Wall Township Public Schools	Board Approval Date: August 19, 2025

Course Title: AP US History

Course Description: This is an in-depth study of the time period in U.S. History from Pre-Columbus and Exploration of the New World to the 1990s. Students will study how the Historiography and the New World, Colonial America and the Roots of the American Revolution, Jeffersonian Democracy and the Era of Good Feelings, Sectionalism and the Seeds of the American Civil War, Progressivism, Empire Building and World War I, Roaring 20s, Economic Collapse and World War II as well as the Cold War and Social Change in American Post 1960 through the 1990s. Students will prepare for the US History AP Exam.

New Jersey Student Learning Standards

Social Studies

The New Jersey Student Learning Standards (NJSLS) are reviewed and revised every five years. The 2020 NJSLS in Social Studies was adopted by the State Board of Education on June 3, 2020. Districts are required to implement these standards through the updating of social studies curricula by September 2022. The standards provide the framework for curricular instruction as well as provide the performance expectations students are expected to meet by the end of each grade band.

Implementation of the standards is mandated by the New Jersey Administrative Code. District boards of education shall ensure that curriculum and instruction are designed and delivered in such a way that all students are able to demonstrate the knowledge and skills specified by the New Jersey Student Learning Standards (N.J.A.C. 6A:8-3.1(a)). The district must provide sufficient time and resources to ensure that all students can demonstrate that they have met or exceeded the expectations set forth in the New Jersey Student Learning Standards.

2020 New Jersey Student Learning Standards for Social Studies

Intent and Spirit

All students receive social studies instruction from Kindergarten through grade 12. 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.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and
- Discerns fact from falsehood and critically analyzes information for validity and relevance.

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Historiography; the causes of history. New World- In this unit, students examine the historical	Ongoing Review

and geographic context of European encounters in the Americas from 1491 to 1607. Students explore the diverse Native American societies that flourished prior to European arrival and analyze how geography, climate, natural resources, and cultural traditions shaped their development. Through the study of European exploration, beginning with Columbus and subsequent voyages, students investigate the economic and political motivations that encouraged expansion, including mercantilism, competition for resources, and the growth of global trade. Particular attention is given to the Columbian Exchange and the movement of people, plants, animals, commodities, diseases, and ideas among the Americas, Europe, and Africa. Students evaluate both the benefits and devastating consequences of these interactions, especially their effects on Indigenous populations, economies, environments, and emerging global relationships. By analyzing geographic representations and historical evidence, students develop an understanding of how European exploration and the Columbian Exchange permanently transformed the Americas and contributed to the development of an increasingly interconnected global economy.	
Unit 2: Colonial America and the Roots of the American Revolution- In this unit, students examine the development of British North American colonial societies and the political, economic, geographic, and cultural forces that ultimately contributed to the creation of the United States. Students explore how the colonies adapted British traditions of government and economics to meet the needs of life in the New World while developing increasingly complex and often hostile relationships with Native American populations. Through the study of regional differences, mercantilism, capitalism, trade, and representative government, students analyze how geography and economic interests influenced colonial development and the emergence of an American identity. Students also investigate the growing tensions between Great Britain and the colonies that led to the American Revolution and consider how ideas about individual rights, political participation, and self-government influenced the movement for independence. By examining primary and secondary sources from multiple perspectives, students develop an understanding of how colonial experiences and conflicts laid the foundation for the	Ongoing Review

Constitution, the Bill of Rights, and ongoing debates over individual rights, states' rights, and federal power in the new republic.	
Unit 3: Jeffersonian Democracy and the Era of Good Feelings- In this unit, students examine the political, economic, social, and geographic changes that shaped the United States during the Antebellum era. Students explore the expansion of democracy, the growth of political parties, westward expansion, technological innovation, immigration, and economic development while analyzing how these changes contributed to the growth of the nation and an evolving American identity. Students investigate the impact of territorial expansion on Native Americans and other populations and evaluate government policies related to removal, states' rights, and sectional interests. Through the study of slavery, abolition, women's rights, temperance, education, and other reform movements, students consider how individuals and groups challenged existing institutions and sought to expand American democratic ideals. Students also analyze how regional differences and debates over slavery increasingly divided the nation. By examining primary and secondary sources from multiple perspectives, students develop an understanding of how the expansion of democracy and territory created both opportunities and conflicts that ultimately set the stage for the Civil War and future developments in American political and social history.	Ongoing Review
Unit 4: Sectionalism and the Seeds of the American Civil War- In this unit, students examine the growing political, economic, and social divisions that ultimately led to the Civil War and shaped the Reconstruction era that followed. Students explore sectionalism and analyze how differences between the North and South—including slavery, economic systems, states' rights, and federal authority—intensified tensions and contributed to the collapse of the Union. Through the study of government actions, landmark decisions, primary sources, and competing perspectives, students investigate the causes and course of the Civil War as well as the experiences of African Americans in Union and Confederate states. Students also evaluate how geography, economic resources, and population influenced military and political decisions during the conflict. Following the war, students	Ongoing Review

examine efforts to reunify and rebuild the nation, including the 13th, 14th, and 15th Amendments and competing approaches to Reconstruction. By analyzing the successes, limitations, and resistance associated with Reconstruction, students develop an understanding of how the Civil War transformed the relationship between state and federal governments, expanded constitutional rights, and left lasting political, economic, and social consequences for the United States.	
Unit 5: Progressivism, Empire Building, and World War I- In this unit, students examine the transformation of the United States from a nation traditionally committed to isolationism into an emerging global power during the late nineteenth and early twentieth centuries. Students explore how industrialization, economic expansion, access to natural resources and foreign markets, and growing imperial ambitions influenced American foreign policy. Through the study of Progressive Era reforms, students also analyze efforts to address political corruption, unfair business practices, labor conditions, conservation, social inequality, and women's rights. Students then investigate the causes of World War I and evaluate the factors that led the United States to move from neutrality to active participation in the conflict. Particular attention is given to wartime leadership, propaganda, changes in the workforce, restrictions on individual rights, and the experiences of women and African Americans. Students also evaluate Woodrow Wilson's leadership, the Treaty of Versailles, and the debate surrounding the League of Nations. By analyzing primary and secondary sources from multiple perspectives, students develop an understanding of how domestic reform, imperialism, and participation in World War I reshaped America's political, economic, and military role in the world.	33
Unit 6: Roaring 20s, Economic Collapse and World War II- In this unit, students examine the significant social, political, economic, and cultural transformations that shaped the United States during the 1920s and the Great Depression. Students explore how technological innovation, changing social values, expanding consumer culture, and evolving roles for women and African Americans contributed to a rapidly changing American society while also creating racial, political, and social tensions. Students analyze the nation's return to isolationism following World War I and consider how economic practices	33

involving credit, investment, banking, and consumer spending contributed to both the prosperity of the 1920s and the economic crisis that followed. Through the study of the causes and consequences of the Great Depression, students evaluate its impact on individuals, families, businesses, and communities. Students also investigate the federal government's response through the New Deal, assessing programs designed to provide relief, promote economic recovery, and reform financial institutions. By analyzing primary and secondary sources from multiple perspectives, students develop an understanding of how this era transformed American society and significantly expanded the role and responsibilities of the federal government in the nation's economy and the lives of its citizens.	
Unit 7: Cold War and Social Change in America Post 1960- In this unit, students examine how Cold War tensions between the United States and communist nations shaped American foreign and domestic policy for more than four decades. Students explore the ideological differences between democracy, capitalism, and communism and analyze how the policy of containment influenced American involvement in the Korean War, Cuban Missile Crisis, Vietnam War, nuclear arms race, and Space Race. Students also investigate how Cold War fears affected life within the United States, including McCarthyism, debates over civil liberties and presidential war powers, technological advancement, and economic growth. In addition, students examine the significant social changes occurring in post-World War II America, including suburbanization, consumer culture, the Civil Rights Movement, the changing role of women, and movements advocating for greater equality and opportunity. Through the study of influential leaders, landmark legislation, Supreme Court decisions, protest movements, and competing perspectives, students evaluate how Americans challenged discrimination and expanded civil and human rights. By analyzing primary and secondary sources, students develop an understanding of how Cold War conflicts and domestic social movements transformed American politics, society, culture, and the nation's role in the world.	33
Unit 8: The 70s, 80s, 90s, and 2000s- In this unit, students examine the political, economic, technological, and social forces that have shaped the United States in the contemporary era. Students	33

investigate how differing perspectives on the role of government have contributed to increased political partisanship and influenced responses to economic inequality, globalization, environmental concerns, and other national challenges. Through the study of technological innovation, international trade, and the changing global workforce, students analyze how economic growth has created new opportunities while also contributing to disparities among individuals and communities. Students also explore the influence of immigration, education, and cultural diversity on the development of an increasingly multicultural American society. Particular attention is given to the impact of media, social media, and emerging technologies on civic participation, privacy, entrepreneurship, and the spread of American culture throughout the world. By analyzing current issues, quantitative data, and multiple perspectives, students evaluate how government, individuals, and organizations respond to the challenges of globalization, economic inequality, natural resource sustainability, climate change, and technological advancement in an increasingly interconnected world.	

Unit 1

Desired Results

Unit 1: Historiography; the causes of history. New World

Unit Summary: Explain the context for European encounters in the Americas from 1491 to 1607. Native tribes in North and South America flourished until the Europeans arrived beginning with Columbus and the introduction of the Columbian Exchange brought permanent changes to all four continents; some good and some bad.

Learning Standards

AP Standards:

KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

KC-1.2.II The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

KC-1.1.I.A The spread of maize cultivation from present day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies.

KC-1.1.I.B Societies responded to the aridity of the Great Basin and the grasslands of the western Great Plains by developing largely mobile lifestyles.

KC-1.1.I.C In the Northeast, the Mississippi River Valley, and along the Atlantic seaboard, some societies developed mixed agricultural and hunter-gatherer economies that favored the development of permanent villages.

KC-1.1.I.D Societies in the Northwest and present-day California supported themselves by hunting and gathering, and in some areas developed settled communities supported by the vast resources of the ocean.

KC-1.2.I.A Europeannations' efforts to exploreand conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity

KC-1.2.I.B The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.

KC-1.2.I.C Improvements in maritime technology and more organized methods for conducting international trade, such as joint-stock companies, helped drive changes to economies in Europe and the Americas.

KC-1.2.II.A Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in the Americas.

KC-1.2.II.B In the encomienda system, Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.

KC-1.2.II.C European traders partnered with some West African groups who practiced slavery to forcibly extract enslaved laborers for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining.

KC-1.2.II.D The Spanish developed a caste system that incorporated, and carefully defined the status of, the diverse population of Europeans, Africans, and Native Americans in their empire

KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

KC-1.2.III.A Mutual misunderstandings between Europeans and Native Americans of redefined the early years of interaction and trade as each group sought to make sense of the other. Over time, Europeans and Native Americans adopted some useful aspects of each other's culture.

KC-1.2.III.B As European encroachments on Native Americans' lands and demands on their labor increased, native peoples sought to defend and maintain their political sovereignty, economic prosperity, religious beliefs, and concepts of gender relations through diplomatic negotiations and military resistance.

KC-1.2.III.C Extended contact with Native Americans and Africans fostered a debate among European religious and political leaders about how non-Europeansshouldbetreated,aswell as evolving religious, cultural, and racial justifications for the subjugation of Africans and Native Americans.

KC-1.1 As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.

KC-1.1.I Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.

KC-1.2 Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

KC-1.2.I European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.

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KC-1.2.III In their interactions, Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.

NJSLS:

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World's economy and society.

6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress

(e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad:

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Slavery in the colonies.

Learning Targets

Unit Essential Questions:

- What is the AP exam and how do we all pass it?
- How does geography help shape history?
- What is the pacing and format of the class?
- What is meant by Old and New Worlds?
- Why were the Old and New Worlds bound to clash?
- What were the long and short-term consequences of Indian conquest?
- What were the “Dark Ages” and how did we turn the light on?

Unit Enduring Understandings:

- The AP exam is a college level course that includes a rigorous test of content recall and comprehensive free response and document based writing.
- The “New World” wasn’t really new and the clash of civilizations came at a great cost to the Native Americans.
- The “Age of Discovery” and the exploration were inspired by the new Enlightenment thinking.
- Western European countries had varying forms of success in making the New World both profitable and easy to manage.

• Who were the big three and how did they manage their colonies? <u>Chapter 1: Course Expectations and Native American Overview Pre-1492</u> • What is history? Where should the story of the U.S. begin? • How do we evaluate the importance of events and people in history? • What are the themes for this course? • What skills must students use to think and write as historians do? <u>Section 2: Native American Societies</u> • What were the major groups of Native Americans before contact? • What were the Political, Social, and Economic characteristics of Native American societies in the pre-1607 period, and how was each society impacted by its geographical environment? <u>Section 3: Cultures Meet and Collide</u>	<u>Chapter 1: Course Expectations and Native American Overview pre-1492</u> • The "New World" wasn't really new and the clash of civilizations came at a great cost to the Native Americans. • We determine importance based on their contributions to future events through cause and effect. • The themes are:American & National Identity (NAT), Politics & Power (POL), Work, Exchange, & Technology (WXT), Culture & Society (CUL), Migration & Settlement (MIG), Geography & the Environment (GEO), America in the World (WOR) • The AP exam is a college-level course that includes a rigorous test of source evaluation and analysis, content recall, and comprehensive free response and document-based writing. <u>Section 2:Native American Societies</u> • There were many well established and accomplished Native American tribes prior to Columbus' arrival.

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- How did the Columbian Exchange affect Europe, the Americas, and Africa, and what were its effects?
- How did cultural contact challenge the identities and value systems of peoples from the Americas, Africa, and Europe?

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- The “Age of Discovery " and the exploration were inspired by the new Enlightenment thinking in the political, economic, and social realms..

<u>Section 3: Cultures Meet and Collide</u>

- The Columbian Exchange had monumental consequences, both positive and negative on the three worlds involved.
- Western European countries had varying forms of success in making the New World both profitable and easy to manage.

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Vocabulary:

Historiography, Great Person Theory, Herodotus, Mondus Nuvus, Noble Savage, 500 Tribes=500 Nations, Columbus, Genocide, Dark Ages/Renaissance, “Native” Americans, Line of Demarcation, St. Augustine, Jamestown, Plymouth,

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Students will be able to:

- Students will examine and understand the pacing of the course and format of the exam.
- Students will recognize how this course will prepare them to have success on the collegiate level.
- Students will identify the various “schools of history” and apply them to both past and present events.
- Analyze how geography and climate help shape historical events and occurrences.
- Critically examine the clash of civilizations and highlight unintended consequences.
- Examine the causes and effects of the European Renaissance.

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- Identify the long-term effects of the American Indian conquest.
  Compare and contrast the successes and failures of how Spain, France and England settled the New World.
- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Apply the vocabulary in student reading, writing, speaking and listening.
- Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time,
- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain the effects of the development of transatlantic voyages from 1491 to 1607.

Learning Activities:

- *Ongoing Review in AP Classroom*

Assessment Evidence

Formative Assessments:

AP Classroom

Progress Check into each formative assessment for each Unit

Primary Sources / Secondary Sources

Summative Assessments:

AP Period 1 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments: The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 2

Desired Results

Unit 2: Colonial America and the Roots of the American Revolution

Unit Summary: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World while taking a hostile approach to Native Americans. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new republic.

Learning Standards

AP Content Standards:

KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.

KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

KC-2.1.II In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.

KC-2.1.III Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.

KC-2.2 The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

KC-2.2.I Transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.

KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

KC-2.1.I.A Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.

KC-2.1.I.B French and Dutch colonial efforts involved relatively few Europeans and relied on trade alliances and intermarriage with American Indians to build economic and diplomatic relationships and acquire furs and other products for export to Europe.

KC-2.1.I.C English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately.

KC-2.1.II.A The Chesapeake and North Carolina colonies grew prosperous exporting tobacco—all labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.

KC-2.1.II.B The New England colonies, initially settled by Puritans, developed around small towns with family farms and achieved a thriving mixed economy of agriculture and commerce.

KC-2.1.II.C The middle colonies supported a flourishing export economy based on cereal crops and attracted a broad range of European migrants, leading to societies with greater cultural, ethnic, and religious diversity and tolerance.

KC-2.1.II.D The colonies of the southern Atlantic coast and the British West Indies used long growing seasons to develop plantation economies based on exporting staple crops. They depended on the labor of enslaved Africans, who often constituted the majority of the population in these areas and developed their own forms of cultural and religious autonomy.

KC-2.1.II.E Distance and Britain's initially lax attention led to the colonies creating self-governing institutions that were unusually democratic for the era. The New England colonies based power in participatory town meetings, which in turn elected members to their colonial legislatures; in the southern colonies, elite planters exercised local authority and also dominated the elected assemblies.

KC-2.1.III.A An Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.

KC-2.1.III.B Continuing trade with Europeans increased the flow of goods in and out of American Indian communities, stimulating cultural and economic changes and spreading epidemic diseases that caused radical demographic shifts.

KC-2.2.I.C The British government increasingly attempted to incorporate its North American colonies into a coherent, hierarchical, and imperial structure in order to pursue mercantilist economicism, but conflicts with colonists and American Indians led to erratic enforcement of imperial policies.

KC-2.1.III.C Interactions between European rivals and American Indian populations fostered both accommodation and conflict. French,Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.

KC-2.1.III.E British conflicts with American Indians over land, resources, and political boundaries led to military confrontations, such as Metacom's War (King Philip's War) in New England.

KC-2.1.III.F American Indian resistance to Spanish colonizing efforts in North America, particularly after the Pueblo Revolt, led to Spanish accommodation of some aspects of American Indian culture in the Southwest.

KC-2.2.II.A All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.

KC-2.2.II.B As chattel slavery became the dominant labor system in many southern colonies, new laws created a strict racial system that prohibited interracial relationships and defined the descendants of African American mothers as black and enslaved in perpetuity

KC-2.2.II.C Africans developed both overt and covert means to resist the dehumanizing nature of slavery and maintain their family and gender systems, culture, and religion.

KC-2.2.I.A The presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.

KC-2.2.I.B The British colonies experienced a gradual Anglicization overtime, developing autonomous political communities based on English models with influence from intercolonial commercial ties, the emergence of a transatlantic print culture, and the spread of Protestant evangelicalism.

KC-2.1.III.D The goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, selfrule, and trade.

KC-2.2.I.D Colonists' resistance to imperial control drew on local experiences of self-government, evolving ideas of liberty, the political thought of the Enlightenment, greater religious independence and diversity, and an ideology critical of perceived corruption in the imperial system.

KC-2.1 Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.

KC-2.1.I Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.

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KC-2.2.II Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.

NJSLS:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Learning Targets	
Unit Essential Questions: • Which of the colonies most reflected the Enlightenment spirit? • Why was Bacon's Rebellion a sign of things to come? • How was mercantilism put into everyday practice? • Could a better man than George III have prevented the American Revolution? • How did the crowns practice of Salutary Neglect help cause the Revolution? • Is The French and Indian War the first "world war"? • What were the "baby-steps" towards open rebellion? • How did the Articles of Confederation fulfill the task at hand? • What is a Republic? What is a Democracy? • Is the Constitution alive? • What are the earmarks of a good political compromise?	**Unit Enduring Understandings:** • The North American Colonies were a perfect laboratory for the Age of Reason thinkers and implementers. • Colonial Americans showed a tendency for independence long before 1776. • Mercantilism was the economic driving force between the mother country and the colonies. • The Seven Years War had accelerated our desire to be free and independent from England. • The American Revolution had numerous causes that contained social, economic, and political aspects. • The American Revolution was lost more by the British than won by the Americans. • The Articles of Confederation were not designed to hold the country together post war. • The US Constitution is a series of hard fought compromises that resulted in a Democratic Republic. • George Washington helped define the early days of the new US Government and her policies. • American colonies were geographically divided into three regions based on the contributions of natural

• How did George Washington set the standard for future American presidents? • Why is John Adams seen as a great man but poor president? • How did the diverse patterns of European colonization by countries such as Spain, France, and England impact Native Americans socially, economically, and politically from the 15th century through the 18th century? • What factors impacted the political, social, and economic development of the colonial regions (NE, middle and southern)? • How did slavery in the British colonies differ from slavery in the Spanish and Dutch colonies? What are the similarities/differences in the problems faced by colonial settlers and those facing Americans today and how do the responses compare? • How does geography affect a people's cultural and economic development? • How did continuing contact between Europeans and Native Americans affect European-colonial relationships and the cultures of each group?	resources which created different economies (NE, Middle, South). • Each region developed its own identity with varying governments, social classes, and cultural norms based on these economies and their European roots. • The reasons for the settlers coming to the New World varied between the regions. • The interaction between settlers and Native American tribes sometimes led to cooperation and other times ended in conflict. • Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny. • American economic independence led the colonies to refute British attempts to restrict and tax their freedom. • The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau. • Religious wars in Europe were a driving force in America's settlement and the desire to have freedom of religion resonated within early colonial governments and carried over into the Revolution. • Early American settlers were challenged by the climate and native American land disputes. Today,

• How did increasing political, economic, and cultural changes within the Atlantic World impact the development of colonial societies in North America? • How were the Great Awakening and the Enlightenment shaped by the Atlantic World and how did these movements shape 18th century British North American colonial society and subsequent American society? • How successful was Great Britain's mercantile doctrine? • What are some problems faced by colonial settlers and those facing Americans today and how do the responses compare? • How does geography affect a people's cultural and economic development? • What does it mean to be independent? • How did the European Enlightenment thinkers influence the formation of the colonies first government? • Why do people rebel? • How did the Revolutionary War impact the American identity?	immigrants are faced with different challenges than early American settlers. • American colonies were geographically divided into three regions which created different economies (NE, Middle, South). • Independence is the freedom to act, think, speak without control and exercise sovereignty over one's destiny. • The ideologies of the early American doctrines were grounded in the theories of Locke and Rousseau. • People rebel when their basic human rights and freedoms are threatened, as in the case of the American Revolution. • The Revolutionary War gave birth to the American Identity and allowed it to evolve as the nation grew. • The Enlightenment and the confines of mercantilism helped spark the desire for independence. • The regional identities were firmly established and economic competition for dominance led to sectionalism, while the nation fought for its independence. • The best form of government allows the people a say in how they are governed, the right to evaluate the

• What economic, cultural, and ideological factors sparked and sustained the drive for American independence from England? • How was the American Revolution both a war for independence and a civil conflict? • What is the best form of government? • How did the Articles of Confederation impact the Constitution, thereby impacting the world today? • How did the Federalists and Anti-federalists differ in their views and how does this impact the US today? • Which characteristics allow an individual to succeed/ fail in facing the challenges of his Presidency?	performance of the government and change it as necessary and provides the protection of natural rights and equality under the law. • The Constitution's ability to adapt to the ever changing future in order to meet the needs of its citizens through amendments enables it to remain a relevant Living Document now and always. • The Federalists and Anti-federalists both presented valid concerns during the ratification period which helped the country see the need for a Federation and the protection of individual rights from the new government under the Bill of Rights. • The early political parties set forth opposing viewpoints on the role of central government, the economy, the national debt, foreign affairs, domestic trade and policy and involvement of the citizenry, which enabled Washington and Adams to effectively launch the New Republic and handle the challenges it faced.
Vocabulary: Bacon's Rebellion, Slave Codes, Locke/Hobbes, Adam Smith/Capitalism, Mercantilism, Hard Currency, Proclamation of 1763, Pontiac, James Otis/Sons of Liberty, Coercive Acts, Virtual Representation, Federalism, Northwest	

Ordinance, Land Ordinance of 1785, Bi-cameral 3/5 Compromise, Great Compromise, Loose v strict interpretation, Hamilton's Financial Plan, Precedent, Shay's Rebellion, Whiskey Rebellion, Alien and Sedition Acts, Proclamation of Neutrality, Federalists, John Marshall
Students will be able to: • Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences. • Identify a geopolitical map of the 13 original colonies and the three regions. • Evaluate the level of independence the colonists had while living in the colonies and how it changed over time. • Analyze the impact that Enlightenment thinkers had on colonial government through various primary sources. • Apply the vocabulary in student reading, writing, speaking and listening. • Students will be able to identify the reasons for the growing disagreements between the American colonies and Great Britain. • Students will be able to outline the reasons why the American colonies declared independence. • Students will be able to chronologize how the Revolutionary War progressed. • Students will be able to evaluate how the American Revolution changed life for different social groups in the new United States. • Students will be able to outline the events of the Revolutionary War. • Students will be able to analyze the contributions of African Americans, Native Americans, LGBTQ, people with disabilities, and women during the Revolutionary War. • Define the best form of government. • Analyze the positive and negative contribution of the Articles to the US. • Identify the Enlightenment ideas contained within the Constitution. • Compare and contrast the views of the early political parties and their efforts to get the Constitution passed.

- Define the characteristics of a great leader.
- Determine how Adams and Washington were able to successfully implement the powers of the Constitution and establish the foundations of the American Government.
- Compare and contrast the electoral and constitutional obstacles of 1800 to those of 2000 (Bush v. Gore)
- Examine the role of partisan media in politics in 1800 and today.
- Discuss role of Alexander Hamilton as media mogul of his time.
- Reflect on actions by modern presidents that compare to the passage of Judiciary Act
- Analyze the role of Judicial Review in law making and society today.
- Discuss how *McCulloch v. Maryland* is still relevant today. (New Deal and Health Care Legislation)
- Analyze the colonies for Political, Economical, Cultural, and Social (PECS) similarities & differences.
- Identify a geopolitical map of the 13 original colonies and the three regions.
- Evaluate the level of independence the colonists had while living in the colonies and how it changed over time.
- Analyze the impact that Enlightenment thinkers had on colonial government through various primary sources.

Learning Activities & Differentiation:

- *Ongoing Review in AP Classroom*

Assessment Evidence

Formative Assessments:

AP Classroom

Progress Check into each formative assessment for each Unit

Primary Sources / Secondary Sources

Summative Assessments:

AP Period 2 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments: The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
The American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

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Unit 3

Desired Results

Unit 3: Jeffersonian Democracy and the Era of Good Feelings

Unit Summary: This time period shaped early American political ideals, emphasizing democracy, territorial growth, and national unity. It set the stage for future conflicts and developments in American political and social history.

Learning Standards

AP Content Standards:

The United States began to develop a modern democracy and celebrated a new national culture,while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.II While Americans embraced a new national culture, various groups developed distinctive cultures of their own.

KC-4.1.III Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.

KC-4.2 Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.

KC-4.2.I New transportation systems and technologies dramatically expanded manufacturing and agricultural production.

KC-4.2.II The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.

KC-4.2.III Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.

KC-4.3 The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

KC-4.1.I.A In the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.

KC-4.1.I.B Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.

KC-4.3.I.A.i Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts.

KC-4.1.I.D Regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.

KC-4.2.III.D Plans to further unify the U.S. economy, such as the American System, generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.

KC-4.3.II.C Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.

KC-4.3.I Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.

KC-4.3.I.A.ii The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

KC-4.2.I.A Entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.

KC-4.2.I.B Innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions increased the efficiency of production methods.

KC-4.2.I.C Legislation and judicial systems supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence. Transportation networks linked the North and Midwest more closely than they linked regions in the South.

KC-4.2.III.B Increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.

KC-4.2.III.A Large numbers of international migrants moved toindustrializingNortherncities,whilemany Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.

KC-4.2.II.B The growth of manufacturing drove a significant increase in prosperity and standards of living for some; this led to the emergence of a larger middle class and a small but wealthy business elite, but also to a large and growing population of laboring poor.

KC-4.2.II.A Increasing numbers of Americans, especially women and men working in factories, no longer relied on semi-subsistence agriculture; instead they supported themselves producing goods for distant markets.

KC-4.2.II.C Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.

KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.

KC-4.1.I.C By the 1820s and 1830s, new political parties arose—the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay— that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally-funded internal improvements.

KC-4.3.I.B Frontier settlers tended to champion expansion efforts,while American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.

KC-4.1.II.B A new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.

KC-4.1.II.C Liberal social ideas from abroad and Romantic beliefs inhuman perfectibility influenced literature, art, philosophy, and architecture.

KC-4.1.II.A.i The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants.

KC-4.1.II.A.ii The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.

KC-4.1.III.A Americans formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.

KC-4.1.III.B.i Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans' rights.

KC-4.3.II.B.i Antislavery movements increased in the North.

KC-4.1.III.C A women's rights movement sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention. Over time, arguments emerged over whether to narrow the goals to white women.

KC-4.1.III.B.ii Antislavery efforts in the South were largely limited to unsuccessful rebellions by enslaved people.

KC-4.1.II.D Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.

KC-4.3.II.B.ii In the South, although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.

KC-4.2.III.C Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.

KC-4.3.II.A As overcultivation depleted arable land in the Southeast, slaveholders began relocating their plantations to more fertile lands west of the Appalachians, where the institution of slavery continued to grow.

KC-4.1 The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.

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KC-4.3.II The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

KC-5.1.I.A The desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.

KC-5.1.I.B Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean; however, this frequently provoked competition and violent conflict.

KC-5.1.I.D Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.

KC-5.1.I.E U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.

KC-5.1.I.C The United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.

KC-5.1.II.C U.S.government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.

NJSLS:

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12. CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influence party politics and shape national policies (i.e., the Missouri Compromise and the Compromise of 1850).

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress

(e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Climate Change: 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
Holocaust & Amistad: 6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. 6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Learning Targets	
Unit Essential Questions: • Why did Jefferson believe his election in 1800 was more important than The American Revolution? • How did Jefferson the man often conflict with Jefferson the politician?	**Unit Enduring Understandings:** • Jefferson's election to the presidency resulted in a peaceful transfer of power. • The LA purchase transformed the US into a potential world player.

• Does the age make the man or the man make the age? • Why was the development of political parties good for America? • How did Hamilton save The Republic? • Why is credit and debt important to us as a nation/individual? • How did Clay's American System try to stem regionalization? • Why did the Monroe Doctrine shape American Foreign policy for close to 80 years? • Was Jackson a hero or tyrant? • What characteristics define the American identity? • How do new technologies impact society? • Why is Jackson the only president to have an era named for him? • How can acquiring new territories affect societies? • What are acceptable means for nations to acquire territory? • What are the challenges and opportunities related to migration?	• Jefferson and Hamilton had vastly different views of what a virtuous citizen and government was. • James Madison's presidency was plagued by situations that had been setup by his predecessor. • The American system was the first major attempt by the Federal Government to further create an American • social and economic identity. • Andrew Jackson's popularity was due to his belief that he was an instrument of the people's will. • Jacksonian Democracy spurred a rise in sectionalism and states' rights. • The North and South developed different economic systems that led to political differences between the regions. • New technologies created a greater rift between the sections of the new nation. • Andrew Jackson served as a President for the "Common Man" while extending the powers of the President beyond that of any of his predecessors. • Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific.

• What did “opening the frontier” mean for different groups in North America? • How successful were the reform movements?	• Americans used varying means of acquiring land from war to diplomatic negotiations. • Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. • Tensions over the annexation of Texas led to war with Mexico resulting in significant territorial gains for the US and different experiences for various groups. • Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.
Vocabulary: Elastic clause, Assumption/Tariff/Credit, Sectionalism, War Hawks, Peculiar Institution, Force Bill, KY and VA Resolutions, Nullification, State Rights, Tribal Sovereignty, Bank of US, Balanced Budget	
Students will be able to: • Trace the origins of US political parties throughout American history and their influence on today. • Identify the key characteristics of Hamiltonian, Jeffersonian, and Jacksonian political stances. • Differentiate the facts from opinions on both the actions of Jefferson and Jackson. • Examine how various period events and persons are depicted through political cartoons. • Explore the options that Jackson faced in dealing with the American Indian question. • Highlight the influence of Webster, Clay, and Calhoun in American political history. • Identify the role that women played in helping develop the emerging American identity.	

- Assess whether The Monroe Doctrine was right for America when implemented.

Learning Activities & Differentiation:

- *Ongoing Review in AP Classroom*

Assessment Evidence

Formative Assessments:

AP Classroom

Progress Check into each formative assessment for each Unit

Primary Sources / Secondary Sources

Summative Assessments:

AP Period 3 Assessment

Common Benchmark Assessments:

Unit Tests

AP Classroom

Alternative Assessments:

The American Pageant 18th Edition

Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials

The American Pageant, 18th Edition

AP Classroom

CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4

Desired Results

Unit 4: Sectionalism and the Seeds of the American Civil War

Unit Summary: This unit explores the growing divisions within the United States that ultimately led to the Civil War. Key topics include the concept of sectionalism - loyalty to one's region rather than the nation - and how economic, social and political differences between the North and South fueled tensions.

Learning Standards

AP Content Standards:

KC-5.2.II.A The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.

KC-5.2.II.B.i The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.

KC-5.1.II.A Substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.

KC-5.1.II.B A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.

KC-5.2.I.A The North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on enslaved labor. Some Northerners did not object to slavery on principle but claimed that slavery would undermine the free labor market. As a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.

KC-5.2.I.B African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting escapes, and sometimes expressing a willingness to use violence to achieve their goals.

KC-5.2.I.C Defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.

KC-5.2.II.B.ii The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.

KC-5.2.II.C The Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.

KC-5.2.II.D Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.

KC-5.3.I.B Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.

KC-5.3.I.C Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals. Both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.

KC-5.3.I.D Although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.

KC-5.3.II.ii Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.

KC-5.3.II.A The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.

KC-5.3.II.B The women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.

KC-5.3.II.C Efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction

opened up political opportunities and other leadership roles to formerly enslaved persons but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

KC-5.3.II.D Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Formerly enslaved persons sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive share cropping system limited blacks' and poor whites' access to land in the South.

KC-5.3.II.E Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.

NJSLS Standards:

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies.

6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

Learning Targets

Unit Essential Questions:

- How did geography affect an American's beliefs and values?
- Why were the reform movements of the 1830s the grandparents of the social unrest of the 1960s?
- What might be the causes of this period's religious fervor?
- Why were slave rebellions not more frequent?
- How much did popular culture move the nation closer to war?
- How did Lincoln bend the Constitution in order to save it?
- What caused the North to win and the South to lose?
- What did Reconstruction cost and did it fail?
- How was the West "won"? Who were the losers?
- What characteristics define the American identity?
- How do new technologies impact society?

Unit Enduring Understandings:

- Sectional and regional differences helped bring the slavery crisis to a boiling point.
- The calls for social and religious change were a major part of antebellum America.
- The causes of the Civil War are both numerous and complex in nature.
- Lincoln was determined to save the Union at all costs.
- The American Civil War left a bloody and painful legacy that still endures today.
- Reconstruction was a painful government failure that resonated into the Civil Rights movement of the 60s.
- The Federal government's sponsorship of westward expansion has reaped huge bounties both economically
- and geographically.

• Why is Jackson the only president to have an era named for him? • How can acquiring new territories affect societies? • What are acceptable means for nations to acquire territory? • What are the challenges and opportunities related to migration? • What did “opening the frontier” mean for different groups in North America? • How successful were the reform movements? • Was slavery the primary cause of the Civil War? • Did the various compromises over slavery delay the inevitable? • What are the regional differences and events that led to the Civil War? • Can legislative compromises solve moral issues? • Was the Civil War inevitable? • How was propaganda used during the abolitionist Movement? • How did geography impact the Civil War? • How did the population shift in the US following the Civil War?	• The North and South developed different economic systems that led to political differences between the regions. • New technologies created a greater rift between the sections of the new nation. • Andrew Jackson served as a President for the “Common Man” while extending the powers of the President beyond that of any of his predecessors. • Americans moved west energized by their belief in the rightful expansion of the US from the Atlantic to the Pacific. • Americans used varying means of acquiring land from war to diplomatic negotiations. • Mexico offered land grants to American settlers, but conflict developed over religion and other cultural differences, and the issue of slavery. • Tensions over the annexation of Texas led to war with Mexico resulting in significant territorial gains for the US and different experiences for various groups. • Though they did not meet with success, the reform movements set the stage for real change by the turn of the century.

• What impact did economics have on the Civil War? • What role did African Americans play in the Civil War? • How effective was Reconstruction? • What were the economic impacts of the Civil War on the North and the South? • How did the Civil War amendments affect the lives of Americans and the relationship between state and the nation governments?	• Slavery, along with many other issues led to the Civil War. • Debates over slavery increased sectionalism and influenced politics. • Moral and political beliefs influence the actions of citizens which led to sectionalism and divisions that caused the Civil War. • Economic, social and political sectional differences in America interlaced with slavery escalated into a conflict between the states. • Legislation often only addresses moral issues through compromise. • Conflict can lead to both negative and positive changes. • Conflicts over States Rights culminated over the divisive issue of slavery leading to the Civil War. • Literature can be used as propaganda to impact public opinion. • Geography had a huge impact on the outcome of the Civil War. • There were huge population shifts based on race following the Civil War. • Wealth, industry and supplies gave the North a huge advantage over the South in the Civil War.

	• African Americans made huge contributions to both sides in the Civil War both in the military and on the homefront. • Reconstruction made great strides in providing for the newly freed slaves for a time, but failed in reforming the political divide and prejudice in the South. • The South suffered tremendous economic effects from the Civil War while the North fared far better. • The new amendments tried to create more equality in the lives of Americans and tested the Federation in the national government's ability to implement them to the full extent.
Vocabulary: Antebellum, 13th, 14th,15th Amend, KKK, Reconstruction, Homestead Act, Dawes Act	
Students will be able to: • Trace the effects of geography on key period figures. • Highlight the regional differences between North and South. • Explore the social changes of Antebellum America and identify their lasting effects. • Develop a thesis that contains the key causes of the American Civil War. • Examine the man behind the myth that is Lincoln. • Employ different features of a wartime map to analyze and interpret and analyze events. • Evaluate the cost of the American Civil War on the national narrative.	

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

Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South

Learning Activities & Differentiation:
- *Ongoing Review in AP Classroom*

Assessment Evidence

Formative Assessments:

AP Classroom

Progress Check into each formative assessment for each Unit

Primary Sources / Secondary Sources

Summative Assessments:

AP Period 4 Assessment

Common Benchmark Assessments:

Unit Tests

AP Classroom

Alternative Assessments:

The American Pageant 18th Edition

Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials

The American Pageant, 18th Edition

AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5: Title: Progressivism, Empire Building, and World War I

Unit Summary: America's emergence as a world power occurs after it departs from isolationism into imperialism and participates in World War I.

Learning Standards

AP Standards:

KC 7.1 Growth expanded opportunity, while economic instability led to new efforts to reform US society and its economic system.

KC 7.1 1 The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

KC 7.1.2 In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.

KC 7.1.3 During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the US into a limited welfare state, redefining the goals and ideas of modern American liberalism.

KC 7.2 Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.

KC 7.2.1 Popular culture grew in influence in US society, even as debates increased over the effects of culture on public values, morals, and American national identity.

KC 7.2.2 Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.

KC 7.3 Participation in a series of global conflicts propelled the United States into apposition of international power while renewing domestic debates over the nation's proper role in the world.

KC 7.3.1 In the late 19th century and early 20th century, new US territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.

KC 7.3.2 World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.

KC 7.3.3 US involvement in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the US into a position of global, political, and military leadership.

KC 7.3.1.a 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 peoples around the globe.

KC 7.3.1.b Anti-imperialists cited principles or self-determination and invoked both racial theories and the US foreign policy tradition of isolationism to argue that the US should not extend its territory overseas

KC 7.3.1.c The American victory in the Spanish-American War led to the US 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.

KC 7.1.2.a 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.

KC 7.1.2.b On the national level, Progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform. Progressive amendments to the Constitution dealt with issues such as prohibition and woman suffrage.

KC 7.1.2.c Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.

KC 7.1.2.d The Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction.

KC 7.3.2.a After initial neutrality in World War I, the nation entered the conflict, departing from the US foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles.

KC 7.3.2.b Although the American Expeditionary Forces played a relatively limited role in combat, the US's entry helped to tip the balance of the conflict in favor of the Allies. KC 7.3.2.c Despite Wilson's deep involvement in postwar negotiations, the US Senate refused to ratify the Treaty of Versailles or join the League of Nations. KC 7.2.1.c Official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture. KC 7.2.2.a Immigration from Europe reached its peak in the years before World War I. During and 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. KC 7.2.2.ab The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities. KC 7.2.2.ac In a 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. KC 7.1.1.a New technologies and manufacturing techniques helped focus the US economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems. KC 7.2.1.a. 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. KC 7.2.2.a Immigration from Europe reached its peak in the years before World War I. During and 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.
NJSLS:

6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplaces
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.
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.
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.
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 individual
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.
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).
6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
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).
6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

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.
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.
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.
6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
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).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT***):**

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Learning Targets

Unit Essential Questions:

- What was a trust?
- Are monopolies ever good?
- What is the role of government when it comes to protecting the public from business?
- How successful were the Progressives when it came to women and minority rights?
- Why did people come to America? What did they expect? What did they actually find?
- How have cities become part of the American narrative?
- What is an empire? Did the US want to build one?
- What caused WWI? Why did Wilson want to stay out?
- Did we really make a difference in the outcome of WWI?
- Were the Progressive reforms effective?

Unit Enduring Understandings:

- The latter part of the 19th century saw a rise in industrialization and urban social conditions.
- Immigration had a definitive push/pull effect on the American identity.
- The Populist and Progressive movements were in direct response to the social challenges of the period.
- The US moved away from the Monroe Doctrine and look to expand her involvement on the world stage.
- World War I dramatically altered the European landscape and political map.
- American neutrality was abandoned and our involvement help spur growth home and abroad.
- The Progressives fought to prevent unfair business practices, break up monopolies, political corruption and equality.

• Are women seen as equals in the United States? • Does the US protect its natural resources? • What role did geography play in gaining access to natural resources? • How did nationalism and competition between industrial nations lead to conflict? • How has US Foreign Policy changed since the birth of the nation to today? • What was the impact of the Espionage Act and the Sedition Amendment? • How did women and African Americans contribute to America's fight in WWI? • Was Woodrow Wilson an effective leader of our country during and after WWI? • How does propaganda and the media influence public opinion on the foreign policy throughout wars that the US is involved in? • Why did the US want to remain neutral in the beginning stages of WWI and what events led America to finally enter the war? • How do different countries differ in views on the Treaty of Versailles and the League of Nations?	• Women worked in the factories, promoted political change, fought injustices in the workplace and in politics. • The Progressives made great strides in efforts to conserve our natural resources and created the National Park System. • The United States began to look beyond its borders for natural resources. • International trade and the industrial revolution in America promoted policies that resulted in America emerging as a world power. • The United States adopted the foreign policy of Isolationism for most of its early history until the late 1800's when the US became an imperialist nation. Since the late 1800's the US has switched back and forth from Isolation to Imperialism. • 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). • Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.

• How has America changed their government response to the rise of authoritarian regimes over the years throughout different wars?	• 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. • 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. • Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war. • Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries. • 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).
Vocabulary: Gilded Age, Trust Busting, Populist/Progressive, Suffrage, Isolationism/Doctrine, Initiative/Recall/Referendum, Nativism, Vertical/Horizontal Integration	

Students will be able to:

- Compare and contrast the living conditions for a 19th century urban immigrant/oligarch.
- Evaluate the need and desire that form the big business and big government dynamic.
- Create a thesis that attacks/defends the contributions of the Populist/Progressive movements.
- Compose an effective speech that Wilson could have used during his “League of Nations” battle.
- Evaluate source material and play them in context of bias and relevance.
- Define “empire building” in both the early 20th and 21st century mindsets.
- Observe and highlight key moments from the period
- Understand the reasons behind the needed change during the Progressive Era.
- Evaluate historical change in American foreign policy perspectives
- Illustrate arguments for and against expansionism
- Classify foreign policies of Presidents: Big Stick, Dollar Diplomacy, Watchful Waiting (moral diplomacy)
- Evaluate historical change in American foreign policy perspectives.
- Illustrate arguments for and against expansionism.
- Determine if the Espionage and Sedition Acts violated individual rights.
- Analyze Wilson’s proclamation to enter the war vs the argument to remain isolationist.
- Compare WWI propaganda to the media today.
- Evaluate 14 points, League of Nations, Treaty of Versailles.
- Describe the American homefront during WWI.
- Compare Wilson’s response to WII to modern authoritative governments in North Korea, Venezuela, Syria, China and Iran.

Learning Activities & Differentiation:

- Chapter 26- Empire & Expansion 1890-1909
    - Investigate Sources
        - America's New Imperialism
        - The Spanish -AMerican War
        - Against Imperialism
- Chapter 27- Progressivism and the Republican Roosevelt 1901-1912
    - Investigate Sources
        - The War Over Wages
        - Eugenics, Race, and "Race Betterment"
        - The Election of 1912
- Chapter 28 - Wilsonian Progressivism in Peace & War 1913-1920
    - Investigate Sources
        - The Path to WWI
        - Fighting & Ending WWI
        - The League of Nations
        - American Foreign Affairs After WWI
- PECS Charts
- CHIPPO
- DBQ

Assessment Evidence

Formative Assessments:

AP Classroom Progress Check into each formative assessment for each Unit Primary Sources / Secondary Sources
Summative Assessments: AP Period 5 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments: The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
The American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In

addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6

Desired Results

Unit 6: Title: Roaring 20s, Economic Collapse and World War II

Unit Summary: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems. The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society. Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

Learning Standards

AP Standards:

KC 7.1.1.b By 1920, a majority of the US population lived in urban centers, which offered new economic opportunities for women, internal migrants, and internal migrants.

KC 7.2.1.b Migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement.

KC 7.2.1.d In the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration.

KC 7.2.2.a Immigration from Europe reached its peak in the years before World War I. During and 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.

KC 7.1 1 The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.

KC 7.1.1.c 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.

KC 7.1.3 During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the US into a limited welfare state, redefining the goals and ideas of modern American liberalism.

KC 7.1.3.a 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.

KC 7.1.3.b 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.

KC 7.1.3.c 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.

KC 7.2.2.b The increased demand for war production and labor during World War I and World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities.

KC 7.3.2.d 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 US isolationism.

KC 7.3.2.e 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.
KC 7.2.2.d Migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration.
KC 7.3.3.b 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 US troops.
KC 7.3.3.c Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading the debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.
KC 7.3.3.a Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.
KC 7.3.3.c Mobilization and military service provided opportunities for women and minorities to improve their socioeconomic positions for the war's duration, while also leading the debates over racial segregation. Wartime experiences also generated challenges to civil liberties, such as the internment of Japanese Americans.
KC 7.3.3.d The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific "island-hopping" and the D-Day invasion, the use of the atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.

NJSLS:

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.
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.
6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
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.
6.1.12.History CC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
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.
6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world.
6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
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.
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)
6.1.12.A.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.

6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
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.
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.
6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
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).
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.
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).
6.1.12.EconEM.10.a: Constructs a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Holocaust & Amistad: *(ELA & SS ONLY)*

6.1.12.EconNM.8.a: Analyze the push-pull factors that led to the Great Migration.
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.
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.
6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Learning Targets

Unit Essential Questions:

- How were the 1920s a dramatic cultural shift?
- How was the “Harlem Renaissance” a trendsetter for the civil rights movement of the 60s?
- Was prohibition a complete failure?
- Should we blame Hoover for the depression?

Unit Enduring Understandings:

- A period of tremendous economic and social change swept the US post WWI.
- The modern consumer age can trace its’ back to the Roaring 20s.
- The Great Depression was a perfect storm of bad policy, practice, and timing.

• How was government transformed throughout the New Deal? • Is FDR our greatest modern president? • What steps needed to be taken to stop Hitler and the Nazi's prior to 1939? • Why was the US unprepared for both Pearl Harbor and the start of the war? • What were the key turning points of the war? • What was the long-term impact of the Marshall plan? • How did the US farmers overproduction and the Dust Bowl worsen an already broken economy during the Great Depression? • How did the Stock Market Crash in 1929 and other periods of economic instability affect Americans throughout history? • What parts of a market economy depend on each other? • In what ways did the United States government's actions and policies help cause the Great Depression? • Why was the Great Depression not only an American problem but a worldwide problem?	• Roosevelt's New Deal helped usher in a hotly contested belief that government must be pro-active with • regards to its' citizens daily life. • The New Deal did not get us out of The Great Depression but rather our involvement in WWII did. • The worldwide economic collapse set the stage for fascism. • The Allies victory in WWII set the stage for the coming Cold War between East and West. • Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression. • Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability. • Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System) • Analyze how the actions and policies of the United States government contributed to the Great Depression.

• How were ethnic and racial minorities directly affected by the Great Depression in America? • What are the ways in which the US government can help restore the country's economic stability? • How has the Supreme Court been able to expand individual rights by protecting all Americans? • In what ways did the New Deal programs protect the environment? • How did Roosevelt,minorities and women shape the core ideology and policies of the New Deal? • Why did so many minority groups in the US have American pride despite the amount of discrimination that they experienced both in the military and the workforce? • What type of specific programs were put in place to protect the welfare of individuals during the New Deal era? • How did the role of government expand in terms of economic policy, capitalism and society through short term and long term events? • When is war justified? • What political, economical, and military mistakes did the Axis powers make that cost them the war?	• Explore the global context of the Great Depression and the reasons for the worldwide economic collapse. • Analyze the impact of the Great Depression on the American family and ethnic and racial minorities. • Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health • 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. • Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment. • 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). • Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism

• What was the US war strategy in the Pacific and why was it successful? • How did the US mobilize the homefront war effort? • What groups of people did the Nazi's target and why? • What was the cost of human life during WWII and how did it have a global impact?	despite the discrimination they experienced in the military and workforce. • 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). • Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society. • The United States policy of neutrality in World War II was no longer a viable option following the events of Pearl Harbor. • Military miscalculations by the leadership of the Axis powers led to a strategic Allied victory in World War II. • The war strategy of the United States in the Pacific led to America's victory against Japan. • World War II was a total war in which all of America's economic and human resources had to be mobilized to their greatest capacity. • The Nazis targeted specific groups for genocide to create a "master race."

	• The savagery of war and indecencies against humanity were prevalent during World War II.
Vocabulary: Flappers, Prohibition, Consumer Market Advertising/Demographic, crash/dividends, Shorting, Run on banks, Market share, Fascism, Socialism, Communism, Manhattan Project, Two front war	
Students will be able to: • Recognize the societal changes that accompanied the 1920s. • Highlight the rise of personal consumption that followed post WWI. • Research and evaluate the major causes of the depression. • Trace the economic boom and bust periods of all American history and identify a unifying theme. • Analyze and interpret key primary source materials from the period. • Evaluate the individual New Deal programs and examine their overall impact • Defend/attack Roosevelt's big government intervention. • Highlight the direct causes of WW II. • Analyze the reasons for the Allies victory. • Assess the economic causes of the stock market crash of 1929 • Explain the economic consequences of the stock market crash of 1929 • Analyze the causes of the Great Depression • Evaluate the impact of the Great Depression on the American people • Analyze the causes and events that led to American involvement in the war, including the Japanese attack on Pearl Harbor and the American response. • Describe and locate the major battles and key leaders of the European and Pacific theaters.	

- Evaluate and explain how the United States mobilized its economic and military resources, including the role of all-minority military units (the Tuskegee Airmen and Nisei regiments) and the contributions of media, minorities, and women to the war effort.
- Analyze the Holocaust (Hitler's "final solution"), its impact on Jews and other groups, and the postwar trials of war criminals.
- Evaluate and explain the treatment of prisoners of war and civilians by the Allied and Axis powers.

Learning Activities & Differentiation:

- Chapter 29 - Prosperity and Its Perils 1920-1932
    - Investigate Resources:
        - Goods & Services:Creation of the Wome's Bureau
        - The American Dream Plus Interest
        - Who Prospered During the Age of Properity?
        - Americans in the Consumer Economy
        - Black Americans in the Early 20th Century
- Chapter 30 - The Great Depression and the New Deal 1933-1939
    - Investigate Resources:
        - The Road to Hooverville
        - A New Deal for Americans
        - The Election of 1936
        - Crisis and Confidence in the Great Depression
        - Debating the New Deal
- Chapter 31 - The Cauldron of WWII 1933-1945
    - Investigate Resources:

        - The Seeds of the Geopolotical Crisis
        - The Experience of Nazism
        - Developing the Unbreakable Code
        - Americans at War
            - Europe & The Pacific
            - Japanese Internment
        - Internal Migration in the US During WWII
- PECS Charts
- CHIPPO
- DBQ

Assessment Evidence
Formative Assessments: AP Classroom Progress Check into each formative assessment for each Unit Primary Sources / Secondary Sources
Summative Assessments: AP Period 6 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments:

The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
The American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 7

Desired Results

Unit 7: Cold War and Social Change in America Post 1960

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

Learning Standards

AP Standards:

KC 7.3.3.e The war-ravaged condition of Asia and Europe, and the dominant US 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.

KC 7.3.3 US involvement in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the US into a position of global, political, and military leadership.

KC 8.1 The United Sates 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.

KC 8.1 1 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.

KC 8.1.2 Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

KC 8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

KC 8.2.1 Seeking to fulfill Reconstructions-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow.

KC 8.2.2 Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

KC 8.2.3 Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

KC 8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

KC 8.3.1 Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

KC 8.3.2 New demographic and social developments, along with anxieties over the Cold War, changed US culture and led to significant political and moral debates that sharply divided the nation.

KC 8.1.2.a 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.

KC 8.3.1.a A burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.

KC 8.3.1.b 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. The Sun Belt region emerged as a significant political and economic force.

KC 8.3.2.a Mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.

KC 8.2.1 Seeking to fulfill Reconstructions-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow.

KC 8.2.1.b The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial justice.

KC 8.1.1.e Cold War competition extended to Latin America, where the US supported non-Communist regimes that had varying levels of commitment to democracy.

KC 8.1.2.c Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.

KC 8.1.2.d Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.

KC 8.1.1.b Concerned by expansionist Communist ideology and Soviet repression, the US sought to contain communism through a variety of measures, including major military engagements in Korea and Vietnam.
KC 8.1.1.d Postwar decolonization and the emergence of powerful nationalist movements in Asia, Africa, and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained nonaligned.
KC 8.1.2.c Americans debated the merits of a large nuclear arsenal, the military-industrial complex, and the appropriate power of the executive branch in conducting foreign and military policy.
KC 8.2.2.c Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.
KC 8.2.3.a Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s.
KC 8.2.3.b Liberal ideals 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. A series of Supreme Court decisions expanded civil rights and individual freedoms.
KC 8.3.1.c 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.
KC 8.2.1.a During and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr, combatted racial discrimination utilizing a variety of strategies including legal challenges, direct action, and nonviolent protest tactics.
KC 8.2.1.b. The three branches of the federal government used measures including desegregation of the armed services, *Brown v. Board of Education*, and the Civil Rights Act of 1964 to promote greater racial justice.
KC 8.2.1.c 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.

KC 8.2.3.b. Liberal ideals 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. A series of Supreme Court decisions expanded civil rights and individual freedoms.
KC 8.2.2.a Feminist and gay and lesbian activities mobilized behind claims for legal, economic, and social equality.
KC 8.2.2.b Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.
KC 8.3.2.b.i Feminists and 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 US culture, and advocated changes in sexual norms.
KC 8.1.2.b Although anticommunist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate antiwar protests that became more numerous as the war escalated, and sometimes led to violence.
KC 8.2.3.d 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.
KC 8.3.2.b Feminists and 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 US culture, and advocated changes in sexual norms.
KC 8.1.2.d Ideological, military, and economic concerns shaped US involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.
KC 8.2.2.d 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.
KC 8.2.3.c 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.

KC 8.2.3.e Public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.
KC 8.2.3.f 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.
KC 8.3.2.c 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.

NJSLS:

6.1.12.A.12.a Analyze ideological differences and other factors that contributed to the Cold War and U.S. involvement in conflicts to contain communism, including the Korean War, Cuban Missile Crisis, and Vietnam War

6.1.12.A.12.b Examine constitutional issues involving war powers as related to U.S. military interventions (Korea, Vietnam, etc.)

6.1.12.C.12.a Explain the implications and outcomes of the Space Race from scientific, governmental, and societal perspectives

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.

6.1.12.EconNE: Relate American economic expansion after World War II to increased consumer demand. Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.

6.1.12.EconNE.13.a: Evaluate the effectiveness of economic policies that sought to combat postWorld War II inflation.

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.C.12.c Analyze how scientific advances impacted the national and global economies and daily life

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.

6.1.12.HistoryCC.12.c Analyze efforts like McCarthyism and their impact on civil liberties.

6.1.12.HistoryCC.12.d Explain how nuclear weapons proliferation affected international relations.

6.1.12.HistoryCC.12.e Analyze ideological differences contributing to the Cold War and U.S. involvement in Korea/Cuba/Vietnam

6.1.12.C.13.a Explain how individuals and organizations used economic tactics (e.g., Montgomery Bus Boycott, sit-ins) in the struggle for civil and human rights

6.1.12.D.13.a Determine the impetus for the Civil Rights Movement and explain why federal action was needed to ensure rights for African Americans

6.1.12.D.13.b Compare and contrast the leadership and ideologies of Martin Luther King Jr. and Malcolm X during the Civil Rights Movement and evaluate their legacies

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. Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

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). Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.

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.

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). Governments and financial institutions influence monetary and fiscal policies.

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.

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.

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.

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).

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Computer Science & Design Thinking (*CS & DT*):

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress

(e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
Climate Change: 6.1.12.HistoryCC.12.d Explain how nuclear weapons proliferation affected international relations. *Denotation of and atomic weapons testing as well as new chemicals start the beginnings of the 'greenhouse effect" and other climate issues.* 6.1.12.EconNE.12.a: Assess the impact of agricultural innovation on the world economy During the Cold War, America's agricultural economy became a symbol of power and was used as a psychological weapon against the USSR. The late 1950s–1960s began the chemical revolution in agricultural science, with the increasing use of anhydrous ammonia as a cheap source of nitrogen spurring higher yields. By the end of the 1980s, farmers were using low-input sustainable agriculture (LISA) techniques to decrease chemical applications.
Holocaust & Amistad: 6.1.12.C.13.a Explain how individuals and organizations used economic tactics (e.g., Montgomery Bus Boycott, sit-ins) in the struggle for civil and human rights 6.1.12.D.13.a Determine the impetus for the Civil Rights Movement and explain why federal action was needed to ensure rights for African Americans 6.1.12.D.13.b Compare and contrast the leadership and ideologies of Martin Luther King Jr. and Malcolm X during the Civil Rights Movement and evaluate their legacies

Learning Targets

Unit Essential Questions:

- Why was the Cold War actually hot?
- What are the key traits in socialism/communism/capitalism?
- What was the Final Frontier and why did we need to conquer it?
- Should we ever consider the nuclear option?
- Why was Kennedy's death seen as an end to Camelot?
- How did we wind up in Vietnam?
- How could we have won in Vietnam?
- How did pop culture helped define the 60s.
- Why didn't Boomers trust anyone over 30?
- What role did the white majority have in maintaining Jim Crow?
- Why was there a split between King and Malcolm X?
- How do the 60s still resonate today
- What is the difference between communism and capitalism/democracy?

Unit Enduring Understandings:

- The Cold War was actually hot on many fronts and lasted the better part of 50 years.
- The Cold War pitted the ideologies of capitalism against communism.
- The Space Race was both a political and technological contest between the two superpowers.
- The Cuban Missile Crisis was the closest we have ever approached MAD (mutually assured destruction).
- Vietnam helped transform almost every aspect of American's relationship with their government.
- The Civil Rights movement of the 60s still echoes loudly today.
- The Baby Boomers challenged the traditional values of all authority figures.
- The United States and the Soviet Union represented starkly different fundamental values. The United States represented democratic political institutions and a generally free market economic system. The Soviet Union was a totalitarian government with a communist (socialist) economic system.

• What was the impact of the Space race on the American government, American people, and the science community? • How did the US ensure economic growth and stability? • How did agricultural inventions impact the world economy? • What constitutional controversies existed over war conflicts during the Cold War? • Did the US support or oppose independence movements around the world? • How were civil liberties infringed upon during the era of McCarthyism? • Has the development of nuclear weapons affected international relationships and conflicts? • How did American Foreign policy lead to the Korean War, Vietnam War, and Cuban Missile crisis? When do our freedoms and traditions become sacrificed for security? • How did the Arab-Israeli conflict influence American Foreign Policy? • What is our role as a Superpower and how does it sometimes conflict with our values?	• NASA was formed under John F. Kenedy as the "race to the moon" took off between the US and the USSR. The US government would spare no expense to increase technology. When the USSR launched Sputnik, the first space satellite, Americans lived in fear. African American women Katherine Johnson, Dorothy Vaighn, and Mary Jackson made enormous contributions to the development of the Apollo 11. • The heavy military expenditures throughout the Cold War benefited the US economy. New inventions in the 1950's created a flourishing economy under Eisenhower. The baby boom increased the needs for products and goods. • During the Cold War, America's agricultural economy became a symbol of power and was used as a psychological weapon against the USSR. As a result, the American farmer was elevated beyond a mere producer of substance to an active cold war participant. The ramifications of agriculture's role in the cold war have lasted for decades in the form of subsidies, surpluses, and a lasting welfare system for farmers and agricultural interests. • Civil liberties of people were violated when they were accused and convicted of being communist without

• Is civil disobedience the most effective means of achieving racial equality? • What role did the national legislative, executive and judicial branches play in the Civil Rights movement? • What role did the NJ legislative, executive and judicial branches play in the Civil Rights movement? • Is violence or non-violence the most effective means to achieve social change? • Why was there a migration from the cities to the suburbs during the 1950's and 1960's? • How did the Civil Rights movement affect the women's rights movement? • What was the overall mood of the 1960s, and what were its lasting legacies today?	substantial proof. People in Hollywood were "Blacklisted" from the movie industry. • As countries began to decolonize it was important to the US that they did not turn into communist countries. Decolonizing countries were looking for help from either the US or the USSR to escape the colonial empire. The United States practiced a kind of informal imperialism where they replaced leaders they did not like in other countries—Patrice Lumumba in the Democratic Republic of the Congo and Salvador Allende in Chile were prime examples. • The Second Red Scare of the late 1940's and early 1950's was a grave threat to rights guaranteed in the Bill of Rights. Senator Joseph McCarthy played on American fears of communism by recklessly accusing many American governmental officials and other citizens of being communists, based on flimsy or no evidence. This led to the coining of the term *McCarthyism*—the making of false accusations • During this time period in the US, civil disobedience was needed in this era to achieve racial equality, and change. • The executive branch did respond to the pressure of abolishing discrimination beginning in 1948 with

	Harry S. Truman's Executive order 9981 which desegregated the military and abolished discrimination "on the basis of race, color, religion or national origin." The judicial branch overturned "separate, but equal" by desegregating schools with Brown v. Board decision in 1954; The legislative branch and the judicial branch joined forces in 1964 with the civil Rights act in 1964 and the Voting Rights Act in 1965. • New Jersey also tried to eliminate discrimination and segregation. 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. • History has proven that non-violence is the most effective means to achieve social change. However, during the Civil Rights Movement, when caucasians were violent towards African-Americans it helped the African -Americans achieve their goal. • Caucasian Americans began to move to the suburbs and desegregation began across the country. De facto housing pattern discrimination continued to keep many urban populations segregated, especially as

	the draw of suburban seclusion became more accessible • The Civil Rights Movement of the 1940s, 1950s, and 1960s provided a model that women used to extend their civil rights and promote equal justice. • The 1960's were a turbulent time in the United States. The Civil Rights movement, the Anti-war movement, the assasination of JFK, and the resignation of president Johnson all had an impact at home.
Vocabulary: New Frontier, Satellite countries, Iron Curtain, NASA/Sputnik, Great Society, Hawks/Doves, 1968 (Tet,RFK,MLK), Grandma's Nightshirt, Hippies/Black Panthers	
Students will be able to: • Trace the key events of the Cold War and evaluate their impact on today's geopolitical map. • Define the practices of communism and capitalism when applied to economics. • Hypothesize on what JFK's impact would have been if he had not been assassinated. • Highlight our involvement in Vietnam and explore possible ways to victory. • Identify the key protest movement of the 60s and evaluate their impact. • Recognize the successes and failures of the Civil Rights movement and apply them to the racial questions of • today. • Research the impact of the 60s social movements on today. • Locate and explain the political boundary changes, and the formation of the United Nations and the Marshall Plan.	

- Explain the origins and early development of the Cold War and how it changed American foreign policy, with emphasis on the Truman Doctrine and the policy of containment of communism.
- Analyze the efforts of the United States to protect Western Europe, including the role of the North Atlantic Treaty Organization (NATO).
- Analyze the changing role of the United States in Asia, including Korea, Vietnam, and China.
- Evaluate and explain how policy changes impacted the United States' relationships in Latin America.
- Analyze the domestic impact of the Cold War
- Evaluate and explain the factors that caused the collapse of communism in Europe and how it changed American foreign policy, including the role of Ronald Reagan.
- Evaluate the economic factors that continued the US dominance as a world power.
- Evaluate and explain the impact of the *Brown v. Board of Education* decision, the roles of Thurgood Marshall and Oliver W. Hill, Sr., and how Virginia responded to the decision.
- Assess how the National Association for the Advancement of Colored People (NAACP), the 1963 March on Washington, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Americans with Disabilities Act (ADA) had an impact on all Americans.
- Analyze the changes in the migration of African Americans.
- Evaluate the changes that occurred in American culture.
- Synthesize the impact of the civil rights movement and the culture change on the women's rights movement for equality.

Learning Activities & Differentiation: *LGBTQ and People with Disabilities, Diversity, Equity & Inclusion*

- Chapter 32 - The Cold War Begins 1945- 1952
    - Investigate Resources

        - Human Rights & Dignity
        - Decolonization
        - Threats to Civil Liberties during hte Second Red Scare
        - Waging the Cold War
        - The Shifting Front in Korea
- Chapter 33 Affluence and Anxiety 1952-1963
    - Investigate Resources
        - Postwar Consumerism
        - Who Benefited From the GI Bill?
        - Setting the Stage for the 60's
        - 1960 Presidential Election
        - Postwar America
- Chapter 34 - The Stormy Sixties 1963 - 1973
    - Investigate Resources
        - The Great Society
        - Unity Among the Oppressed
        - America's Involvement in Vietnam
        - Confrontation, War and Chaos
        - American Foreign Policy in the 1960's
        - Presidential Election 1968
        - Beyond Civil Eights
- PECS Charts
- CHIPPO

- DBQ

Unit 7 Stage 2 Assessment Evidence
Formative Assessments: AP Classroom Progress Check into each formative assessment for each Unit Primary Sources / Secondary Sources
Summative Assessments: AP Period 7 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments: The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
The American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students
It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 8

Desired Results

Unit 8: The 70s, 80s, 90s, and 2000s

Unit Summary: Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Learning Standards

AP Standards:

KC 8.1 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.

KC 8.1 1 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.

KC 8.1.2 Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.

KC 8.2 New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

KC 8.2.1 Seeking to fulfill Reconstructions-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward equality was slow.

KC 8.2.2 Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.

KC 8.2.3 Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

KC 8.3 Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

KC 8.3.1 Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.

KC 8.3.2 New demographic and social developments, along with anxieties over the Cold War, changed US culture and led to significant political and moral debates that sharply divided the nation.

KC 9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

KC 9.1 1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in US politics after 1980.

KC 9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.

KC 9.2.1 New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.

KC 9.2.2 The US population continued to undergo demographic shifts that had significant cultural and political consequences.

KC 9.3 The end of the Cold War and new challenges to US leadership forced the nation to redefine its foreign policy and role in the world.

KC 9.3.1 The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.

KC 9.3.2 Following the attacks of September 11, 2001, US foreign policy efforts focused on fighting terrorism around the world.

KC 9.1.1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in US politics after 1980.

KC 9.1.1.a 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.

KC 9.1.1.b Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters.

KC 9.1.1.c Policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the US financial system.

KC 9.2.2.c Intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures.

KC 9.3.1.a Reagan asserted US opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.
KC 9.3.1.b Increased US 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.
KC 9.3.1.c The end of the Cold War led to new diplomatic relationships but also new US military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world.
KC 9.2.1.a Economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.
KC 9.2.1.b 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.
KC 9.2.1.c Employment increased in service sectors and decreased in manufacturing, and union membership declined.
KC 9.2.1.d Real wages stagnated for the working and middle class amid growing economic inequality.
KC 9.2.2.a After 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas.
KC 9.2.2.b International migration from Latin America and Asia increased dramatically, the new immigrants affected US culture in many ways and supplied the economy with an important labor force.
KC 9.3.2.a In the wake of attacks on the World Trade Center and the Pentagon, the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq.
KC 9.3.2.b The war on terrorism sought to improve security within the United States but also raised questions about protection of civil liberties and human rights.
KC 9.3.2.c Conflicts in the Middle East and concerns about climate change led to debates over US dependence on fossil fuels and the impact of economic consumption on the environment.

KC 9.3.2.d Despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century.
KC 9.1 A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.
KC 9.1 1 Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in US politics after 1980.
KC 9.2 Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
KC 9.2.1 New developments in science and technology enhanced the economy and transformed society, while manufacturing decreased.
KC 9.2.2 The US population continued to undergo demographic shifts that had significant cultural and political consequences.
KC 9.3 The end of the Cold War and new challenges to US leadership forced the nation to redefine its foreign policy and role in the world.
KC 9.3.1 The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.
KC 9.3.2 Following the attacks of September 11, 2001, US foreign policy efforts focused on fighting terrorism around the world.

NJSLS:

6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.

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.

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.

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.

6.1.12.EconNE.16.a: Make evidenced-based inferences regarding the impact of technology on the global workforce and on entrepreneurship.

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.

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.

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.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

Interdisciplinary Connections:

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B. Observe hyphenation conventions.
C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.11–12.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Climate Change:

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.

Holocaust & Amistad: *(ELA & SS ONLY)*

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.

Learning Targets	
Unit Essential Questions: • Why Watergate did provided a bookend to the stormy 60s? • How does Watergate's legacy live on today? • Should Ford have pardoned Nixon? • Can a good man be a poor president? • How did the hostage crisis help elect Reagan? • What is stagflation? • How did Reagan make America cool again? • Did Reagan help bring about the end of the Soviet union? • What was the impact of Regan's social program cuts? • What brought about the economic success of the 1990s? • Why was Bill Clinton his own worst enemy? • How has the media and technology impacted civic participation?	**Unit Enduring Understandings:** • Nixon's involvement in Watergate continued to fuel the public's mistrust of Government as the war in • Vietnam drew to a close. • Ford's presidency was hamstrung by Nixon's pardon and a desire to start fresh. • The optimism that came with Carter's election disappeared after a series of economic woes and foreign policy • entanglements. • Reagan made Americans feel good about themselves again. • Reagan's deficit spending severely limed the elder Bush presidency and paved the way for the first Boomer • president. • Bill Clinton's election was marked by economic success but personal/political mistakes

• How has the US government tried to address ethical issues in science, business, and technology? • Has the US been effective in addressing economic issues at home and in other countries? • What impact have fossil fuels have on the world's climate? • What has been the impact of technology on the global workforce? • Has international trade affected the US Economy and workforce? • How has social media promoted American culture around the world? • What has caused the separation of two economic classes (rich and poor)?	• The foundation of democracy is to rely on strong civic engagement. Today, it is widely recognized that digital technologies offer exciting opportunities to facilitate a stronger and more inclusive civil society. • The government has organizations, such as the National Institute of Standards and Technology, the Office of Science and Technology Policy (OSTP), and the Office of American Innovation, and the US Defense Advanced Research Projects Agency (DARPA). • Entering the 21st century, the US is unchallenged as the world's economic leader. Economic engagement with the rest of the world has played a key part in the success of the U.S. economy. • When fossil fuels are burned, they release large amounts of carbon dioxide, a greenhouse gas, into the air. Greenhouse gasses trap heat in our atmosphere, causing global warming. • Automation, digital platforms, and other innovations are changing the fundamental nature of work. Many activities that workers carry out today have the potential to be automated. At the same time, more and more people are working from home using the technology relied upon during the pandemic.

	• Trade creates jobs. International trade lowers the cost and increases the variety of U.S. consumer purchases, benefits U.S. workers who make exports and those who rely on imports as key inputs, and helps fuel innovation, competition, and economic growth. • Almost everyone utilizes one social media platform or another regularly, with the result being an immense change in how people communicate and interact with each other, not just online but in the "real world" as well. American culture is being disseminated on every social media platform around the world. • Economic gaps are growing in several different ways, including family structure, education, lifestyle, and geography.
Vocabulary: Culture Wars, "Peace with honor", Saturday Night Massacre, Reaganomics, Embargo, Glasnost, Impeachment, Yuppies	
Students will be able to: • Evaluate the domestic programs of Nixon and articulate his achievements. • Identify the key players and consequences of Watergate.	

- Trace the economic doldrums of the late 70s back to American involvement in Vietnam.
- Create a thesis that addresses Reagan's influence on the Cold War.
- Review APUSH multiple choice content.
- Review FRQ thesis development and body construction.
- Evaluate primary source materials and incorporate into writing DBQs.
- Describe how media and technology has impacted civic participation
- Analyze government efforts to address issues in science, medicine, and business that arise from the global use of new technologies.
- Assess the effectiveness of the United States government in addressing economic issues.
- Explain why natural resources continue to be a source of conflict and the impact of climate change.
- Assess the impact of technology on the global workforce.
- Assess the impact of international trade on the United States economy and workforce.
- Analyze the impact of American culture on other world cultures
- Explain the impact of social media on the dissemination of American culture.
- Evaluate the widening of the gap between the two economic classes.

Learning Activities & Differentiation: *LGBTQ and People with Disabilities, Diversity, Equity & Inclusion*

- Chapter 35 - A Sea of Troubles
    - Investigate Resources
        - Watergate
        - Stagflation and the Roots of Deregulation
        - America in an Era of Limits
        - Changes in the Real Price of Selected Goods and Services

- Chapter 36- The Resurgence of Conservatism 1980-1992
    - Investigate Resources
        - Economic Debates of the 1980's
        - The Election of 1980
        - AIDS in the 1980's
        - The Collapse of the Soviet Empire
        - The American Economy from Stagflation to Reaganomics
- Chapter 37 - America Enters the 21st Century 1998-2008
    - Investigate Resources
        - The Information Superhighway
            - The Internet and the World Wide Web Are Born
        - Culture Wars and the 1992 Election
        - Political, Economic, and technological Change in the 1990's and 2000s
        - Presidential Election of 2008
- Chapter 38 - American Reckoning 2009-2024
    - Investigate Resources
        - The Beginning of the Obama Presidency, The Great recession, and te Paris Climate Accord.
- PECS Charts
- CHIPPO
- DBQ

Assessment Evidence

Formative Assessments: AP Classroom Progress Check into each formative assessment for each Unit Primary Sources / Secondary Sources
Summative Assessments: AP Period 8 Assessment
Common Benchmark Assessments: Unit Tests AP Classroom
Alternative Assessments: The American Pageant 18th Edition Fast Track to AP Test Preparation Workbook

Core Instructional & Supplemental Materials
The American Pageant, 18th Edition
AP Classroom
CHIPPO Graphic Organizer, PECS Graphic Organizer, DBQ Practice, FRQ Practice

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

-Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning