tactics.</p>
	<p>During the Progressive Era, progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform.</p>	<p>Describe the approaches of African Americans, Native Americans, and women to the problems they faced during the Progressive Era, and analyze the extent to which they were successful in achieving their goals.</p>
	<p>Roosevelt’s disappointment with Taft’s program of limited government action led him to challenge Taft for the 1912 Republican presidential nomination after Taft was re-nominated, Roosevelt ran as a candidate for the newly formed Progressive Party.</p>	<p>Discuss the reasons for the break between William Howard Taft and Theodore Roosevelt which resulted in a third-party candidate for president.</p>
	<p>Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.</p>	<p>Explain how geographic and environmental factors shaped the development of various communities and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p>
	<p>The progressive movement led women to seek liberation from their traditional confines and champion birth control and voting rights.</p>	<p>Critique the way in which women’s rights and gender roles have affected society and politics.</p>
	<p>KEY TERMS:</p>	

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	<p>Monroe Doctrine, Queen Liliuokalani, Jose Marti, yellow journalism, USS Maine, The Rough Riders, Treaty of Paris, Teller Amendment, Platt Amendment, John Hay, Alfred T. Mahan, Anti-Imperialist League, Emilio Aguinaldo, The Philippine War, Open Door Policy, Boxer Rebellion, Theodore Roosevelt, William Howard Taft, Woodrow Wilson, Roosevelt Corollary, Big Stick Diplomacy, Great White Fleet, Dollar Diplomacy, Moral Diplomacy, Federal Reserve Act, Ida Tarbell, Wobblies, Jane Addams, Lincoln Steffens, Robert La Follette, Upton Sinclair, initiative, referendum, Seventeenth Amendment, Eighteenth Amendment, Margaret Sanger, Hepburn Act, Pure Food and Drug Act, New Freedom, Triangle Shirtwaist Fire, Equal Rights Amendment, muckraker, Women’s Christian Temperance Union (WCTU), Anti- Saloon League, Meat Inspection Act, Federal Trade Commission Act, Clayton Antitrust Act, Louis Brandeis, Booker T. Washington, W.E.B. DuBois, NAACP, Social Gospel, suffrage, National American Women’s Suffrage Association (NAWSA), Carrie Chapman Catt, Anna Howard Shaw, Alice Paul, National Woman’s Party, Boston marriage, eugenics, nativism, Eugene V. Debs, Square Deal, conservation, New Nationalism, New Freedom, Child Labor Laws, Panama Canal</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

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- Reflecting on the justification of American imperialism through a long essay response or Socratic Seminar.
- Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by completing an LEQ/DBQ focusing on the widespread changes of the Progressive Era.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will compare and contrast the various foreign policies and areas of expansion in the late 19th and early 20th centuries by creating a graphic organizer.
- Students will read, highlight, and annotate various primary source documents that describe the movements of the Progressive Era.
- Students will prepare for the Socratic Seminar by responding to reading analysis questions to bring to the discussion.

<p>SUGGESTED TIME ALLOTMENT 3 Weeks</p>	<p>Dawn of a New Century: Imperialism and The Progressives</p> <ul style="list-style-type: none"> • Imperialism <ul style="list-style-type: none"> ○ Spanish-American War ○ American Global Imperialism ○ Roosevelt’s Big Stick Diplomacy ○ Taft’s Dollar Diplomacy ○ Wilson’s Moral Diplomacy • The Progressives <ul style="list-style-type: none"> ○ Origins of Progressivism ○ Social Reform Organizations ○ Women and Reform ○ Theodore Roosevelt and the Modern Presidency ○ Progressivism Under Taft ○ Election of 1912 ○ Wilson’s New Freedom
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Josiah Strong: “Our Country” (1885) Alfred T. Mahan: “On Sea Power” (1897) Rudyard Kipling: “The White Man’s Burden” (1899)</p>

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	<p>Platform of the American Anti-Imperialist League (1899) The Platt Amendment (1901) Lincoln Steffens: “The Shame of the Cities” (1904) Ida M. Tarbell “The History of the Standard Oil Company” (1904) The Niagara Movement: “Declaration of Principles” (1905) Upton Sinclair: “The Jungle” (1906) Jane Addams: “Twenty Years at Hull House” (1910) Jane Addams: “Why Women Should Vote” (1910) Theodore Roosevelt: “New Nationalism” Speech (1910) Woodrow Wilson: “First Inaugural Address” (1913) Margaret Sanger: “The Case for Birth Control” (1917) Howard Zinn: “A People’s History of the United States: The Empire and the People” (1980) Sean Dennis Cashman: “African Americans and the Quest for Civil Rights (1991) Edmund Morris: “Theodore Rex” (2002)</p>
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Unit III: America and The Great War

TRANSFER: Students will be able to analyze and identify the reasons for global conflict and how it can be prevented in the future.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p>	Imperialism and militarism as extensions of nationalism, as well as complex alliances, created additional pressures on the world.	<ul style="list-style-type: none"> • How can world peace be maintained?
	Increased nationalism created pressures on European governments to create a new European nation-state.	<ul style="list-style-type: none"> • To what extent does nationalism promote war?
	President Woodrow Wilson wanted to keep the U.S. out of war but became entangled in the Allied/Central Powers crossfire.	<ul style="list-style-type: none"> • To what extent can the U.S. isolate itself from global conflict?
	Mobilization by citizens on the home front and partnerships between the federal government and businesses fueled a successful American war effort.	<ul style="list-style-type: none"> • How did Americans contribute to the war effort?
	During times of war or crisis, civil liberties are often compromised.	<ul style="list-style-type: none"> • What role should the government play in the lives of individuals?
	The Treaty of Versailles attempted to create lasting peace, but it resulted in further tensions in Europe and the world.	<ul style="list-style-type: none"> • Why are treaties often ineffective documents?

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Unit III: America and The Great War

<p>6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p>	<p>The internal migration of African Americans shifted the population makeup of different regions.</p>	<ul style="list-style-type: none"> How can the interaction of diverse cultures impact society?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>European tensions that arose from militarism, complex alliances, imperialism, and nationalism created conditions that propelled Europe into the First World War.</p>	<p>Explain the causes of World War I.</p>
	<p>President Wilson’s attempt to keep the United States neutral was mitigated by America’s favorable trade and financial policies toward the Triple Entente (Allies), Germany’s Zimmermann Telegram, and the Germans’ use of submarines as a blockade weapon.</p>	<p>Assess President Wilson’s attempts to keep the U.S. out of World War I and the ultimate failure of these efforts.</p>
	<p>The increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities.</p>	<p>Assess the effect of World War I on the American home front, including its impact on the federal government, business, labor, women, and African Americans.</p>
	<p>The passage of the Espionage and Sedition Acts restricted citizens’ civil liberties during the war.</p>	<p>Evaluate the record of government at the local, state, and national levels regarding civil liberties questions during and after World War I.</p>

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Unit III: America and The Great War

	Although the American Expeditionary Forces played a relatively limited role in combat, the U.S. entry helped to tip the balance of the conflict in favor of the Allies.	Examine trench warfare and the use of advanced weaponry on both sides.
	The final version of The Treaty of Versailles stipulated that Germany accept blame for causing the war and pay reparations.	Evaluate the Treaty of Versailles and its impact on Europe and the world over the next two decades.
	Despite Wilson’s deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.	Analyze the debate over the ratification of Versailles and American entry into the League of Nations and the reasons for the Senate’s rejection of the treaty.
	In the Great Migration during and after World War I, African Americans escaping segregation, racial violence, and limited economic opportunity in the South moved to the North and West, where they found new opportunities but still encountered discrimination.	Explain the causes and effects of internal migration patterns.
	World War I left the U.S. as the world’s leading economic power and largest trading nation.	Debate the impact of World War I on America’s role in global affairs.
	KEY TERMS: Triple Entente, Triple Alliance, <i>Lusitania</i> , the Zimmermann Telegram, American Expeditionary Force, Selective Service Act, War Industries Board, Red Cross, victory gardens, war bonds, propaganda, rationing, great migration, Ludlow Massacre, John J.	

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Unit III: America and The Great War

	<p>Pershing, trench warfare, civil liberties, Vladimir Lenin, Bolshevik, Espionage and Sedition Acts, <i>Schenck v. U.S.</i>, The Big Four, David Lloyd George, Woodrow Wilson, Fourteen Points, League of Nations, Treaty of Versailles, reparations, Henry Cabot Lodge, William Borah, Chicago Race Riots, Tulsa Race Massacre, Palmer Raids, Red Scare</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Debating the Treaty of Versailles from the perspective of one of the “Big Four” nations. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will evaluate the effectiveness of trench warfare by comparing and contrasting different forms of weaponry. • Students will produce a propaganda poster aimed towards a particular group of American citizens. 		
<p>SUGGESTED TIME ALLOTMENT 2 Weeks</p>	<p>America and the Great War</p> <ul style="list-style-type: none"> • Rise of European Tensions • Problems of U.S. Neutrality • Mobilization for War on the Home Front • Wilson’s Fourteen Points • Treaty of Versailles 	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Zimmermann Telegram (1917) Espionage Act (1917) Sedition Act (1918) Woodrow Wilson: “Fourteen Points” (1918)</p>	

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Unit III: America and The Great War

	<p>“The Treaty of Versailles” (1919) Thomas A. Bailey: “Woodrow Wilson Wouldn’t Yield” (1957) Margaret McMillan: “1919: Six Months That Changed the World” (2002) The World Wars. History Channel, A&E Networks, 2014.</p>
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Unit IV: Boom and Bust: The Roaring Twenties, Great Depression and New Deal

TRANSFER: Students will construct a persuasive argument detailing their opinion on the public vs. government responsibility to the nation in times of crisis.		
<p>STANDARDS / GOALS:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.</p> <p>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.</p> <p>6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	In the aftermath of World War I, America turned away from idealism and reform and moved toward isolationism in foreign affairs, domestic conservatism, and the expansion of the consumer society.	<ul style="list-style-type: none"> To what extent was the decade of the 1920's one of innovation or conservatism?
	Business, technological, and social developments of the 1920s launched the era of modern consumerism, easy credit, and a false sense of prosperity	<ul style="list-style-type: none"> What are the most important factors impacting economic growth? Why?
	American popular culture reshaped itself with the emergence of innovative movements in literature, art, and music (e.g., The Harlem Renaissance).	<ul style="list-style-type: none"> Why are ethnic and cultural diversity important in a society?
	New economic patterns, social expectations, and living arrangements resulted in conflicts over the direction of American life.	<ul style="list-style-type: none"> To what extent does conflict accompany change?
	The Great Depression had numerous immediate and long-lasting effects on American society and the world.	<ul style="list-style-type: none"> To what extent do the economic problems and issues impact the social and political climate of a nation?
	The business practices failed to resolve the problems caused by the Great Depression	<ul style="list-style-type: none"> What is the government's role in solving societal issues?

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<p>the impact of these policies on business and the consumer.</p>	<p>New Deal policies and actions affected American society by increasing the role of the Federal government in providing relief for individuals in need of assistance.</p>	<ul style="list-style-type: none"> To what extent did the New Deal save capitalism and democracy?
<p>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.</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
<p>6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p>	<p>The 1920s was plagued with a false sense of wealth, overproduction, unequal distribution of income, stock market speculation, and laissez-faire government that would eventually propel the United States into the Great Depression.</p>	<p>Analyze the events that led to the 1929 stock market crash, and the causes of the Great Depression that followed.</p>
<p>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).</p>	<p>The federal government stifled union attempts to exercise power and challenge business practices; the Department of Justice used troops and court injunctions to end strikes.</p>	<p>Evaluate the relationship between government and business during the 1920s, and analyze the factors responsible for the decline of organized labor.</p>
<p>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.</p>	<p>Greater availability of goods and credit propelled American consumerism, including the purchase of new technologies such as the automobile.</p>	<p>Explain the ways in which the consumer society expanded in America in the 1920s.</p>
<p>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.</p>	<p>New technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.</p>	<p>Explain the causes and effects of the innovations in communication and technology in the United States over time.</p>
<p>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).</p>		
<p>6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.</p>		

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<p>6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.</p> <p>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.</p> <p>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).</p> <p>6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.</p> <p>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.</p> <p>6.1.12.EconoNM.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>6.1.12.EconoNM.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.</p>	<p>New forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures.</p>	<p>Evaluate the movements in American literature, art, and music during the 1920s.</p>
	<p>Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.</p>	<p>Assess the impact of social change during the 1920s on American values.</p>
	<p>During the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.</p>	<p>Describe the American family, women in the workforce, the images of femininity, racial and ethnic identity, and views toward human sexuality.</p>
	<p>Women’s traditional roles were challenged due to radical and cultural transformations in moral and sexual values and substantial numbers of married women entered the workforce in order to help meet the family’s economic needs.</p>	<p>Explain the reasons for the emergence of the Ku Klux Klan, Nativists, and religious fundamentalism and their impact on American society in the 1920s.</p>
	<p>After World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration.</p>	<p>Explain how different beliefs about the federal government’s role in U.S. social and economic life have affected political debates and policies.</p>
	<p>Episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.</p>	<p>Describe the impact of the Great Depression on the American economic system.</p>
	<p>During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p>	<p>Explain the impact of the Great Depression on American society.</p>

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<p>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).</p> <p>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.</p> <p>6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.</p>	<p>Franklin Roosevelt’s New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.</p>	<p>Assess and evaluate the criticism leveled against the New Deal and alternative programs that were considered.</p>
	<p>Radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal’s scope.</p>	<p>Assess the impact of the New Deal on African Americans, Native American, Hispanic Americans, and women and the response of these groups to the obstacles they faced.</p>
	<p>Although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party.</p>	<p>Describe and analyze the legacy of the New Deal on American society.</p>
	<p>The increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.</p>	<p>Identify the industries and regions that provided financial opportunities for Americans during the Great Depression.</p>
	<p>KEY TERMS: Harlem Renaissance, Marcus Garvey, Langston Hughes, A. Philip Randolph, Booker Claude McKay, Margaret Sanger, F. Scott Fitzgerald, The Lost Generation, Ernest Hemingway, Flappers,</p>	

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	<p>Hollywood, The Self Made Man, Jazz Age, Eighteenth Amendment, Nineteenth Amendment, Volstead Act, Prohibition, Scopes Trial, Boston Police Strike, Immigration Act of 1921, National Origins Act of 1924, Al Smith, Mechanized Farming, Teapot Dome Scandal, Black Tuesday, Okies, Dust Bowl, Scottsboro Boys, Herbert Hoover, direct relief, John Maynard Keynes, Hawley-Smoot Tariff, Hooverville, Franklin D. Roosevelt, Eleanor Roosevelt, brain trust, fireside chats, Glass-Steagall Act, Hoover Dam, Harry Hopkins, John L. Lewis, Bonus Army March, Huey Long, Father Charles Coughlin, Dr. Francis Townsend, Frances Perkins, Agricultural Adjustment Administration, Federal Deposit Insurance Corporation, Civilian Conservation Corp, Social Security Act, Public Works Administration, Works Progress Administration, New Deal Coalition</p>	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by responding to an LEQ/DBQ prompt about the 1920s and 1930s.

KEY LEARNING EVENTS AND INSTRUCTION:

- Students will create original advertisements for new inventions and services that debuted in the 1920s.
- Students will research and analyze artworks created during the Great Depression and will reflect upon the artist’s message and the piece’s overall representation of the era.
- Students will learn the New Deal acts and agencies and will categorize them based on relief, recovery, and reform.

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- Students will review primary sources from the Great Depression, including works by Herbert Hoover, Franklin Roosevelt, and critics of the New Deal in order to gain an understanding of the different perspective’s leaders had on how to solve the depression crisis.

SUGGESTED TIME ALLOTMENT	Rise, Fall, and Rise: The Roaring Twenties, Great Depression, and New Deal
3 Weeks	<ul style="list-style-type: none"> • The Roaring Twenties <ul style="list-style-type: none"> ○ Return to Normalcy ○ Business Practices of the 1920s ○ Changing Ways of Life ○ Popular Culture ○ Conflict of Cultures • The Great Depression <ul style="list-style-type: none"> ○ Depression Economy ○ President Hoover’s Response ○ Election of 1932 • The New Deal <ul style="list-style-type: none"> ○ The First New Deal ○ Critics of the New Deal ○ The Second New Deal ○ Minority Groups and the New Deal ○ The Legacy of the New Deal
SUPPLEMENTAL UNIT RESOURCES	Langston Hughes: Selected Works Herbert Hoover: “Rugged Individualism” (1928) Zora Neale Hurston: “How it Feels to be Colored Me” (1928) F. Scott Fitzgerald: “Echoes of the Jazz Age” (1931) Franklin D. Roosevelt: “Fireside Chats” (1933-1944) Huey Long: “Share Our Wealth” (1934) Sara M. Evans: “Flappers, Freudians, and All That Jazz” (1989)

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	<p>James West Davidson and Mark Hamilton Lytle: “Justice Denied: The Trial of Sacco and Vanzetti” (2005)</p> <p>Douglas Linder: “Tennessee v. John Scopes: The ‘Monkey Trial’” (2008)</p> <p>Maurine Beasley: “Eleanor Roosevelt as First Lady”</p>
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Unit V: World War II

TRANSFER: Students will debate a society’s moral, ethical, and social expectations during times of war.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p> <p>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.</p>	In the interwar years, America followed a policy of isolationism while promoting international order.	<ul style="list-style-type: none"> How did the American government and public react to rising tensions in the world during the 1920s-1930s?
	U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.	<ul style="list-style-type: none"> Could the United States have prevented the outbreak of World War II? Explain.
	The war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.	<ul style="list-style-type: none"> What responsibilities does a world power have to the global community?
	During World War II, the United States mobilized its citizens and resources to give its Allies unprecedented military and industrial support.	<ul style="list-style-type: none"> To what extent were the citizens on the home front responsible for the United States’ victory in World War II?
	America experienced a surge in nationalism and patriotism during World War II that resulted in an increase in racism against Blacks and discrimination against German Americans and Japanese Americans.	<ul style="list-style-type: none"> What impact did the war have on marginalized groups on the home front?

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<p>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.</p> <p>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).</p> <p>6.1.12.History CC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.HistoryCC.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.HistoryCC.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p>	America and other allied nations sought to make a peace that would ensure a postwar world free from depression, totalitarianism, and war.	<ul style="list-style-type: none"> How should people and nations be held accountable for war? Explain
	Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.	<ul style="list-style-type: none"> How did the war cause a shift in population throughout various regions in the country?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.	Debate the nature and growth of isolationist sentiment in the United States and the reasons why neutrality acts were an expression of such sentiment.
	In the 1930s, while many Americans were concerned about the rise of fascism and totalitarianism, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II.	Analyze how ideas about national identity changed in response to U.S. involvement in international conflicts and the growth of the United States.
	The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances and the contributions of servicemen and women, and the campaigns such as Pacific “island-hopping” and the D-Day invasion.	Evaluate the United States military strategy and the major military operations throughout the war.

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	The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.	Examine motives for dropping the atomic bombs and then evaluate the decisions made.
	The mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.	Assess the impact of World War II on American life.
	Mobilization provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading to debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.	Compare and contrast the experiences of marginalized populations in World War II and the expectations they had as a result of their service.
	Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.	Examine the continuities and changes in immigration and labor policy.
	Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militaristic ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.	Explain the consequences of U.S. involvement in World War II.
	KEY TERMS:	

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	Franklin Roosevelt, Joseph Stalin, Totalitarian, Benito Mussolini, Fascism, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts, Neville Chamberlain, Winston Churchill, Appeasement, Nonaggression Pact, Blitzkrieg, Charles de Gaulle, Holocaust, Kristallnacht, Genocide, Ghetto, Concentration Camp, Axis Powers, Lend-Lease Act, Atlantic Charter, Allies, Hideki Tojo, Pearl Harbor, George Marshall, Women's Auxiliary Army Corp (WAAC), A. Philip Randolph, Manhattan Project, Alan Turing, Office of Price Administration (OPA), War Production Board (WPB), Rationing, Dwight D Eisenhower, Italian Partisans, D-Day, Omar Bradley, George Patton, Battle of the Bulge, V-E Day, Harry S Truman, Douglas MacArthur, Chester Nimitz, Battle of Midway, Kamikaze, J. Robert Oppenheimer, Atomic Bomb, Hiroshima, Nagasaki, Nuremberg Trials, GI Bill of Rights, James Farmer, Congress of Racial Equality (CORE), Japanese-American Internment, <i>Korematsu vs. United States</i> , Yalta, Teheran, Potsdam, United Nations	
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Identifying, researching, and creating a written threat analysis of a region where geopolitical tensions could potentially ignite a new global conflict.
- Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by responding to a prompt about the World War II era.

KEY LEARNING EVENTS AND INSTRUCTION:

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<ul style="list-style-type: none"> Students will create a European and Pacific battlefield chart noting battle significance and key facts that were important in World War II. 	
<p>SUGGESTED TIME ALLOTMENT 4 weeks</p>	<p>World War II</p> <ul style="list-style-type: none"> Interwar U.S. Foreign Policy Breakdown of Unilateralism and Neutrality War on Two Fronts Impact of World War II on American Society Conferences and Peace Efforts
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Franklin D. Roosevelt: “Fireside Chat - Arsenal of Democracy” (1940) Franklin D. Roosevelt: Joint Address to Congress Leading to a Declaration of War Against Japan” (1941) Emperor of Japan Hirohito: “Declaration of War Against the United States and Britain” (1941) Daniel I. Okimoto: “American in Disguise.” (1971) Robert James Maddox: <i>The Biggest Decision: Why We Had to Drop the Atomic Bomb</i>” (1995) Report of the Commission on Wartime Relocation and Internment of Civilians: “Personal Justice Denied” (1982) Iris Chang: “The Rape of Nanking.” (1997) <i>Saving Private Ryan</i>. DreamWorks Pictures, 1998. Film. Timothy Snyder: “Bloodlands: Europe Between Hitler and Stalin” (2012) Laura Hillenbrand: “Unbroken” (2010) Clarence Taylor: “Patriotism Crosses the Color Line: African Americans in World War II.” (2016) <i>The Pacific</i>. DreamWorks Pictures, HBO Films. 2010. Television.</p>

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Unit VI: The Cold War (1945-1960)

TRANSFER: Students will assess different political and social ideologies and determine associated risks to American society.		
STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
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.	The United States and the Soviet Union emerged from World War II as the world's superpowers and soon locked into a global, ideological conflict between democracy and communism that lasted for 50 years.	<ul style="list-style-type: none"> • How can competing economic and political systems co-exist?
6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.		
6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	The American government pursued an activist foreign policy during the early Cold War period that was designed to promote American self-interest abroad, including the expansion of overseas markets and expansion of the American sphere of influence.	<ul style="list-style-type: none"> • When can a nation interfere with the political, economic, and domestic policies of other nations?
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.		
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.	Americans adopted a policy of containment to quell communism worldwide.	<ul style="list-style-type: none"> • How can a nation protect its economic and political systems?
6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	The competition between the United States and the Soviet Union during the Cold War resulted in an arms race and space race between two nations.	<ul style="list-style-type: none"> • What factors contribute to a military advantage?
6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.	Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.	<ul style="list-style-type: none"> • Should the United States have feared internal communist subversion in the 1950s?

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<p>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.</p>	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
<p>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.</p>	<p>As postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations.</p>	<p>Summarize the factors that contributed to the Cold War.</p>
<p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab Israeli conflict influenced American foreign policy.</p>	<p>United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.</p>	<p>Explain the rationale behind containment with a focus on the Truman Doctrine, the Marshall Plan, and the Eisenhower Doctrine.</p>
<p>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.</p>	<p>Eisenhower was slow to publicly attack Joseph McCarthy and the epidemic witch hunts and reacted cautiously to early developments in the civil rights movements ultimately leading to the rejection of the Republican Party in 1960.</p>	<p>Evaluate the Eisenhower administration's handling of important domestic issues and describe the consequences of those actions.</p>
	<p>The anti-communist hysteria of the late 1940s and 1950s was a top-down phenomenon created by professional politicians and promoted by labor union officials, religious leaders, Hollywood moguls, and other influential figures.</p>	<p>Analyze the development of the post war wave of anti-communist hysteria and describe the various ways in which this hysteria manifested itself.</p>

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	The history of anti-communist fervor in the U.S. and revelations about possible communist espionage established the political climate for the rise of Senator Joseph McCarthy who launched communist accusations at the government and the U.S. Army which ultimately led to his downfall.	Describe the reasons for Senator Joseph McCarthy's rise to power and ultimate decline.
	Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea.	Explain the causes and outcome of the Korean War and its impact on domestic and foreign policy.
	Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.	Explain the various military and diplomatic responses to international developments during the 1950s.
	Americans debated the merits of a larger nuclear arsenal and the military-industrial complex.	Identify the various arguments for and against the use of nuclear weapons during the Cold War.
	Postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.	Explain the role of the United States in world affairs in the postwar era.
	KEY TERMS: United Nations, Iron Curtain, Satellite Nation, Capitalism, Communism, Cold War, Truman Doctrine, Harry S. Truman, Fair Deal, GI Bill of Rights, George Kennan, Marshall Plan, Brinkmanship, Containment, Domino Theory, Berlin Airlift, North Atlantic Treaty Organization (NATO), Warsaw Pact, Mao Zedong, Chiang Kai Shek,	

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	<p>Dwight Eisenhower, Central Intelligence Agency (CIA), House Committee on Un-American Activities (HUAC), Alger Hiss, Eisenhower Doctrine, Syngman Rhee, Kim Il Sung, Korean War, Douglas MacArthur, Joseph McCarthy, McCarthyism, Julius and Ethel Rosenberg, Hollywood Ten, Dr. Frank Kameny, Lavender Scare, Fidel Castro, Massive Retaliation, ICBM, Sputnik, NASA, Hydrogen Bomb, U-2 Crisis</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Researching and engaging in small-group discussions in which they analyze the motivation of the House Un-American Activities Committee. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Using a graphic organizer, students will compare and contrast how the superpowers responded to perceived acts of aggression from their rivals. • Students will analyze primary source documents from different perspectives both foreign and domestic (communist vs. capitalist/democracy/anti-communist). 		
<p>SUGGESTED TIME ALLOTMENT</p> <p>2 Weeks</p>	<p>The Cold War (1945-1960)</p> <ul style="list-style-type: none"> • Causes of the Cold War • Truman and Containment • China and Korea • The Red Scare & Lavender Scare 	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>George Kennan: “The Long Telegram” (1946) John Foster Dulles: “The Strategy of Massive Retaliation” (1954) Dwight Eisenhower: “Farewell Address” (1961)</p>	

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	Dr. Seuss: "The Butter Battle Book" (1984)
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Unit VII: The 1950's: Affluence and Inequality

TRANSFER: Students will construct a written analysis of a contemporary issue in American society from multiple perspectives in order to predict trends of future generations.		
<p>STANDARDS / GOALS:</p> <p>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.</p> <p>6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy.</p> <p>6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>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.</p> <p>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).</p> <p>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.</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	The quest for normalization, political conservatism, and social conformity resulted in cultural, social, and political changes in American society in the 1950s.	<ul style="list-style-type: none"> To what extent should the United States have feared internal communist subversion in the 1950s?
	African Americans challenged the injustices they faced and promoted a new active movement towards equality during the 1950s.	<ul style="list-style-type: none"> Did the Civil Rights Movement of the 1950s expand democracy for all Americans? Defend.
	A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.	<ul style="list-style-type: none"> Were the 1950s a time of great peace, progress and prosperity for all Americans? Justify.
	A powerful youth culture emerged that displayed a deep-seated sense of disillusionment with American society.	<ul style="list-style-type: none"> To what extent can the youth of a nation inspire governmental change?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	As higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West.	Explain reasons for the postwar baby boom and its impact on American society.

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<p>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.</p> <p>6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.</p> <p>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).</p> <p>6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.</p>	<p>Describe the concept of the “American Dream” and its impact on society.</p>
	<p>Women were expected to be housewives who provided havens for their husbands and children with little regard for their own needs; however, despite these societal expectations, they continued the wartime trend of working outside the home.</p>	<p>Evaluate the changes in the American family, the role of women, and the concept of motherhood in the 1950s.</p>
	<p>The roots of the modern civil rights movement can be traced to cultural and political changes that took place in the post World War II era.</p>	<p>Analyze the civil rights movement during the 1950s with a focus on the response of white southerners and the federal government to the demands and actions of African Americans.</p>
	<p>The three branches of the federal government used measures including desegregation of the armed services and <i>Brown v. Board of Education (1954)</i> to promote greater racial equality.</p>	<p>Assess the major rulings of the Warren Court and their impact on American life and society.</p>
	<p>Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.</p>	<p>Analyze the reasons for the “Other America,” and evaluate the gains of African Americans during the 1940s and early 1950s and the factors responsible for those gains.</p>
	<p>KEY TERMS: Suburbs, Advertising, Consumerism, Planned Obsolescence, Social Conformity, “The American Dream.” “The Organization Man,” Michael Harrington, Baby Boom, Jonas Salk, Dr. Spock, Beat Movement, Elvis Presley, Chuck Berry, Little</p>	

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	Richard, Rock ‘n’ Roll, Allen Ginsberg, Jack Kerouac, “The Feminine Mystique,” Betty Freidan, Lucille Ball, Dick Clark, <i>Brown v. Board of Education</i> , Martin Luther King, Jr., Thurgood Marshall, Montgomery Bus Boycott, Emmett Till, Rosa Parks, Little Rock Nine, Southern Christian Leadership Conference (SCLC), Segregation	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) surrounding 1950s society by responding to an LEQ/DBQ prompt. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will describe and analyze ways in which Americans’ view of the world shifted during the 1950s through inquiry based research. Students will engage in a SOLE lesson focused on consumerism, civil rights, pop culture, and politics. 		
<p>SUGGESTED TIME ALLOTMENT</p> <p>2 Weeks</p>	<p>1950s: Affluence and Inequality</p> <ul style="list-style-type: none"> The Economic Boom The Second Red Scare Consumer Culture The American Family Civil Rights 	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>“Job Switching.” <i>I Love Lucy</i>. CBS. Television. (1952) Harry Henderson: “The Mass-Produced Suburbs: How People Live in America’s Newest Towns.” (1953) <i>Brown vs. Board of Education</i>, 347 U.S. 483 (1954) “‘What TV is Doing to America’”. <i>U.S. News and World Report</i> (1955) Dwight D. Eisenhower: “Address on Little Rock, Arkansas” (1957) Betty Friedan: “The Feminine Mystique” (1963)</p>	

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Unit VIII: Evolution of the American Society: Protest, Promise, and Frustration (1960's & 1970's)

TRANSFER: Students will connect the issues and movements of the 1960s and 1970s to present day concerns to become more actively engaged citizens.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.</p> <p>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.</p> <p>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.</p> <p>6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.</p> <p>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.</p> <p>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).</p>	The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.	<ul style="list-style-type: none"> To what extent is a nation responsible for global security?
	New movements for civil rights and liberal efforts to expand the role of the government generated a range of political and cultural responses.	<ul style="list-style-type: none"> How do citizens effectively create change?
	Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	<ul style="list-style-type: none"> How did the events of the 1960s reshape national identity?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	John F. Kennedy conducted the Cold War with a strategy of flexible response which sought to be able react to a situation using a variety of warfare options.	Describe the causes, outcome, and consequences of the Bay of Pigs Invasion and the Cuban Missile Crisis and evaluate President Kennedy's handling of these situations.

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<p>6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.</p> <p>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.</p>	<p>During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.</p>	<p>Evaluate the accomplishments and failures of the African-American Civil Rights Movement from 1961 to 1973.</p>
<p>6.1.12.EconNE.13.b: 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).</p>	<p>Continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.</p>	<p>Explain why the Civil Rights Movement transformed itself into the Black Power Movement after 1965 and the impact African-American activism had on American society.</p>
<p>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.</p>	<p>Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues.</p>	<p>List and categorize the acts and programs associated with LBJ’s Great Society.</p>
<p>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.</p>	<p>A series of Supreme Court decisions expanded civil rights and individual liberties.</p>	<p>Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.</p>
<p>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.</p>	<p>Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.</p>	<p>Explain the continuities and changes in immigration patterns throughout the mid-twentieth century.</p>
<p>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.</p>	<p>Concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam. Americans debated the appropriate power of the executive branch in conducting foreign and military policy.</p>	<p>Explain the causes and effects of the Vietnam War.</p>
<p>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.</p>		<p>Evaluate the factors that contributed to the emergence of anti-war sentiment and protest within the U.S.</p>

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<p>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.</p>	<p>The year 1968 was a turbulent year due to the Tet Offensive, withdrawal of LBJ from the presidential race, the assassinations of Robert F. Kennedy and Dr. Martin Luther King, Jr, anti-war demonstrations that culminated in the violence at the Democratic National Convention, the conservative backlash to racial tensions represented by George Wallace’s candidacy for president, and impact the “silent majority” had on the outcome of the election.</p>	<p>Describe the crises that sent shock waves through American society in 1968.</p>
	<p>Richard Nixon’s policy of “Vietnamization,” attempted to quell domestic dissent by withdrawing American troops and by training and equipping the South Vietnamese military to take over the burden of combat.</p>	<p>Describe the change in American involvement in Vietnam as seen through the policy of “Vietnamization.”</p>
	<p>Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.</p>	<p>Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.</p>
	<p>Feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality.</p>	<p>Examine the Stonewall Uprising and the impact it had on the LGBTQ community.</p>
	<p>Feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents’ generation and advocated changes in sexual norms.</p>	<p>Analyze the successes and failures of the NOW and the ERA movement of the 1970s.</p>
	<p>Although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests</p>	<p>Compare and contrast the arguments of anti-war and pro-war activists.</p>

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	that became more numerous as the war escalated and sometimes led to violence.	
	Some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.	Identify the arguments of the New Left and examine the effects of their demonstrations.
	Young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.	Describe the hippie lifestyle and the impact counterculture had on American society.
	Ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.	Evaluate the presidencies of Nixon, Ford and Carter and their responses to the energy crisis.
	Environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.	Explain how and why policies related to the environment developed and changed from 1968-1980.
	In the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.	Explain the causes that led to Nixon's New Federalism.
	Public confidence and trust in government's ability to solve social and economic problems declined in	Evaluate the presidencies of Ford and Carter in the wake of the Watergate

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	<p>the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.</p>	<p>scandal and their responses to the energy crisis.</p>
	<p>The 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.</p> <p>The rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.</p>	<p>Explain the causes of the conservative religious revival movement of the 1980s.</p>
	<p>KEY TERMS:</p> <p>John F. Kennedy, Flexible Response, Bay of Pigs Invasion, Nikita Khrushchev, Cuban Missile Crisis, Peace Corps, Alliance for Progress Warren Commission, Sit-in, Freedom Rides, Southern Christian Leadership Conference, Dr. Martin Luther King, Jr, Malcolm X, Watts Riots, George Wallace, Ho Chi Minh, Gulf of Tonkin Resolution, Dean Rusk, Robert McNamara, Tet Offensive, William Westmoreland, War of Attrition, Living Room War, New Left, Hawks and Doves, Students for a Democratic Society, Richard Nixon, Hubert Humphrey, Robert F. Kennedy, Silent Majority, Kent State Massacre, My Lai Massacre, Vietnamization, New Federalism, Henry Kissinger, SALT I, Watergate, OPEC, Students for a Democratic Society, Hippies, Woodstock, American Indian Movement, United Farm Workers, Cesar</p>	

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	Chavez, Stonewall Uprising, National Organization for Women, Equal Rights Amendment, Gloria Steinem, Shirley Chisolm, Betty Friedan, Roe v. Wade, Equal Rights Amendment, Phyllis Schlafly, Rachel Carson, Environmental Protection Agency, Gerald Ford, Jimmy Carter, Camp David Accords, Iranian Hostage Crisis	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Defending their opinion on the draft and determine if they would have served in Vietnam by discussing options available at the time (deferment, conscientious objector, draft dodger). Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) surrounding the significance of major events between 1960-1979 by responding to an LEQ/DBQ prompt. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will examine the various “hot spots” of the Cold War (Bay of Pigs, Cuban Missile Crisis, Vietnam) and determine if the risk of nuclear war was justified by these military actions. Students will evaluate the significance of various events during the Civil Rights Movement (Montgomery Bus Boycott, Brown v. Board of Education, Martin Luther King Jr.’s assassination, etc.) through primary and secondary sources. Students will receive direct instruction and read Supreme Court decisions and then determine the successes and failures of Lyndon B. Johnson’s Great Society and the Warren Court and defend their opinion. 		
<p>SUGGESTED TIME ALLOTMENT 6 Weeks</p>	<p>Evolution of American Society: Protest, Promise, and Frustration (1960-1979)</p> <ul style="list-style-type: none"> Kennedy and Cuba Johnson’s Great Society The Civil Rights Movement Vietnam War The Rise of Activism Nixon’s New Conservatism and Watergate 	

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	<ul style="list-style-type: none"> ● The Ford and Carter Presidencies
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>John F. Kennedy: “Inaugural Address” (1961) Rachel Carson: “Silent Spring” (1962) John F. Kennedy: “Quarantine Speech” (1962) Michael Harrington: “The Other America: Poverty in the U.S.” (1962) Dr. Martin Luther King, Jr: “Letters from a Birminham Jail (1963) Malcolm X: “The Ballot or the Bullet” (1964) Gulf of Tonkin Resolution (1964) National Organization for Women: “Statement of Purpose” (1966) Lyndon B. Johnson: “Why We Are in Vietnam” (1965) John Kerry: “Testimony to the U.S. Senate Committee on Foreign Relations” (1971). <i>1968 with Tom Brokaw</i>. The History Channel, A&E Networks. Television. (2011) <i>Vietnam in HD</i>. The History Channel, A&E Networks. Television. (2007)</p>

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Unit IX: The Age of Change (1980-Present)

TRANSFER: Students will evaluate modern politics and culture in order to better understand the climate in which they live.		
<p>STANDARDS / GOALS:</p> <p>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.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>6.1.12.CivicsCM.14.b: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.</p> <p>6.1.12.CivicsPD.14.a: Draw from multiple perspectives</p>	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
	Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.	<ul style="list-style-type: none"> • What should be the proper balance between federal and state power?
	The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.	<ul style="list-style-type: none"> • What are the considerations of a nation in conducting its foreign policy?
	New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.	<ul style="list-style-type: none"> • What impact can advancements in science and technology have on a nation?
	The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences.	<ul style="list-style-type: none"> • How do morals, social values, and diverse ethnic groups collide with different levels of politics?
	Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.	<ul style="list-style-type: none"> • What is the appropriate balance between individual rights and the need to secure a nation?
	<u>KNOWLEDGE</u> Students will know:	<u>SKILLS</u> Students will be able to:
	Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts	Evaluate the goals of the conservative movement.

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<p>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.</p>	<p>to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.</p>	
<p>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.</p>	<p>Ronald Reagan’s victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries.</p>	<p>Describe Ronald Reagan’s personal and political background and his political, social and economic views.</p>
<p>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.</p>	<p>Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system.</p>	<p>Evaluate Ronald Reagan’s economic policies and the impact these policies had on American society.</p>
<p>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.</p>	<p>The gay community was the first population to be impacted by the AIDS epidemic, but the heterosexual community experienced a rapid spread of the disease particularly among intravenous drug users.</p>	<p>Describe the characteristics and extent of the drug and AIDS epidemics, their impact on the American people, and on American society.</p>
<p>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.</p>	<p>Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980.</p>	<p>Compare and contrast conservative and liberal social values and the role of government.</p>
<p>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.</p>	<p>Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.</p>	<p>Analyze and evaluate the various positions/policies on immigration, diversity, gender roles, and family structures.</p>
<p>6.1.12.GeoNE.14.a: 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.</p>	<p>The end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world</p>	<p>Describe what led to the end of the Cold War and the collapse of the Soviet Union along with the forming on new strategic alliances.</p>

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<p>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.</p>	<p>Reagan asserted U.S. opposition to Communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.</p>	<p>Describe and evaluate that various means, i.e., military, rhetoric, diplomatic, employed by the U.S. in its opposition to Communism.</p>
<p>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.</p>	<p>Increased U.S. military spending, Reagan’s diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War.</p>	<p>Explain and analyze the various changes occurring in Eastern Europe and the Soviet Union that hastened the end of the Cold War.</p>
<p>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.</p>	<p>Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.</p>	<p>Assess how the changes in digital communications led to an increase in American participation in the new global environment.</p>
<p>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.</p>	<p>Technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks.</p>	<p>Analyze and explain how technology innovations and the increase of access to information lead to new social behaviors.</p>
<p>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.</p>	<p>Employment increased in service sectors and decreased in manufacturing, and union membership declined; real wages stagnated for the working and middle class amid growing economic inequality.</p>	<p>Explain the economic changes taking place for middle- and working-class families during the 1980’s.</p>
<p>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.</p>	<p>After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.</p>	<p>Compare and contrast the differences in the political, economic, and cultural changes taking place in the American South and West.</p>
<p>6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.</p>	<p>International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.</p>	<p>Examine the influence immigration from Latin America and Asia had on American society after 1980.</p>
<p>6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and</p>	<p>In the wake of attacks on the World Trade</p>	<p>Compare and contrast the various</p>

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<p>individuals with disabilities have contributed to the American economy, politics and society.</p> <p>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.</p> <p>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.</p> <p>6.1.12.HistoryCC.14.b: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.</p> <p>6.1.12.HistoryCC.14.c: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials.</p> <p>6.1.12.HistoryCC.14.d: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks.</p> <p>6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.</p> <p>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.</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</p>	<p>Center and the Pentagon in 2001, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.</p> <p>The war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights.</p> <p>Conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment.</p> <p>Despite economic and foreign policy challenges, the United States continued as the world’s leading superpower in the 21st century.</p> <p>International migration from Latin America and Asia increased dramatically. The immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.</p> <p>KEY TERMS: New Right, Affirmative Action, Reverse Discrimination, Conservative Coalition, New Conservatism, Moral Majority, Ronald Reagan, Reaganomics, Supply-Side Economics, Strategic Defense Initiative, Iran-Contra Scandal, Sandra Day O'Connor, Deregulation, Geraldine Ferraro, George H. W. Bush, Operation Desert Storm, HIV & AIDS, Pay Equity, L. Douglas Wilder, Jesse Jackson,</p>	<p>conflicts in the Middle East in the post-Cold War world.</p> <p>Explain how the war on terror impacted the daily lives of citizens in the United States and around the globe.</p> <p>Explain how global climate change and environmental awareness impacted U.S. international and domestic policies.</p> <p>Explain the cause and effects of the domestic and international challenges the United States has faced in the 21st century.</p> <p>Discuss ways in which international migration impacted the U.S. economy and labor force.</p>
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<p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>6.1.12.HistorySE.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p>	<p>Mikhail Gorbachev, Boris Yeltsin, Glasnost, Perestroika, INF Treaty, Tiananmen Square, Sandinistas, Contras, Operation Desert Storm, William J. Clinton, Hillary Rodham Clinton, H. Ross Perot, “Don’t Ask, Don’t Tell,” NAFTA, Newt Gingrich, Contract with America, Al Gore, George W. Bush, September 11, Barack Obama, War on Terror, Osama Bin Laden, Taliban, Al-Qaeda, Bill Gates, NASDAQ, Dotcom, General Agreement on Tariffs and Trade (GATT), Internet, Telecommunications Act of 1996, Genetic Engineering, Urban Flight, Gentrification, Proposition 187, Barack H. Obama, John McCain, American Recovery and Reinvestment Act of 2009, Patient Protection and Affordable Care Act of 2010</p>	
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<p>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>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.</p> <p>6.1.12.GeoHE16.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.</p> <p>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.</p> <p>6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p> <p>6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p> <p>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.</p> <p>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.</p>		
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<p>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.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Comparing and discussing the Patriot Act to other limits on civil liberties during times of national crisis, such as the Alien and Sedition Acts. Discuss whether the government was justified in each of the instances. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will research the foreign and domestic policies of Reagan, Bush, Clinton, and Bush along with the key social issues of the late 20th century and present them in small groups 		
<p>SUGGESTED TIME ALLOTMENT 4 Weeks</p>	<p>The Age of Change (1980-Present)</p> <ul style="list-style-type: none"> ● Reagan and the Revival of Conservatism ● Societal Issues at the End of the 20th Century ● The End of the Cold War ● Persian Gulf War ● The Clinton Era ● Current Issues 	
<p>SUPPLEMENTAL UNIT RESOURCES</p>	<p>Ronald Reagan: “Evil Empire Speech” (1983) Ronald Reagan: “Tear Down This Wall Speech” (1987) Mikhail Gorbachev: “Perestroika” (1987) The National Security Strategy of the United States of America (2002)</p>	

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Unit X: After the Exam

TRANSFER: Students will synthesize their knowledge of United States history to formulate their opinions on the current state of the nation.		
STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>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.</p> <p>6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.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.</p> <p>6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>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.</p> <p>6.1.12.EconNM.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.</p>	<p>The United States has seen both immense change and revival of trends in its foreign and domestic policies over the last 245 years.</p>	<ul style="list-style-type: none"> To what extent is the perception of America changing?
	<p>Innovations in technology and advancements in social issues have changed the landscape of American pop culture.</p>	<ul style="list-style-type: none"> What cultural trends have had the biggest impact on our society over the past 50 years?
	<p><u>KNOWLEDGE</u> Students will know:</p>	<p><u>SKILLS</u> Students will be able to:</p>
	<p>A variety of topics are constantly changing and evolving in American society, including international issues, world health issues/epidemics, women's issues, health care, LGBTQ issues, constitutional rights, and climate change.</p>	<p>Identify the hot button issues that have captured our nation's attention and examine the points of view associated with those issues.</p>
	<p>The innovations in the television, music, film, theater, and the internet have allowed for a diverse popular culture to thrive in the last part of the 20th century.</p>	<p>Research, critique, and present their findings on a major pop culture movement/genre.</p>

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<p>6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>	<p>KEY TERMS: Vocabulary and Key Terms will vary depending on student choice of project topics.</p>	
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<p>Jersey and the United States.</p> <p>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</p> <p>6.1.12.CivicsHR.15.a: Evaluate the role of diplomacy in international conflicts and policies relating to refugees and asylum seekers.</p> <p>6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.</p> <p>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.</p> <p>6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship.</p>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Creating an analytical and opinion-based research project and accompanying artistic representation.

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KEY LEARNING EVENTS AND INSTRUCTION:	
<ul style="list-style-type: none"> • Students will research and present a pop culture movement or trend from the second half of the 20th century. • Students will present their opinion-based project and artistic representation. 	
SUGGESTED TIME ALLOTMENT 4 Weeks	After Exam Unit <ul style="list-style-type: none"> • Content will depend on student’s chosen topic
SUPPLEMENTAL UNIT RESOURCES	www.nytimes.com www.washingtonpost.com www.ap.org www.npr.org www.bbc.com www.aljazeera.com

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APPENDIX A

Resources:

Brinkley, Alan. *American History: A Survey*. McGraw-Hill, 13th Edition, 2008. ISBN 978-07-891697-7

McCullough, David, *The American Spirit: Who We Are and What We Stand For*, 1st ed., New York: Simon and Schuster, 2017.

AP Achiever. McGraw-Hill.