

Rumson-Fair Haven Regional High School

Course: *Advanced Placement United States History*

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Board Approval: August 2025

Section I: Course Description

In *AP U.S. History*, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students 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 in order to make connections among historical developments in different times and places, including 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. The course is aligned with the curricular and instructional expectations detailed in [College Board Course Description: AP United States History Course and Exam Description \[Fall 2023\]](#). Students enrolled in this course are expected to take the AP United States History exam in May to demonstrate proficiency.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives:

1. [2020 New Jersey Student Learning Standards – Social Studies:](#)
 - o “...Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.”
2. [2023 New Jersey Student Learning Standards: English Language Arts:](#)
 - o “A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.”
3. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLs:](#)
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. [Standard 9.4 \(Life Literacies and Key Skills\) of the 2020 NJSLs:](#)
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”

***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *AP U.S. History* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students, and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s Multilingual Learners (ML) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans. Note: Modifications to the *AP U.S. History* Curriculum could impact a student’s ability to perform successfully on the College Board assessment.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *AP U.S. History* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT*, and the *SAT*. This course will also prepare students for the National Exam administered by the AP Program/the College Board.

Section V: Summer Work and Course Prerequisites

A mandatory summer assignment is required of students enrolled in *AP U.S. History*. Candidates for *AP U.S. History* must complete one full year of studying United States History, secure a teacher recommendation based on students’ U.S. History grade average as outlined in the Social Studies Department Guidelines.

Section VI: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>AP U.S. History</i>	Grade Level: 10
Unit I: American Imperialism (Period 7: 1890–1945)	Weeks 1-4
Unit II: Post World War I America (Period 7: 1890–1945)	Weeks 5-11
Unit III: Rise of Dictators & World War II (Period 7: 1890–1945/Period 8: 1945–1980)	Weeks 12-18
Unit IV: Cold War at Home & Abroad, Civil Rights, & Vietnam (Period 8: 1945–1980)	Weeks 19-29
Unit V: A Globalized & Contemporary: 1970-Present (Period 9: 1980–Present)	Weeks 30-35
Unit VI: Review for the AP Test	Weeks 36-38
Unit VII: Analysis through Historical Research	Weeks 39-40

Section VII: Primary Texts and Year-Long Instructional Resources

The following texts and instructional resources are employed for all students in *AP U.S. History*:

- *The American Pageant*: Seventeenth Edition by David M. Kennedy and Lizabeth Cohen
- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Turnitin.com (www.turnitin.com)
- AMSCO Advanced Placement Edition: United States History
- AP College Board Channel - YouTube Review Videos (<https://www.youtube.com/user/advancedplacement>)
- The American Yawp (<http://www.americanyawp.com/>)
- The Gilder Lehrman Institute of American History (<https://www.gilderlehrman.org/>)
- Nearpod
- *Discovering the American Past*, Vol. II
- *5 Steps to a 5: AP United States History*
- AP United States History Review Videos on YouTube created by Steve Heimler
- Digital Campus
- AP Classroom Resources - Daily Review Videos and Assessment Bank
- Primary and Secondary Sources selected by the College Board as noted in the Course and Exam Description
- Digital Inquiry Group (formerly Stanford History Education Group) (<https://inquirygroup.org/>)

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *AP U.S. History* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined before the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *AP U.S. History* will foster skills development, historical reasoning and success on the modes of assessment on the *AP United States History* Exam:

- Multiple Choice Questions (Prompt-based and non-stimulus-based)
- Short Answer Questions
- Free Response Questions (Document-Based Questions and Long Essay Questions)

Assessments in *AP U.S. History* vary greatly in format, scope/content/skills assessed, and alternative assessments; differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks, and summative assessments will be created/revised collaboratively each year and planned by members of the *AP U.S. History* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the curriculum by the *AP U.S. History* instructional team:

Unit I: American Imperialism	
Unit Summary	
<p>In this unit, students will explain and analyze how the context in America grew into its role as a world power from the period 1890-1945. Using primary and secondary sources, students will debate and discuss the implications of American imperialism. Students will study America’s involvement in the first global conflict of the 20th Century. Through the analysis of the complex history of World War I, students will gain an understanding of why America, after much political deliberation and some internal dissent, elected to enter the conflict and support the Allied powers. They will investigate the causes and consequences of that decision to enter the war and will study America’s position on the Treaty of Versailles and understand the ramifications of this document both domestically and foreignly. They will also assess how the First World War impacted the United States.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Advanced Placement United States History</i>:</p> <ul style="list-style-type: none"> ● <i>2020 New Jersey Student Learning Standards for Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.CivicsDP.6.a, 6.1.12.CivicsDP.6.b, 6.1.12.CivicsPR.6.a, 6.1.12.GeoHE.6.a, 6.1.12.EconGE.6.a, 6.1.12.EconNE.6.a, 6.1.12.HistoryCC.6.a, 6.1.12.HistoryCC.6.b, 6.1.12.HistoryCC.6.c ● <i>2023 New Jersey Student Learning Standards for English Language Arts</i> <ul style="list-style-type: none"> ○ L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6, ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, 9.4.12.TL.1-4 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● *Why is it important to think for oneself and experiment with new ideas? ● How did Americans fit the concept of Imperialism into the shifting goals of the nation in the second half of the 19th century, and what actions did they take as a result? ● How did imperialist actions abroad alter domestic life? ● How did America grow into its role as a world power? ● Why did World War I occur? ● Why was there political 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● Americans did not agree on the value of imperialism for economic, cultural, and moral reasons. Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the Western Frontier was “closed” to argue that Americans were destined to expand their culture and institutions to people around the globe. On the other hand, Anti-imperialists cited principles of self-determination and invoked both racial theories and the US foreign policy tradition of Isolationism to argue that the United States should not extend its territory overseas. ● American imperialist desires shaped foreign policy in both restrictive and opportunistic ways; they regulated immigration and led to racial tensions while simultaneously leading to greater involvement in the Pacific and Central, and South America.

opposition to America's entry into World War I?

- What prompted America's entry into the first global conflict of the 20th Century?
- How did America's decision to enter World War I indicate a change in American foreign policy?
- What were the social obstacles and ramifications associated with the United States' mobilization for World War I?
- *To what extent did the American government and military both use gender and sexuality as a mobilizing factor and make it a divisive cultural issue?
- *How did World War I create a need for private organizations and the federal government to provide support and rehabilitation for veterans with disabilities?
- What role did the United States play in bringing about an end to World War I?
- Why was America opposed to the Treaty of Versailles and why did America fail to join the League of Nations?
- How do we analyze primary and secondary sources in a history class?
- What are the ways in which a proper argument is created and supported?
- What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ?
- What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple-choice questions?
- What constitutes effective historical evidence, and how is it used to support a claim?

- America's role expanded as did its opportunities, while economic instability led to new efforts to reform U.S. society and its economic system. U.S. participation in a series of global conflicts allowed the United States to step into a position of international power.
- The American victory in the Spanish-American War led to the acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia and the suppression of a nationalist movement in the Philippines.
- Some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.
- World War I was the result of four long-term causes: nationalism, imperialism, militarism, and the formation of a complex system of political alliances among European nations.
- Political tension existed between those wishing for America to maintain an isolationist policy and those wishing for the country to intervene in the conflict for a variety of reasons—primarily economic ones.
- A variety of circumstances and events forced America's entry into the first global conflict of the 20th Century—one of the principal reasons was Germany's use of unrestricted submarine warfare in British waters.
- America's decision to enter World War I indicated a dramatic change in American foreign policy, reflecting a change from a non-interventionist stance to an interventionist stance.
- The diverse population of the United States contained ethnic descendants of the countries that comprised the Central Powers, which caused tension and difficulty in mobilizing effectively, as well as issues regarding solidarity on the home front. Furthermore, the inclusion of minority populations in the war effort was both an obstacle and an opportunity for the United States.
- *In the creation of propaganda that sought to inspire young men to fight in protection of women who were presented as sexual objects, the government showed active support for heterosexuality and an implicit rejection of LGBT+ identities.
- *With the return of hundreds of thousands of wounded soldiers from Europe, organizations such as the Disabled Veterans of World War (DAV) were developed, while the federal government passed legislation such as the Smith-Sears Vocational Rehabilitation Act to help reintegrate those veterans into society and the economy.
- The United States played a significant role in bringing about an end to World War I, providing much-needed manpower and resources to break the stalemate on the Western Front in Europe.
- America was opposed to the Treaty of Versailles because of its inherent weaknesses, including the inability of the agreement to provide for a "just and lasting peace" in Europe. America did not join the League of Nations because of embedded complications in the document that resulted in domestic opposition to membership.
- Students will focus on the primary skills of AP US History - crafting a Document-Based Question, Long-Essay Question, and a Short-Answer question- thesis statement writing, contextualization, sourcing, analysis/reasoning. Students will also work to craft responses to prompts that meet the targeted skill - causation, continuity/change, or comparison.
- Proficient historical analysis requires the integrated application of historical thinking skills—including sourcing, contextualization, causation, comparison, and continuity/change over time—to primary and secondary sources in order to construct compelling arguments, support claims with relevant evidence, and accurately interpret historical information for various assessment formats.

	<ul style="list-style-type: none"> • Students will learn how to analyze a document as well as how to source a primary/secondary source. Special emphasis will be placed on Historical context, intended audience, author’s point of view, and author’s/document’s purpose. • Effective historical writing demonstrates an understanding of complexity and nuance, often by considering multiple perspectives or counterarguments. Historical events and developments occur within a specific context that influences their meaning and significance. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, Anticipatory activities, and discussions, PBL Scenarios. • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Selected activities as outlined in the College Board Course and Exam Description • Student sample response of written responses for evaluation • Lecture Activities - Nearpod, Google Slides • Jigsaw Activities • Seminars and Class Discussions • Prompt-Based Multiple Choice Questions • Reading Checks • Individual student check-ins with teacher • APUSH Writing Skills Handbook • American Imperialism Graphic Organizer • Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Benchmark Assessment (Prompt-Based Multiple Choice and DBQ based on Summer Assignment) • Assessment on WWI (Prompt-Based Multiple Choice and SAQ) • Benchmark American Imperialism Intro PBL Activity 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The American Pageant</i> Chapters 27-29 • Selected lessons from the Digital Inquiry Group. • Selected Tests from the College Board • *Rudyard Kipling, "The White Man's Burden," 1899 • Selected Tests from the College Board • President Wilson’s First and Second Inaugural Addresses, and War Message • “Being German, Being American” by Mary J. Manning • Senator George Norris’ Response to “The Origins of Total War” by Gary Sheffield • “The Western Front and the Birth of Total War” by Stephen Badsey • *Discovering the American Past, vol. II - Chapter 5 • *“War Is The Health of The State” by Howard Zinn • Woodrow Wilson’s Fourteen Points • The Treaty of Versailles • Albert Beveridge: Albert J. Beveridge, “The ‘March of the Flag’ Beginning of Greater America” • Anti-Imperialist League: “Platform of the American Anit-Imperialist League • Queen Lili’uokalani: Lili’uokalani, letter to William McKinley, June 17, 1897

Unit II: Post World War I America

Unit Summary

In this unit, students will study the complexities of the American experiences in the 1920s examining the array of cultural, economic, ethnic, political, religious, social, and technological factors, forces, and figures that converged and influenced everyday life in the United States in the decade following World War I—oftentimes resulting in tensions within the framework of American society. Students will discuss how innovations in communication and technology contributed to the growth of mass culture, while significant changes occurred in international and international migration patterns. Students will study the actions, policies, and practices that led to the Stock Market Crash of 1929 and the ensuing national and global economic crisis that necessitated government intervention and the expansion of the role of the government in the economy, and redefined the goals and ideas of modern American liberalism. Students will measure the effectiveness of the New Deal and the role that it played in the development and implementation of relief, recovery, and reform programs. Through the analysis of this array of complex forces, students will gain an understanding of how American society evolved politically, socially and economically in the interwar years.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Advanced Placement United States History*:

- *2020 New Jersey Student Learning Standards for Social Studies*
 - 6.1.12.CivicsDP.7.a, 6.1.12.EconNM.7.a, 6.1.12.HistoryCC.7.a, 6.1.12.HistoryCA.7.a, 6.1.12.HistoryCA.7.b, 6.1.12.HistoryCA.7.c, 6.1.12.HistoryUP.7.a, 6.1.12.CivicsHR.8.a, 6.1.12.GeoHE.8.a, 6.1.12.EconET.8.a, 6.1.12.EconNE.8.a, 6.1.12.HistoryCC.8.a, 6.1.12.HistoryCC.8.b, 6.1.12.HistoryCC.8.c, 6.1.12.GeoHE.9.a, 6.1.12.EconNE.9.a, 6.1.12.EconNE.9.b, 6.1.12.EconNE.9.c, 6.1.12.EconNE.9.d, 6.1.12.HistoryCC.9.a, 6.1.12.HistoryCA.9.a, 6.1.12.HistoryUP.9.a, 6.1.12.CivicsPR.10.a, 6.1.12.CivicsPR.10.b, 6.1.12.GeoHE.10.a, 6.1.12.EconEM.10.a, 6.1.12.EconNE.10.a, 6.1.12.EconNE.10.b, 6.1.12.HistoryCA.10.a, 6.1.12.HistoryCA.10.b, 6.1.12.HistoryCA.10.c
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6,
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, 9.4.12.TL.1-4

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● What caused the developments in popular culture in the United States over time? ● How did cultural, economic, ethnic, political, religious, social, and technological currents converge and influence everyday life in the United States in the 1920’s resulting in the evolution of American society? ● How did the 1920s demonstrate the clash between traditional and modern culture in the United States? ● *To what extent did evolving norms surrounding sexuality challenge traditional values and create tension within society as women experienced greater sexual autonomy and societal changes offered LGBT individuals urban opportunities for expression and acceptance, but also persecution? ● Why is this decade in American history referred to as “the Roaring Twenties?” ● *How did the institution of Prohibition and its opposition influence the development of the LGBT community? ● Why is it important to think for oneself and experiment with new ideas? 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● Migration, as well as cultural and political controversies, emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration. ● The evolution of American society in the 1920s was the result of the coming together of a variety of currents—an unsettling convergence that influenced everyday life and generated tension among Americans in the years that followed World War I. ● The post-World War I years saw radical shifts in American society that resulted in a clash between modernity and entrenched cultural values. ● *Urbanization and economic changes offered women opportunities to stray from traditional gender roles and embrace sexual liberation, while LGBT individuals were able to embrace social changes that offered a simultaneously public and clandestine awakening with the advent of speakeasies and communities of acceptance within American cities. ● The label “the Roaring Twenties” is the result of the rapid evolution of American society in the years following World War I. ● *The establishment of Prohibition and its opposition allowed for a new tolerance for breaking laws and for the development of an LGBT subculture. ● Students will understand the value of experimentation and innovation. ● A wide range of actions, policies, and practices led to the Stock Market Crash of 1929, resulting in an overwhelming national and global economic crisis. No single factor can be blamed for the collapse of the Stock Market and the ensuing economic crisis. ● The United States transitioned from a rural, agricultural economy to an urban, industrial economy. Episodes of credit and market instability, as well as the federal government policy, impacted the United States economy. ● Despite being categorized as simply conservative and liberal, respectively, the actions taken by both Hoover and Roosevelt reveal that they cannot be pigeonholed within these classifications. ● *The Great Depression had a devastating impact on Americans, resulting in economic hardship for most citizens. While the

<ul style="list-style-type: none"> • What were the actions, policies, and practices that led to the Stock Market Crash of 1929? • How did this complex matrix result in an overwhelming national and global economic crisis? • What are the causes of the Great Depression and its effects on the economy? • How valid are the traditional, ideological characterizations of Herbert Hoover and Franklin D. Roosevelt? • *How did the Great Depression impact Americans of varying social/ethnic composition and those from different geographic areas? • How did the Federal Government respond to the Great Depression, and how did this response expand the role of the government in the economy and the everyday lives of American citizens? • How effective was the New Deal as a Federal Government response to the Great Depression? • *How did the economic and social chaos of the Great Depression impact the advancements that LGBTQ individuals had made in the decade prior? • *To what extent were people with disabilities impacted with a greater magnitude of suffering during the Great Depression? • *How did the New Deal both address the environmental challenges facing the United States during the Great Depression and embrace a campaign of environmentalism? • What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ? • What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple choice questions? • What constitutes effective historical evidence, and how is it used to support a claim? 	<p>experiences varied among ethnic groups and in different regions of the nation, the overall impact was catastrophic.</p> <ul style="list-style-type: none"> • The Federal Government responded to the Great Depression through the passing of legislation and the development/implementation of government-supported methodologies, practices, and programs. The role of the government in the economy and the everyday lives of American citizens expanded as a result of the Roosevelt Administration’s attempts to redress problems. • The effectiveness of the New Deal as a Federal Government response to the Great Depression remains a subject of debate among historians, demonstrating that the economic crisis was so significant that even the best-intended measures did not result in the desired outcomes. • *The advent of economic and social turmoil resulted in a condemnation of some of the “sinful” behaviors that were accepted during the Roaring Twenties, which resulted in the increased criminalization of LGBT relationships, the depiction of homosexuality as a threat to traditional marriage, and the implementation of a Motion Picture Production Code in Hollywood that forbade depictions of LGBT individuals. • *With the lack of a federal safety net, many disabled individuals who benefited from programs run by charities saw a diminished level of support, and while the New Deal eventually provided more opportunities for disabled Americans in its programs, there were initial and sustained critiques about the degree to which employment and support were made available to the most vulnerable in American society. All of these difficulties were amplified by the growing interest in eugenics by many American and international scientists and politicians. • *Faced with the environmental collapse brought about by the Dust Bowl and general mismanagement of natural resources, the New Deal took a more active role in the conservation of the environment and with an eye toward climate stabilization. • Students will focus on the primary skills of AP US History - crafting a Document-Based Question, Long-Essay Question, and a Short-Answer question- thesis statement writing, contextualization, sourcing, analysis/reasoning. Students will also work to craft responses to prompts that meet the targeted skill - causation, continuity/change, or comparison. • Proficient historical analysis requires the integrated application of historical thinking skills—including sourcing, contextualization, causation, comparison, and continuity/change over time—to primary and secondary sources to construct compelling arguments, support claims with relevant evidence, and accurately interpret historical information for various assessment formats. • Students will learn how to analyze a document as well as how to source a primary/secondary source. Special emphasis will be placed on Historical context, intended audience, author’s point of view, and author’s/document’s purpose. • Effective historical writing demonstrates an understanding of complexity and nuance, often by considering multiple perspectives or counterarguments. Historical events and developments occur within a specific context that influences their meaning and significance.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • 1920s Cultural Icon research task and roundtable discussion • New Deal Response 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The American Pageant</i> Chapters 30-31 • <i>Discovering the American Past</i>, vol. II - Chapters 6-7
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<p>Anticipatory activities, and discussions, PBL Scenarios.</p> <ul style="list-style-type: none"> • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Selected activities as outlined in the College Board Course and Exam Description • Student sample response of written responses for evaluation • Lecture Activities - Nearpod, Google Slides • Jigsaw Activities • Seminars and Class Discussions • Prompt-Based Multiple Choice Questions • Reading Checks • Individual student check-ins with teacher • 1920s Innovation in Communication and Technology guided discussion • New Deal Cartoon Analysis • Individual student check ins with teacher 	<p>PBL Activity/Great Depression PBL</p> <ul style="list-style-type: none"> • Benchmark Long-Essay Question (Summative #1) • Prompt-Based Multiple-Choice Assessment 	<ul style="list-style-type: none"> • Selected texts and activities from the College Board. • *Selected poems by Langston Hughes • “Gen Z Humor is the New Dadaist Movement” by Elise Sanders • Primary Source newspaper and magazine advertisements from the era • Calvin Coolidge: Speech to the New York State Chamber of Commerce on the Spirituality of Commerce (1925) • 10 Days That Unexpectedly Changed America: Scopes: The Battle of America’s Soul • Inaugural Address of Warren G. Harding - 1921 • Prohibition by Ken Burns • *“The American Negro Should Not Agitate for Civil Rights” - Booker T. Washington • *“The American Negro Should Strive for Civil Rights” - W.E.B. Du Bois • “The New Deal: Accomplishments and Failures” by Winkler • Cinderella Man • Scopes Trial Reading “The Trial of the Century” • The Great Depression Cook Videos from YouTube
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Unit III: Rise of Dictators & World War II

Unit Summary

In this unit, students will study the factors that contributed to the rise of Fascism and Totalitarianism in the prelude to World War II. Students will then study America’s involvement in the second global conflict of the 20th Century. Through the analysis of the complex history of World War II, students will gain an understanding of how America played an essential role in the conflict and became part of the new global power structures. They will be able to explain how 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. Students will also analyze the sequence of events that led to the use of nuclear weapons against Japan and the tragic scope of the Holocaust, gaining an understanding of the ramifications of past events on current, immediate, and future history. Students will understand and study the short and long-term implications of WWII on various groups in the United States.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Advanced Placement United States History*:

- *2020 New Jersey Student Learning Standards for Social Studies*
 - 6.1.12.CivicsDP.11.a, 6.1.12.CivicsHR.11.a, 6.1.12.CivicsHR.11.b, 6.1.12.EconET.11.a, 6.1.12.EconNE.11.a, 6.1.12.HistoryCC.11.a, 6.1.12.HistoryCA.11.a, 6.1.12.HistoryCA.11.b, 6.1.12.HistoryCC.11.b, 6.1.12.HistoryUP.11.a, 6.1.12.HistoryUP.11.b
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6,
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, 9.4.12.TL.1-4

Unit Essential Questions

Unit Enduring Understandings

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| <ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● How had the seeds of World War II been sown in the aftermath of World War I? ● Why did the Treaty of Versailles fail to secure a “just and lasting peace?” ● Why did America move away from its position of neutrality after World War II started in Europe and begin to transform itself into “the great arsenal of democracy?” ● What compelled America to enter World War II? ● *How did World War II change life in everyday America in the short term and long term? ● How did the generation of Americans that fought in World War II achieve mythic status? ● *Why does the decision to employ nuclear weapons against Japan remain a point of tension among historians? ● *What was the human scope of the Holocaust? Why does the aftermath of this tragedy necessitate ongoing examination? ● *What implications does genocide have for foreign policy decisions? ● *How were people with disabilities and members of the LGBT population targeted during the Holocaust? ● What were the consequences of the United States fighting in World War II? ● What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ? ● What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple choice questions? ● What constitutes effective historical evidence, and how is it used to support a claim? | <ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● The years following World War I caused economic depression and political struggles in many nations affected by the conflict, resulting in the rise of powerful dictators driven by the belief in nationalism and the desire for territorial expansion. In addition, militarists seized control in Japan, resulting in Japanese expansion efforts in Asia and the Pacific. ● The Treaty of Versailles failed to secure a “just and lasting peace” because it was undermined by intrinsic weaknesses and a general lack of political restraint that persisted in Europe as an independent consequence of the war. ● President Roosevelt realized that America’s involvement in World War II was inevitable; consequently, he began to provide lend-lease aid for England and the Soviet Union, increasing tension with Germany. ● Roosevelt’s economic and political responses to Japanese aggression in the Pacific resulted in the Japanese decision to attack Pearl Harbor—an act that resulted in America’s declaration of war against Japan. Due to the Tripartite Act of 1940, Germany and Italy declared war against the United States, resulting in global warfare on multiple fronts. ● *Everyday life in America changed as a result of World War II, initiating currents of economic, cultural, social, and political transformation in the United States that would continue after the conclusion of the conflict. ● While many minority groups were boosted by their participation in the war effort, others, specifically Japanese Americans, were devalued to a new level (as can be seen through Executive Order 9066). ● The generation of Americans that fought in World War II achieved mythic status as “the Greatest Generation” through literature, memory, and popular culture. ● *The decision to employ nuclear weapons against Japan remains a point of tension among historians because conflicting perspectives remain on the necessity of using a weapon of mass destruction to bring the war to its conclusion. This decision also had far-reaching environmental consequences. ● *The human scope of the Holocaust is unfathomable, necessitating the ongoing examination of this state-sanctioned genocide to ensure that such crimes against humanity are not repeated. ● *Genocide has far-reaching implications for foreign policy decisions, resulting in a clash between human morality and political necessity. ● *Due to their interest in eugenics and an interest in genetic “purification,” the Nazis made people with disabilities their first victims of the gas chambers in an attempt to test the method. Meanwhile, the relative acceptance of LGBT individuals in the Weimar Republic was quickly replaced with persecution as the Nazis implemented laws to punish even the perception of homosexuality, which later led to their imprisonment and execution. ● The war ravaged 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. But drastically impacted their future involvement in foreign affairs. ● Students will focus on the primary skills of AP US History - crafting a Document-Based Question, Long-Essay Question, and a Short-Answer question- thesis statement writing, contextualization, sourcing, analysis/reasoning. Students will also work to craft responses to prompts that meet the targeted skill - causation, continuity/change, or comparison. ● Proficient historical analysis requires the integrated application of historical thinking skills—including sourcing, contextualization, causation, comparison, and continuity/change over time—to primary and secondary sources to construct compelling arguments, support claims with relevant evidence, and accurately interpret historical information for various assessment formats. |
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	<ul style="list-style-type: none"> • Students will learn how to analyze a document as well as how to source a primary/secondary source. Special emphasis will be placed on Historical context, intended audience, author’s point of view, and author’s/document’s purpose. • Effective historical writing demonstrates an understanding of complexity and nuance, often by considering multiple perspectives or counterarguments. Historical events and developments occur within a specific context that influences their meaning and significance. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, Anticipatory activities, and discussions, PBL Scenarios. • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Selected activities as outlined in the College Board Course and Exam Description • Student sample response of written responses for evaluation • Lecture Activities - Nearpod, Google Slides • Jigsaw Activities • Seminars and Class Discussions • Prompt-Based Multiple Choice Questions • Reading Checks • Individual student check-ins with teacher • Intervention timeline • Atomic Bomb discussion • Minorities during WWII Chart • WWII DBQ Practice • Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • The Rise of Dictators Research Outline (Benchmark) • Anatomy of a Dictator Research Activity (Benchmark) • World War II Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The American Pageant</i> Chapters. 32, 33 • Selected activities from the Digital Inquiry Group • Selected Activities from College Board • “What is Fascism?” by Benito Mussolini • What to Know About the Origins of Fascism’s Brutal Ideology” by Olivia Waxman • “The Atlantic Charter” • <i>The War</i> - Various episodes • Segments from <i>Pearl Harbor</i> • Primary Source documents from the era • “Shame” by Primo Levi • Clips from <i>The Pianist</i> • “Mein Kampf” by Adolf Hitler • The Nuremberg Laws • *”Despite History Japanese Americans and African Americans are Working Together to claim their rights” from <i>The World</i> • “Double Blasted: Tsutomu Yamaguchi” podcast by Radiolab • “75 years on, legacy of the U.S.-led Occupation of Japan still resonates” by Eric Johnston • Selected texts/sources from the College Board

Unit IV: Cold War at Home & Abroad, Civil Rights, & Vietnam
Unit Summary
<p>In this unit, students will examine the tensions that developed between the United States and its allies and the Soviet Union and other communist nations. Through the analysis of this extended conflict and associated foreign policy decisions, students will gain an understanding of how the ideological and economic differences between two nuclear superpowers resulted in a conflict that lasted well into the 21st Century. Students will analyze the social and political issues that necessitated the expansion of rights and opportunities for individuals and groups previously discriminated against. Through the analysis of the social turmoil and political reform efforts that marked the Civil Rights Movement, students will gain an understanding of the necessity of social and political evolution in a society and the forces and factors that necessitate such change. Students will understand how the Vietnam War divided the people of the United States, resulting in a lingering, negative impact on America’s national psyche and its foreign policy decisions. Through the analysis of the complex ideological issues that framed the Vietnam War, students will gain an understanding of how an unsuccessful conflict can result in a painful legacy that resonates today.</p>
Standards/Core Ideas/Performance Expectations/Progress Indicators
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Advanced Placement United States History</i>:</p>

- *2020 New Jersey Student Learning Standards for Social Studies*
 - 6.1.12.EconNE.12.a, 6.1.12.EconGE.12.a, 6.1.12.EconEM.12.a, 6.1.12.HistoryCC.12.a, 6.1.12.HistoryCC.12.b, 6.1.12.HistoryCC.12.c, 6.1.12.HistoryCC.12.d, 6.1.12.HistoryCC.12.e, 6.1.12.HistorySE.12.a, 6.1.12.HistorySE.12.b, 6.1.12.CivicsPI.13.a, 6.1.12.CivicsDP.13.a, 6.1.12.GeoPP.13.a, 6.1.12.GeoPP.13.b, 6.1.12.GeoHE.13.a, 6.1.12.EconNE.13.a, 6.1.12.EconEM.13.a, 6.1.12.EconNE.13.b, 6.1.12.EconNE.13.c, 6.1.12.HistoryCC.13.a, 6.1.12.HistoryCC.13.b, 6.1.12.HistoryCC.13.c, 6.1.12.HistoryCC.13.d, 6.1.12.HistoryUP.13.a, 6.1.12.HistorySE.13.a, 6.1.12.CivicsPI.14.a, 6.1.12.CivicsPI.14.b, 6.1.12.CivicsPI.14.c, 6.1.12.CivicsPI.14.d, 6.1.12.CivicsCM.14.a, 6.1.12.CivicsPD.14.a, 6.1.12.CivicsDP.14.a
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, 9.4.12.TL.1-4

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● How did former allies in World War II—the United States and the Soviet Union—become bitter rivals subsequent to the conclusion of the conflict? ● How did the nuclear issue affect the Cold War? ● How did the United States' Cold War Policy shift over time? ● Did the Cold War ever go “hot?” ● How did Cold War ideology shape American foreign policy with regard to allies and non-concerned states? ● *How did the ideological and economic issues embedded in the Cold War impact everyday life in the United States and influence domestic policies? ● What was everyday life like in America in the years following World War II? ● *How did the ideological battle of the Cold War impact those who were seen as non-traditional in terms of identity or political opinion? ● *How and why did the federal government take drastic measures to surveil American citizens, and how appropriate were these actions? ● *What were the economic, social, and political issues embedded in the Civil Rights Movement? 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● Despite the fact that they worked together to defeat the Axis Powers in World War II, the ideological and economic differences between the two nations were insurmountable. In addition, both countries had very different visions for the future of the world, resulting in conflicting foreign policies. These contrasting visions for the world resulted in the Cold War. ● The nuclear issue affected the Cold War in a variety of ways, resulting in increasing tensions between the United States and the Soviet Union and the development of nuclear arsenals and strategies for deployment and usage in the event of a crisis. ● The United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations. Policy shifted over time. The United States contained communism through a variety of measures, including economic policy and major military engagements ● Yes: the Korean War involved a military clash between the Soviet-allied North Korea and the United States-allied South Korea. In addition, United Nations troops supported South Korea. Chinese “volunteers” supported the North Koreans. Subsequent to the Korean War, other conflicts—including wars in post-colonial nations (ex., the Vietnam War)—were part of the ongoing struggle between the two nuclear superpowers. ● *Fear of the spread of Communism led the United States to interfere with foreign governments and, in some cases pervert democracies in the name of containment. ● The ideological and economic issues that were embedded in the Cold War had a significant impact on everyday life in the United States. These ideological and economic issues influenced foreign policies in a variety of ways, resulting in tensions at home and abroad. ● *Despite the anxieties generated by the Cold War, the United States experienced economic prosperity in the 1950s, resulting in the vision of “the American dream.” Significant economic, cultural, and social changes occurred during this period in American history. Tension over lingering poverty levels and Civil Rights, however, still remained. ● *The desire for solidarity and the consequential interest in uniformity led to a societal and governmental persecution of those who would criticize the government, including civil rights activists and those who would question the American socio-economic hierarchy. It also resulted

<ul style="list-style-type: none"> ● *What forces, factors, and figures played the most essential roles in the Civil Rights Movement? ● *How did the Federal Government support the Civil Rights Movement? ● *Is the Civil Rights Movement ongoing? ● *Were other segments of society besides African Americans active in pursuing social advancement and legal protections, and to what extent were they successful? ● How did the United States get involved in the Vietnam War? ● Did America initially support President Johnson's decision to increase involvement in the Vietnam War? ● How significant was the impact of the Tet Offensive on America? ● *What role did race play in America's support for the war on the battlefield and the home front? ● How did President Nixon bring an end to the involvement of the United States in the Vietnam War? ● How long did South Vietnam hold out after the withdrawal of the last American combat units? ● What impact did the Vietnam War have on the United States? ● What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ? ● What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple choice questions? ● What constitutes effective historical evidence, and how is it used to support a claim? 	<p>in the marginalization of LGBT members of society in the form of the Lavender Scare.</p> <ul style="list-style-type: none"> ● *Because of an interest in stopping the spread of communism into the United States, the federal government oversaw a system of surveillance and investigation that endangered the privacy rights of Americans and had extensive cultural and economic ramifications. ● *A wide range of economic, social and political issues were embedded in the Civil Rights Movement: each one was related to the necessity of the expansion of rights and opportunities for individuals and groups previously discriminated against by their fellow Americans. The dismantling of the segregation system was a paramount issue for Civil Rights activists. Fighting for the voting rights of African Americans was another essential issue for Civil Rights activists. ● *A number of forces, factors, and figures played critical roles in the Civil Rights Movement: specific Civil Rights leaders, their allies, and supportive members of the Federal Government influenced this reform effort and ensured its success through the application of specific strategies and tactics. ● *The Federal Government supported the Civil Rights Movement through the passing of legislation and the direct use of power to ensure that this legislation was respected in states where there was opposition to these policies. ● *Most Americans believe that the Civil Rights Movement ended in the late 1960s. Civil Rights issues still remain in the United States, necessitating ongoing activism to ensure that every American's civil rights are respected. ● *While best known for the work of African American activists, this era produced leaders within the Latinx, LGBT, Native American, and Feminist communities who worked to gain greater recognition, acceptance, and legal protections from society. ● America initially became involved in the struggle in Vietnam through its support of France's attempt to regain control of the region during the French Indo-China War. The "domino theory" propelled this involvement. After the defeat of the French and the division of Vietnam into two countries—the Communist North and the Nationalist South—the United States became increasingly involved in the tensions between these two countries, especially when the Communist insurgency began in South Vietnam. Despite President Kennedy's intent to withdraw military advisors from South Vietnam, President Johnson increased America's involvement in the conflict in an attempt to contain the spread of Communism. ● Yes: however, American support waned when it became evident that the Vietnam War would not result in a quick victory. In addition, the unraveling of domestic programs, the increased media coverage of the war, the use of a "manipulative" draft, the opinions of Civil Rights leaders on America's prosecution of the war, and student activism on college campuses enhanced America's opposition to the Vietnam War. ● While the Tet Offensive was a military failure for the Viet Cong, the psychological and political impact of the surprise attack was tremendous, resulting in a surge of American opposition to the Vietnam War and increasingly violent protests against the conflict. ● *African Americans used racial arguments for both hawkish and dovish arguments surrounding the Vietnam conflict. Statistics surrounding the draft, combat rates, and casualty rates confirm that racial discrimination played a large role in the disproportionate role that African Americans served. Abroad, African American soldiers distinguished themselves on the battlefield despite the fact that racial discrimination led to disillusionment among both black and white soldiers. ● Nixon instituted the foreign policy of "Vietnamization" shortly after his election in 1969. He wished to rid the United States of the "inherited nightmare" of the Vietnam War via a gradual withdrawal that would
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	<p>ensure “peace with honor” for the United States. Nixon, however, wanted the South Vietnamese government to remain intact after the withdrawal of the United States. Increasing tensions on the home front and tragic revelations (ex., the massacre at My Lai) about the Vietnam War resulted in the majority of Americans being opposed to the conflict. After Nixon’s re-election in 1972, the warring parties returned to the peace table and 14 drafted a peace agreement in January of 1973. Three months later, the last American combat units left South Vietnam.</p> <ul style="list-style-type: none"> • Saigon, the capital of South Vietnam, fell to North Vietnamese forces on April 29, 1975, two years after the last American combat units left South Vietnam. The loss of American military support aid, which had become the lifeblood of South Vietnam's armed forces, created material and psychological turmoil that the North Vietnamese capitalized on. • The Vietnam War significantly altered America’s views on foreign policy, resulting in the “Vietnam Syndrome.” In addition, Americans became increasingly cynical and suspicious of their government—especially when new revelations about the Vietnam War became public. Vietnam veterans also faced indifference or hostility from an America torn and bitter about the outcome of the Vietnam War. • Students will focus on the primary skills of AP US History - crafting a Document-Based Question, Long-Essay Question, and a Short-Answer question- thesis statement writing, contextualization, sourcing, analysis/reasoning. Students will also work to craft responses to prompts that meet the targeted skill - causation, continuity/change, or comparison. • Proficient historical analysis requires the integrated application of historical thinking skills—including sourcing, contextualization, causation, comparison, and continuity/change over time—to primary and secondary sources in order to construct compelling arguments, support claims with relevant evidence, and accurately interpret historical information for various assessment formats. • Students will learn how to analyze a document as well as how to source a primary/secondary source. Special emphasis will be placed on Historical context, intended audience, author’s point of view, and author’s/document’s purpose. • Effective historical writing demonstrates an understanding of complexity and nuance, often by considering multiple perspectives or counterarguments. Historical events and developments occur within a specific context that influences their meaning and significance.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, Anticipatory activities, and discussions, PBL Scenarios. • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Selected activities as outlined in the College Board Course and Exam Description • Student sample response of written responses for evaluation • Lecture Activities - Nearpod, Google Slides 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Civil Rights Long-Essay Question (Summative #2) • Civil Rights PBL Assessment • Cold War Presidents Assessment - Multiple Choice and Writing Component • Vietnam War Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The American Pageant</i> Chapters 34-36 • Selected activities from the Digital Inquiry Group • Selected Activities from College Board • “Sources of Soviet Conduct” by George Kennan • Yalta and Potsdam Resolutions • Winston Churchill’s Iron Curtain Speech • Speech Delivered by General George Marshall at Harvard University on June 5, 1947 • President Harry Truman’s Address Before a Joint Session of Congress - 12, 1947 • “Aug. 29, 1949: First Soviet Atomic Test Stuns West” by Tony Long • Truman Asserts Civil Supremacy (1951)
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<ul style="list-style-type: none"> ● Jigsaw Activities ● Seminars and Class Discussions ● Prompt-Based Multiple Choice Questions ● Reading Checks ● Individual student check-ins with teacher ● Great Society Debate ● Brinkmanship Activity ● Civil Rights Quote Analysis Activity ● Civil Rights Leaders Resume Activity ● Watergate Activity ● Vietnam War and Media Research Activity ● Selected Digital Inquiry Group Activities ● Cold War Containment PBL Activity ● Civil Rights - Reconstruction Activity ● Individual student check ins with teacher 		<ul style="list-style-type: none"> ● Speech at Wheeling, WV (1950) by Joseph McCarthy ● “The Monsters are Due on Maple St.” The Twilight Zone ● * “The Lavender Scare” by Matthew Wills ● Eisenhower, an Unlikely Pioneer of TV Ads” by Michael Beschloss ● The Living Room Candidate ● “Cold War, Warm Heart” by May Elaine (Gilder Lehrman) ● Kennedy’s Inaugural Address (1961) ● “1961: The Bay of Pigs Invasion” by New York Times UpFront Magazine ● Kennedy’s Quarantine Speech (1962) ● “The Legacy of John F. Kennedy” by Alan Brinkley, The Atlantic ● “The Great Society” speech by Lyndon B. Johnson ● *<i>Selma</i> ● *Primary Source Documents - Jim Crow Laws ● * “A Call For Unity” ● “I Have a Dream” speech by Martin Luther King, Jr. ● * “Letter From Birmingham Jail” by Martin Luther King, Jr. ● * “The Southern Manifesto” ● * “Beyond Amnesia: Martin Luther King, Jr., and the Future of America” by Vincent Gordon Harding ● * “Martin Luther King, Jr.: Charismatic Leadership in a Mass Struggle” by Clayborne Carson ● “The Soiling of Old Glory” photograph by Stanley Forman ● “The Feminine Mystique” by Betty Friedan ● “It’s Ms. America to You” by Barbara Kantrowitz, Newsweek (2007) ● The Political Psychology of Self-Immolation” by The New Statesman ● “The Vietnam Combat Experience: The Human Legacy” by D. Michael Shafer ● * “The Vietnam-Era Draft: Who Went, Who Didn’t, and Why It Matters” by D. Michael Shafer ● “Vietnam and the Press” by Michael X. Delli Carpini ● * “Black and White in Vietnam” by Gerald Goodwin ● * “Blacks and the Vietnam War” by Peter B. Levy ● A Photo That Changed the Course of the Vietnam War (Published 2018) By Maggie Astor ● Prologue to <i>We Were Soldiers Once, And Young</i> ● <i>Some Legacies and Lessons of Vietnam</i> By George C. Herring ● <i>“The Forgotten History of a Prison</i>
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		<p><i>Uprising in Vietnam” by Sarah Kramer</i></p> <ul style="list-style-type: none"> ● “The Silent Majority” by Richard Nixon ● Selected Speeches by Richard Nixon on Watergate and his Resignation ● *Climate Change was on the Ballot with Jimmy Carter in 1980, Though No One Knew it at the Time” by Jonathan Alter, Time Magazine
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Unit V: A Globalized and Contemporary America: 1970–Present

Unit Summary

In this unit, students will conclude their study of American politics, culture, and the economy, fostering the end of the Cold War, in a post-Cold War era of foreign and domestic evolution and into the 21st Century. Students will analyze the unique challenges that modern presidents face with regard to globalization, social media, increasing partisanship, continuing diversity, and an ever-growing gap between the rich and the poor. The unit will focus on how the nation responded to new domestic and global challenges at the close of the Cold War and into the 21st century. Students will analyze the domestic and foreign policy of the presidents during this time, exploring how their leadership shaped American society, foreign policy, and the economy.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Advanced Placement United States History*:

- *2020 New Jersey Student Learning Standards for Social Studies*
 - 6.1.12.GeoPP.14.a, 6.1.12.GeoPP.14.b, 6.1.12.GeoHE.14.a, 6.1.12.EconNE.14.a, 6.1.12.EconNE.14.b, 6.1.12.EconET.14.a, 6.1.12.EconET.14.b, 6.1.12.EconEM.14.a, 6.1.12.HistoryCA.14.a, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCA.14.c, 6.1.12.HistoryCC.14.a, 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b, 6.1.12.HistorySE.14.c, 6.1.12.HistoryUP.14.a, 6.1.12.HistoryCC.14.b, 6.1.12.HistoryCC.14.c, 6.1.12.HistoryCC.14.d, 6.1.12.CivicsPR.15.a, 6.1.12.CivicsHR.15.a, 6.1.12.EconNE.15.a, 6.1.12.HistoryCC.15.a, 6.1.12.HistoryCC.15.b, 6.1.12.HistoryCC.15.c, 6.1.12.HistorySE.15.a, 6.1.12.HistorySE.15.b, 6.1.12.HistorySE.15.c,
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6,
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.IH.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, 9.4.12.TL.1-4

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● How do events from the pre-Columbian Period through the modern day foster an understanding of America’s national identity, domestic growth and turmoil, and its place in the world and evolution of such in terms of technology, the economy, politics, the environment, and culture? And how has this evolved over time? ● What significant forces and factors—both domestic policy and foreign policy-related— have influenced and impacted the 	<ul style="list-style-type: none"> ● Students will understand the value of experimentation and innovation. ● Domestic and international events from the pre-Columbian period through America’s founding and evolution morally, culturally, economically, politically, technologically, etc., into modern day have fostered both beneficial and detrimental changes in American society, its people, and its place in the world. ● A complex matrix of cultural, economic, political, and social forces and factors has influenced/impacted the evolution of the United States since the early 1970s. This matrix includes issues that are related to both domestic policies and foreign policies. ● *Various tragedies have served as a stimulus for the United States to progress and address societal ills and injustices. The AIDS epidemic helped to propel LGBT activists toward greater visibility and legal protection. The Rodney King incident was a watershed moment that echoed through time to the modern Black Lives Matter movement, which is generating a drive to promote greater racial justice and equality in America. ● *The passage of the Americans with Disabilities Act (ADA) has served to prevent discrimination against individuals with a wide range of
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<p>evolution of the United States since the early 1970s?</p> <ul style="list-style-type: none"> • *How have tragedies and injustices served to inspire progress in American society? • *To what extent has new legislation shaped and improved the lives of vulnerable Americans? • *How have recent political developments resulted in the politicization of science, and what has the impact of this been? • How has the growth of the federal government’s digital security apparatus created both opportunities for securing the safety of Americans and the potential for invasive surveillance of those same citizens? • How have the major themes of American history stayed consistent and shifted over time (economics, race, education, terrorism)? • What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ? • What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple-choice questions? • What constitutes effective historical evidence, and how is it used to support a claim? 	<p>disabilities, and to guarantee reasonable accommodations that might allow them to more fully participate in society.</p> <ul style="list-style-type: none"> • *As science and issues related to science have been mobilized to win elections, issues that were once governed by scientific consensus such as climate change and vaccinations, are now categorized as social value issues that are a matter of opinion. Consequently, Americans of all kinds face uncertainties and potential peril because of a trend motivated by political utility. • Since the advent of the War on Terror, the federal government has deployed a vast array of digital tools to investigate and prevent acts of terror and crime. While this has successfully guaranteed the safety of American citizens, it has also sparked a wider debate about the legality and wisdom of such far-reaching governmental powers. • Americans can see the common themes throughout history. Over time, you can see commonalities between U.S. presidential policies that deal with a variety of economic situations. Racial issues can be seen throughout the 19th and 20th Century as leading to changes in laws and attitudes. These themes are always there in some form, but how Americans choose to deal with them differs. • Students will focus on the primary skills of AP US History - crafting a Document-Based Question, Long-Essay Question, and a Short-Answer question- thesis statement writing, contextualization, sourcing, analysis/reasoning. Students will also work to craft responses to prompts that meet the targeted skill - causation, continuity/change, or comparison. • Proficient historical analysis requires the integrated application of historical thinking skills—including sourcing, contextualization, causation, comparison, and continuity/change over time—to primary and secondary sources in order to construct compelling arguments, support claims with relevant evidence, and accurately interpret historical information for various assessment formats. • Students will learn how to analyze a document as well as how to source a primary/secondary source. Special emphasis will be placed on Historical context, intended audience, author’s point of view, and author’s/document’s purpose. • Effective historical writing demonstrates an understanding of complexity and nuance, often by considering multiple perspectives or counterarguments. Historical events and developments occur within a specific context that influences their meaning and significance.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, Anticipatory activities, and discussions, PBL Scenarios. • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Selected activities as outlined in the College Board Course and Exam Description • Student sample response of written responses for evaluation • Lecture Activities - Nearpod, Google Slides 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Cereal Box Project • Presidents MCQ + Presidents DBQ 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The American Pageant</i> Chapters 37-40 • Selected activities from the Digital Inquiry Group • Selected Activities from College Board • “A Crisis of Confidence” speech by Jimmy Carter (1979) • “Iran and the United States in the Cold War” by Malcolm Byrne • State of the Union Address by Ronald Reagan (1986) • Speech at the Berlin Wall by Ronald Reagan (1987) • “Clinton as the First Black President” by Toni Morrison, the New Yorker (1998) • “Clinton was a Bipartisan President, Except When he Wasn’t” by Peter
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<ul style="list-style-type: none"> ● Jigsaw Activities ● Seminars and Class Discussions ● Prompt-Based Multiple Choice Questions ● Reading Checks ● Individual student check-ins with teacher ● Ronald Reagan Speech Analysis ● Reaganomics Structured Academic Controversy ● Persian Gulf Webquest ● Modern Presidents Cereal Box Activity ● Rise of Conservatism PBL Activity ● Individual student check ins with teacher 		<ul style="list-style-type: none"> ● Baker, The New York Times (2012) ● “The Man Who Broke Politics” by McKay Coppins, The Atlantic (2018) ● *The Americans With Disabilities Act ● President Obama’s Victory Speech ● Inaugural Address by Barack Obama (2009) ● Selected speeches related to the War on Terror - Bush-Biden Presidencies. ● *’The Hill We Climb” poem by Amanda Gorman (2021) ● <i>Common Sense Education</i> ● Media Center Student Research Databases
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Unit VI-VII: Review for the AP Exam and Analysis through Historical Research

Unit Summary

In this unit, students will conclude their study of United States History. Leading up to the *AP United States History* Exam, students will review content, historical skills, thematic concepts, and reasoning techniques, and will prepare for the test administration. Once concluded, students will conduct a self-guided research study on a topic of their choosing in an effort to piece together and apply their content and analytical skills to a specific cultural phenomenon. A culminating written and presentation-based analysis will showcase their growth in *AP United States History*.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Advanced Placement United States History*:

- *2020 New Jersey Student Learning Standards for Social Studies*
 - 6.3.12.CivicsPD.1, 6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistorySE.1, 6.3.12.HistoryCA.12,
- *2023 New Jersey Student Learning Standards for English Language Arts*
 - L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3, L.VI.9–10.4, RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RI.IT.9–10.3, RL.TS.9–10.4, RI.TS.9–10.4, RL.PP.9–10.5, RI.PP.9–10.5, RL.MF.9–10.6, RI.MF.9–10.6, RI.AA.9–10.7, RL.CT.9–10.8, RI.CT.9–10.8, W.AW.9–10.1, W.IW.9–10.2, W.NW.9–10.3, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7, SL.PE.9–10.1, SL.II.9–10.2, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5, SL.AS.9–10.6,
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1-3, • 9.4.12.CT.1-4, 9.4.12.DC.1-8, 9.4.12.GCA.1, 9.4.12.IML.1-9, • 9.4.12.TL.1-4

Unit Essential Questions

- How do events from the pre-Columbian Period through the modern day foster an understanding of America’s national identity, domestic growth and turmoil, and its place in the world and evolution of such terms as technology, the economy, politics, the environment, and culture? How has this evolved over time?
- How do historians select, evaluate, and interpret primary and secondary sources to build an argument?
- How does a compelling research question drive effective historical inquiry?
- What is the relationship between a research question, a thesis statement, and supporting evidence in a historical argument?

Unit Enduring Understandings

- Domestic and international events from the pre-Columbian period through America’s founding and evolution morally, culturally, economically, politically, technologically, etc., into modern day have fostered both beneficial and detrimental changes in American society, its people, and its place in the world.
- Critical source analysis is fundamental to historical research. Historians must assess the author’s purpose, audience, context, and potential biases to determine a source’s reliability and usefulness.
- A well-formulated research question is focused, arguable, and open-ended, guiding the researcher toward meaningful investigation and a clear thesis.
- A strong historical argument begins with a clear thesis that directly answers the research question and is consistently supported by carefully selected and analyzed primary and secondary source evidence.

<ul style="list-style-type: none"> • How do historians address counterarguments and complexities in their research? • How do historians organize, synthesize, and present their research findings effectively? • How can historical research contribute to a deeper understanding of contemporary issues and informed citizenship? • How can historical arguments be effectively communicated to diverse audiences? 	<ul style="list-style-type: none"> • Effective historical arguments acknowledge and address alternative perspectives and complexities, strengthening the overall analysis and demonstrating a nuanced understanding of the topic. • Systematic organization, clear synthesis of information, and effective communication strategies are crucial for presenting research findings in a coherent and persuasive manner. • Historical research is not merely an academic exercise; it provides context for current events, fosters critical thinking skills, and empowers individuals to be more informed and engaged citizens. • Presenting historical research effectively involves tailoring the message, format, and visual aids to engage a specific audience while maintaining academic rigor.
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Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork Activities • Homework • Warm Up Activities: Source Analysis and Reflections, Anticipatory activities, and discussions, PBL Scenarios. • Primary and Secondary Source Analysis (CHAPPY) • In-Class DBQ, LEQ, and SAQ activities - written responses, scoring guidelines, outlines, and feedback • Modern Populism Analysis Activity • Seminar • Capstone project planning sheet • Capstone paper rough draft • What is effective writing for a history class - specifically in the confines of a DBQ, LEQ, and SAQ? • What are the ways primary and secondary sources can be analyzed and applied to craft an argument, support a claim, and/or answer prompt-based multiple-choice questions? • What constitutes effective historical evidence, and how is it used to support a claim? • Individual student check ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • APUSH Practice Exam • APUSH Review Project • AP Classroom Progress Checks • Final Capstone Research Paper (Summative #3) • Final Capstone Presentation 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • AP United States History Study Guide - Gilder Lehrman Institute of American History • AP US History Progress Checks • AP US History Daily Review Videos • AP US History Course and Exam Description • Media Center Student Research Databases • <i>Forrest Gump</i>

Section X: Unit Reflection

The *AP U.S. History* instructional team must confer upon the completion of each instructional unit in the *AP U.S. History* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *AP U.S. History* curriculum.

Unit Reflection Form: AP U.S. History			
Lesson Activities:	Strongly	Moderately	Weakly

Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered, with the teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean

information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)