

## *United States History AP Syllabus*

The AP United States History Course meets 5 times a week for 43 minutes each day, and it relies on developmental lessons, a rigorous amount of daily homework, quizzes, free response essay exams and exercises, DBQ exercises and exams as well as AP modeled multiple choice exams.

With these being the basic concepts of the course, it requires a demanding level of self discipline to keep up with the work load and the class work alternates between lecture, group and individual activities. Primary source exercises and exposure are extensively used to prepare the students for the AP exam. This concentration on primary sources is incorporated in individual exercises, exams, evaluation of writing examples as well as strategies that can help improve the performance of each individual student.

The writing aspect of the course is designed to prepare the students for the free response section of the AP exam in May. Students at times will do DBQ exams in class as well as evaluate responses available on the AP Central website. Strategies and techniques that have been used with success are made available and practiced so that students can find the technique that they are most comfortable and proficient with. The goal is for each student is to be proficient, confident and successful with the writing aspect of the course and the exam.

### **United States History AP Course Materials**

The course's main text is *The American Pageant* (Boston, MA: Houghton Mifflin Company, 2006), written by Thomas A. Bailey. Some other resources and works for additional readings, handouts, evaluations, and other activities are listed below and referred to in abbreviated form throughout the syllabus.

Bailey, Thomas A., David M. Kennedy and Lizabeth Cohen, eds., *The American Pageant (11<sup>th</sup> Edition)* (Boston, MA: Houghton Mifflin Company, 1998)

Bailey, Thomas A., David M. Kennedy and Lizabeth Cohen, eds., *The American Pageant (13<sup>th</sup> Edition)* (Boston, MA: Houghton Mifflin Company, 2006)

Crum, John W. PhD., ed., *Master the AP U.S. History Test*, United States: ARCO/Thomson Learning, Inc., 2003.

Dollar, Charles M. and Gary W. Reichard, eds., *American Issues: A Documentary Reader*, New York, NY: Glencoe/McGraw-Hill, 1994.

Kovacs, Mary Anne, Roberta J. Leach, Douglas E. Miller and John C. Ritter, *Advanced Placement U.S. History 2: Twentieth Century Challenges 1914-1996*, United States: The Center for Learning, 1997.

Leach, Robert J. and Augustine Caliguire, *Advanced Placement U.S. History 1: The Evolving American Nation-State 1607-1914*, United States: Center for Learning, 1997.

Leone, Bruno, ed., *Opposing Viewpoints in American History Volume II: From Reconstruction to the Present*, San Diego, CA: Greenhaven Press, Inc., 1996.

Maddox, Robert James, ed., *Annual Editions: American History Volume 2-Reconstruction through the Present (19<sup>th</sup> Edition)*, Dubuque, IA: McGraw-Hill Learning Series, 2007.

Maddox, Robert James, ed., *Annual Editions: American History Volume 2-Reconstruction through the Present (16<sup>th</sup> Edition)*, Dubuque IA: McGraw-Hill Learning Series, 2001.

Newman, John J. and John M. Schmalbach, *United States History: Preparing for the Advanced Placement Examination (Revised Edition)*, New York, NY: AMSCO School Publications, Inc., 2004.

Proctor, Alan, PhD., *AP U.S. History: Multiple-Choice and Free-Response Questions with DBQ in Preparation for the AP United States History Examination (Fourth Edition)*, Brooklyn, NY: D&S Marketing Systems, Inc.

Spoehr, Luther and Alan Fraker, *Doing the DBQ: Advanced Placement U.S. History Examination - Teaching and Learning with the Document-Based Question*, New York, NY: College Entrance Examination Board and Educational Testing Service, 1995.

Zinn, Howard, *A People's History of the United States 1492-Present*, New York, NY: Harper Perennial Modern Classics, 2003.

Many other AP level books and resources are used on a regular basis within the classroom.

# United States History AP Curriculum Calendar

## Unit 1: Discovery and Settlement of the New World

### Required Reading:

- The American Pageant - Bailey Ch. 1-2
- Readings from A People's History of the United States (Zinn) [CR6]

**Key Discussion Topics:** The overall effects of European exploration in the Americas; factors that existed in Europe that led to the Age of Discovery [CR2]; Native American cultures that existed prior to and during the Age of Exploration [CR5]; factors that led to the success of early English settlements.

### Special Activities:

- Students will create maps that show early areas of exploration and settlement as well as illustrate areas of exploration and settlement using maps.
- Students will evaluate various Native American cultures through numerous primary source readings.
- Students will read and chart information from primary sources and interpret various primary sources.
- Students will compose an original Free Response Essay and or DBQ. [CR8]

## Unit 2: America and the British Empire

### Required Reading:

- The American Pageant - Bailey Ch. 2-3
- Mayflower Compact [CR7]
- Maryland's Act of Toleration [CR7]
- *Colonial Class Status* (American Issues) [CR6]

**Key Discussion Topics:** What the economic, cultural, and political characteristics of early colonial America were [CR2]; how settlement patterns differed in the northern, middle, and southern colonies; the role mercantilism played in the economic development of the colonies [CR4]; the origins of slavery in the Americas [CR5].

### Special Activities:

- Students will create maps that illustrate areas of settlement.
- Students will evaluate settlement patterns and the impact of mercantilism through numerous primary sources.
- Students will read and chart information from primary sources and interpret various primary sources.
- Students will examine the differences between developing regional American societies.

## Unit 3: Colonial Society in the Mid 18<sup>th</sup> Century

### Required Reading:

- The American Pageant - Bailey Ch. 4-5

- Sinners in the Hand of an Angry God - Edwards [CR7]
- A Model of Christian Charity - Winthrop [CR7]
- Mass School Law of 1647 [CR7]

**Key Discussion Topics:** The societal characteristics of early colonial America [CR3]; how the family structure differed in the northern, middle, and southern colonies [CR2]; the role religion played in the development of the colonies [CR2]; how new immigrants added to the growing American culture [CR2].

**Special Activities:**

- Students will create maps that illustrate colonial society in the mid 18<sup>th</sup> century.
- Students will evaluate various society patterns and their impact through numerous primary sources.
- Students will examine the differences between developing regional American societies.

**Unit 4: Road to Revolution (1754-1775)**

**Required Reading:**

- The American Pageant - Bailey Ch. 6-7
- Common Sense (Paine) [CR7]
- Treaties on Government - Locke [CR7]
- Proclamation of 1763 [CR7]
- Peace of Paris of 1763 [CR7]
- Readings from Montesquieu
- Boston Massacre Engraving [CR7]
- *Forces of Conformity* (American Issues) [CR6]

**Key Discussion Topics:** The factors that led to the French and Indian War; the impact of the war; what factors led to feelings of colonial unity; what actions were taken by the British and Americans that led to revolutionary thought and action among the colonials [CR3]; the philosophical ideas that provided the foundation for Revolutionary thought; the many events that led to revolution and the eventual formation of the United States as an independent nation [CR1].

**Special Activities:**

- Students will read and chart chronological information on the actions of the British and colonial reactions from 1763.
- Students will chronologically organize events leading to war.
- Students will examine the differences between British and American perspectives leading up to the war through numerous primary sources.
- Students will read and chart information from primary sources and interpret various primary sources.
- Students will examine the differences between developing regional American societies.

- Students will analyze the impact of British and American actions and how they instigated an armed conflict.

### **Unit 5: The American Revolution (1175-1783)**

#### **Required Reading:**

- The American Pageant – Bailey Ch. 7-9.
- Declaration of Independence [CR7]
- Olive Branch Petition [CR7]
- Common Sense [CR7]
- Peace of Paris of 1783 [CR7]

**Key Discussion Topics:** What the factors were that led to the American Revolution and what was its impact on England and the American Colonies [CR3]; how feelings of colonial unity contributed to the Americans’ victory; how political writings helped to form the fledgling American government [CR1]; what the philosophical ideas were that provided the foundation for Revolutionary thought [CR2].

#### **Special Activities:**

- Students will chronologically organize major events of the war.
- Students will examine the differences between British and American perspectives during the war through numerous primary sources.
- Students will read and chart information from primary sources and interpret various primary sources
- Students will analyze the military strengths and weaknesses of the British and Americans and how they impacted the outcome of the war.
- Students will judge how effective the Articles of Confederation were in creating a central government [CR1].
- Students will compose an original Free Response Essay and or DBQ. [CR8]

### **Unit 6: The Constitution and New Republic (1776-1800)**

#### **Required Reading:**

- The American Pageant – Bailey Ch. 8-9.
- Hamilton’s Financial Plan. [CR7]
- Articles of Confederation with the Constitution. [CR7]
- *Opposition to the Idea of Party* (American Issues) [CR6]

**Key Discussion Topics:** What political philosophies dominated debate at the Constitutional Convention; how the first political parties emerged and who they were; how can the Constitution be viewed as a “Bundle of Compromises” [CR3]; what important precedents were established during the Washington Administration.

**Special Activities:**

- Students will analyze the structure and major provisions of the US Constitution (including the Bill of Rights).
- Students will trace the beginnings of political parties through the present day [CR1]
- Students will draw, label, explain, and evaluate the political spectrum and how it relates to history and current events.

**Unit 7: The Age of Jefferson (1800-1816)****Required Reading:**

- The American Pageant – Bailey Ch. 10-11
- Jefferson and Napoleon (letters) [CR7]
- Marbury vs. Madison (case) [CR7]
- Selected political cartoons [CR7]

**Key Discussion Topics:** What Jeffersonian Democracy was [CR3]; what the important precedents were that were established by the Supreme Court [CR1]; what the political and economic impact of the Jefferson administration was; what the Virginia Dynasty was and how its antifederalist philosophy dictated presidential action; the concept of Judicial Review and outlines the power of the Supreme Court [CR1].

**Special Activities:**

- Students will compare and contrast Jefferson's ideals and actions.
- Students will outline important achievements of the Jefferson Administration and evaluate Jefferson's foreign policy.
- Students will analyze and brief Marbury vs. Madison and outline a case brief of Marbury vs. Madison.
- Students will analyze political cartoons with regard to embargo and impressments.
- Students will create political cartoons.

**Unit 8: The War of 1812****Required Reading:**

- The American Pageant-Bailey Ch. 12

**Key Discussion Topics:** What the struggles were of the new American nation as it strove to gain the recognition and respect of the entire world [CR1]; what the causes, outcome, and the lasting effects of the war were [CR2]; how the war benefited the future development of the American Republic [CR1].

**Special Activities:**

- Students will analyze Monroe’s foreign policy and economic decisions.
- Students will assess technological advancements in transportation and industry.
- Students will draw comparisons among the presidents of the “Virginia Dynasty”.
- Students will compose an original Free Response Essay and or DBQ. [CR8]

### **Unit 9: Nationalism and Economic Expansion**

#### **Required Reading:**

- Missouri Compromise [CR7]
- Tallmadge Amendment [CR7]
- Monroe Doctrine [CR7]
- *Myths of the Frontier* (American Issues) [CR6]

**Key Discussion Topics:** The growing political conflict between and within states/territories in the south and west; the nation’s transition towards a more active foreign policy [CR3]; the growing infrastructure and economic expansion of the U.S. [CR4]; new ideas in foreign policy that existed during this time period; the overall impact of America’s economic revolution on business, social mobility and Westward Expansion [CR2] [CR4]; how Marshall’s Federalist Supreme Court decisions have had a lasting effect on the development of the United States government [CR1].

#### **Special Activities:**

- Students will brief major Supreme Court Decisions made by John Marshall.
- Students will assess technological advancements in shipbuilding.
- Students will discriminate between anti-war and pro-war positions and leaders.
- Students will analyze Jefferson and Madison’s foreign policy decisions.

### **Unit 10: Age of Jackson (1828-1848)**

#### **Required Reading:**

- The American Pageant – Bailey Ch. 13-14.
- Democracy in America – DeToqueville [CR7]
- Jackson’s bank veto message to congress [CR7]
- Calhoun’s “compact theory.” [CR7]
- Supreme Court Decision regarding Cherokee and Jackson’s response [CR7]
- Indian Removal Act [CR7]
- *The “American System”* (American Issues) [CR6]

**Key Discussion Topics:** The ways in which democracy was expanded during this era; how conflict began to emerge between the North and South [CR3]; how the US displaced different groups of Native Americans and what effect did it have upon them [CR2]; the emergence of multiple parties; increased suffrage, and popular campaigning [CR5].

**Special Activities:**

- Students will analyze political cartoons.
- Students will create a chart that compares Jefferson and Jackson's ideas. Students will view the film "How the West Was Lost".
- Students will analyze Jacksonian Democracy including rotation in office, spoils system, and universal male suffrage.
- Students will trace the growth of political parties from the Jacksonian era to the present.
- Students will compare and contrast the democratic ideals of Jefferson and Jackson.

**Unit 11: Sectionalism**

**Required Reading:**

- The American Pageant – Bailey Ch. 16
- *The Republican Party and the Race Question* (American Issues) [CR6]

**Key Discussion Topics:** How the distinct economic and political characteristics of the North and South lead to Sectionalism [CR4]; the differences between the North and South that eventually led the United States to Civil War [CR5].

**Special Activities:**

- Students will analyze primary source materials from both northern and southern perspectives.
- Students will determine the economic impact of slavery on both the North and South.
- Students will summarize the living and working conditions of slavery based on primary source documents.
- Students will compare and contrast trade, labor sources, infrastructure, and culture of the North and South.

## **Unit 12: Manifest Destiny and Westward Expansion**

### **Required Reading:**

- The American Pageant – Bailey Ch. 17.
- Wilmot Proviso [CR7]
- *Sharecropping as a Way of Life* (American Issues) [CR6]

**Key Discussion Topics:** How the idea of “Manifest Destiny” guided the United States toward westward expansion [CR3]; what the opportunities and harsh realities of frontier life were; how the United States territory grew from the Atlantic to the Pacific, based upon the manifest destiny [CR2].

### **Special Activities:**

- Students will explain the acquisition of western lands, including Texas, Oregon, California, Mexican Cession, and the Gadsden Purchase.
- Students will analyze the impact of expansion on Native Americans.
- Students will compose an original Free Response Essay and or DBQ. [CR8]

## **Unit 13: Reform and Culture**

### **Required Reading:**

- The American Pageant – Bailey Ch. 15
- *Perfectionism* (American Issues) [CR6]

**Key Discussion Topics:** What the major reform movements were during the 1800’s and who were their leaders [CR2]; how several movements affected the social and political development of the United States [CR2].

### **Special Activities:**

- Students will identify major reform movements and their leaders.
- Students will analyze how the works of these leaders impacted American Culture.
- Students will evaluate and apply the AP essay writing rubric to Free Response Essays and DBQ’s.

## **Unit 14: The 1850’s – A Decade of Crisis**

### **Required Reading:**

- The American Pageant – Bailey Ch. 18-19.
- Compromise of 1850 [CR7]
- Fugitive Slave Act [CR7]
- Kansas-Nebraska Act [CR7]
- Lincoln Douglas debates (1858) [CR7]
- Results of the election of 1860 [CR7]

- *Failure to Compromise: Lincoln and the Crittenden Compromise* (American Issues) [C6]

**Key Discussion Topics:** The specific events that contribute to growing tensions between the North and South that directly led to the Civil War [CR3]; what the major events were that eventually led to the Civil War [CR5]; what compromises were attempted in order to avoid war [CR3].

**Special Activities:**

- Students will identify major compromise attempts.
- Students will evaluate Northern and Southern reactions to these attempts.
- Students will explain the relationships between successive events that led to war.

**Unit 15: The Civil War**

**Required Reading:**

- The American Pageant – Bailey Ch. 20-21
- Gettysburg Address [CR7]
- Emancipation Proclamation [CR7]
- 13<sup>th</sup> Amendment [CR7]
- Confederate Constitution [CR7]
- *The Sweep of Organization* (American Issues) [CR6]

**Key Discussion Topics:** The major events of the Civil War; the outcome and major consequences of the Civil War [CR5]; the characteristics of the North and South that led to the Northern victory; the immediate impact of the outcome of the Civil War on African -Americans [CR2].

**Special Activities:**

- Students will identify major strengths and weaknesses of the North and the South.
- Students will explain major military strategies and their effects.
- Students will evaluate Constitutional conflicts.

**Unit 16: Reconstruction to 1877**

**Required Reading:**

- The American Pageant – Bailey Ch. 22.
- 13<sup>th</sup> Amendment [CR7]
- 14<sup>th</sup> Amendment [CR7]
- 15<sup>th</sup> Amendment [CR7]
- Compromise of 1877 [CR7]
- *Reconstruction in Indian Territory* (American Issues) [CR6]

**Key Discussion Topics:** The major plans for Reconstruction; the long and short term impacts of Reconstruction on both the North and the South [CR2] the struggle of both the Federal and State governments in the effort to reunite the nation; the social and cultural impact of Reconstruction on the nation’s population [CR2].

### **Special Activities**

- Students will identify the major strengths and weaknesses of the various proposed reconstruction plans.
- Students will evaluate the effectiveness of suffrage programs for African Americans.
- Students will be able to explain the intent and viability of Amendments 13, 14 and 15.
- Students will compose an original Free Response Essay and or DBQ. [CR8]

### **Unit 17: New South and the West**

#### **Required Reading:**

- The American Pageant - Bailey Ch. 27.
- Great Issues in American History - Hofstadter
- Taking Sides - Madaras/Sorelle [CR6]
- "The Report of a Northern Observer" [CR7]
- "Black Codes" [CR7]
- "Frederick Douglass Looks Back on Reconstruction" [CR7]
- "The Turner Thesis" [CR7]

**Key Discussion Topics:** The affect of politics in the New South [CR2]; the type of economy that develops after the Civil War [CR4]; the affect of sharecropping on former slaves; what Western expansion means to Native Americans; the affect of railroad, mining, cattle and farming frontiers on Western expansion [CR2].

#### **Special Activities:**

- Students will red and compare excerpts from "The Age of Reform," from Richard Hofstadter and "The Age of Excess" by Ray Ginger. [CR6] [CR3]
- Students will answer worksheet "The Farmers' Dilemma"
- Writing Assignment - Students will answer a free response question on the problems faced on the frontier. [CR8]

### **Unit 18: Industrialization**

#### **Required Reading:**

- Textbook: The American Pageant - Bailey Ch. 25.
- The Center for Learning AP US History I.
- U.S. News and World Report
- Time Magazine
- "The Philosophy of the Industrialists" [CR6]
- "Why Big Oil is Getting a lot bigger" [CR6]

**Key Discussion Topics:** How the United States became an Industrial Power; the affect of the railroads on the industrial growth of the nation [CR2]; the popular economic theories of the industrial period [CR4]; the

impact of the Industrial Revolution; the debate between the Giants of Industry Robber Barons vs. Builders of America.

**Special Activities:**

- Students will prepare a debate on the Robber Barons vs. Industrialists. Students will prepare and participate in “The Trial of the Robber Barons.” [CR3]
- Students will discuss the formation of business monopolies in U.S. history.
- Students will prepare a policy paper on popular economic theories.
- Writing Assignment - Students will write a DBQ on the Industrial Period. [CR8] [CR7]

**Unit 19: Immigration, Urbanization and Culture**

**Required Reading:**

- “The Chinese exclusion Act,” [CR7]
- “The Dawes Severalty Act,” [CR7]

**Key Discussion Topics:** How immigration helped shape America [CR2]; differences between the “Old Immigrants,” and the “New Immigrants”; changes that immigration brought to the cities; the affect of machine politics on immigration and the development of the cities; social reforms that developed as the cities grow and expand [CR2].

**Special Activities:**

- Students will be able to identify the reform movements of the cities and their relative success. [CR2]
- Students will debate the differences between the Old immigrants and the New Immigrants and their relative positions and contributions to U.S. society. [CR2]
- Writing Assignment - Students will develop answers to free response questions that deal with the machine politics of the late 19<sup>th</sup> century. [CR8]

**Unit 20: Politics of the Gilded Age (1877-1896)**

**Required Reading:**

- The American Pageant - Bailey Ch. 24 & 28.
- U.S. News and World Report
- Great Issues in American History - Hofstadter [CR3]
- The Center for Learning Advanced Placement U.S. History I
- “The Populist Vision” [CR6]
- “Playing with Populism” [CR6]
- “William Jennings Bryan: Cross of Gold Speech” [CR7]

**Key Discussion Topics:** How politics in America was affected by the Gilded Age; the major political issues of the Gilded Age; how the Populist movement affected the Gilded Age [CR2]; events surrounding the rise of the Populist during the Gilded Age; the significance of the election of 1896.

**Special Activities:**

- Students will construct a timeline of U.S. political events from the Gilded Age (1877-1896).
- Students will compose research articles based on the value of third parties in American politics.
- Writing Assignment – Students will write a free response essay on Gilded Age politics. [CR8]

**Unit 21: America on the World Stage (1856-1914)****Required Reading:**

- The American Pageant – Bailey Ch. 29-30.
- U.S. AP History – The Center for Learning
- Great Issues in American History – Hofstadter [CR3] [CR6]

**Key Discussion Topics:** The Historic Reasons for U.S. Isolationism [CR3]; the steps taken for the U.S. to become an imperialistic Nation [CR3]; the reasons President McKinley asked Congress for a Declaration of War; how the U.S. fought the Spanish American War; comparison and contrast of the Big Stick Policy of Roosevelt as an example of U.S. Imperialism or was it an example of an enlightened foreign policy [CR3].

**Special Activities:**

- Students will study the historic reasons for an aggressive U.S. foreign policy [CR3].
- Students will study and prepare policy papers on the various regions that involve U.S. foreign policy attention [CR3].
- Students will examine the actions of U.S. Presidents and how they develop a U.S. foreign policy.

**Unit 22: The Progressive Era****Required Reading:**

- “Race Warrior”
- “The Shame of the Cities”
- Theodore Roosevelt, “Acceptance Speech” [CR7]
- Woodrow Wilson, “The New Freedom” [CR7]
- “Black Reformers in Conflict” [CR6]
- “The Changing Role of Woman, 1870-1920” [C67]
- U.S. AP History – The Center for Learning

**Key Discussion Topics:** The origins of the Progressive Era; the reforms sought by the Progressives [CR23]; how the election of Theodore Roosevelt and William H. Taft affected the progressive movement; if Woodrow Wilson’s presidency was a continuation of the Progressive Era; how minorities and women were affected by the Progressive Era [CR12].

**Special Activities:**

- Students will prepare statements to be delivered before the class that will testify to the abuses that were encountered by workers in factories at the turn of the century.
- Students will do research and complete a chart that will track the political, economic and social changes of the Progressive Era.
- Writing Assignment – Students will write a free response essay on the Progressive Movement. [CR8]

**Unit 23: World War I****Required Reading:**

- The American Pageant – Bailey Ch. 33.
- Great Issues in American History – Hofstadter [CR6]
- Selections from Fromkin, “In the Time of the Americans”
- Woodrow Wilson, “Appeal for Neutrality” [CR7]
- Woodrow Wilson, “Speech for Declaration of War Against Germany,” April 2, 1917. [CR7]
- George W. Norris, “Speech Against Declaration of War,” April 4, 1917. [CR7]
- Wilson, “Speech on the Fourteen Points” Jan. 1918 [CR7]
- William E. Borah, “Speech on the League of Nations,” Nov. 1919 [CR7]

**Key Discussion Topics:** Woodrow Wilson’s foreign policy goals and achievements 1914-1920; the causes of the U.S. entry into WWI [CR3]; the reasons for the defeat of the Versailles Treaty; the short and long term consequences of the defeat of the Treaty of Versailles; how the roles of minorities and women changed during the War [CR2].

**Special Activities:**

- Students will prepare a report on the technology involved in WWI.
- Students will prepare a debate over the ratification of the Treaty of Versailles.
- Writing Assignment – Students will write a DBQ based on the World I era. [CR8] [CR7]

**Unit 24: The Roaring 20’s****Required Reading:**

- The American Pageant – Bailey Ch. 34.
- Great Issues in American History – Hofstadter [CR6]
- Countee Cullen, “Yet Do I Marvel” [CR6]
- Langston Hughes “Dream Deferred”

**Key Discussion Topics:** The cause of the business prosperity of the 1920's [CR4]; the changing role of women after WWI [CR2]; how the writers of the Lost Generation affected America in the 1920's; how the Harlem Renaissance affected African-Americans of the 1920's; the attitudes towards immigrants of the 1920's [CR2]; the U.S. foreign policy changes in the years following WW I. [CR3]

**Special Activities:**

- Students will compare and contrast the political, economic, and social trends of the 1920's.
- Students will research and make presentations on the black artists of the Harlem Renaissance during the 1920's.
- Students will report on the advertising of the 1920's and compare it with advertising campaigns of today.

**Unit 25: The Great Depression and the New Deal**

**Required Reading:**

- The American Pageant - Bailey Ch. 35 & 36.
- Great Issues in American History - Hofstadter [CR6]
- FDR: "1932 Campaign Speech" [CR7]
- FDR: "First Inaugural Address" [CR7]
- Hoover: "Speech Articulating Republican Views" [CR7]

**Key Discussion Topics:** The causes, reactions, and government response to the Great Depression; how the Great Depression affected Americans [CR2]; what President Hoover did to address the crisis of the Great Depression [CR4]; what Roosevelt did in the first one hundred days; how the New Deal tried to alleviate the effects of the Great Depression [CR4]; the critics of the New Deal.

**Special Activities:**

- Students will give an oral presentation of the Court Packing proposal put forth by Roosevelt.
- Writing Assignment - Students will write a DBQ based on the difference between Hoover and Roosevelt and how they decided to deal with the Great Depression. [CR8] [CR7]

**Unit 26: Foreign Policy of the 1930's and World War II**

**Required Reading:**

- FDR: "Quarantine the Aggressors Speech" [CR7]
- FDR: "Press Conference on Lend-Lease" [CR7]
- FDR: "Four Freedoms Speech" [CR7]
- Burton K. Wheeler: "Speech on Lend-Lease"
- Charles A. Lindbergh: "Speech on America and the War" [CR7]
- "The Atlantic Charter" [CR7]

- Holocaust: “The Third Wave”, “My Name is Adolf Eichmann”, “The Ghettos” [CR3].
- “The Mayor’s Choice”, “Germans Mark 60 Years since Kristallnacht.” [CR6]
- The American Pageant – Bailey Ch. 37 & 38.
- Great Issues in American History – Hofstadter [CR6]

**Key Discussion Topics:** The steps the U.S. took to prepare for World War II [CR3]; the major battles of World War II; how World War II affected women and blacks [CR2]; the allied strategy in the European and Pacific Theatres of War and how did they affect U.S. global interests [CR3]; how the U.S. developed the atomic bomb and how they justified in using it; how the Holocaust affected post WWII society [CR2].

**Special Activities:**

- Students will prepare arguments advocating continued isolationism and active intervention in world affairs in the 1930’s [CR3].
- Students will construct a map that highlights the major battles and theatres of operation in WWII.
- Students will prepare a debate relating to the use of the atomic bomb [CR3].

**Unit 27: Truman and the Cold War**

**Required Reading:**

- Robert A. Taft: “Speech against the North Atlantic Treaty” [CR7]
- Douglas MacArthur: “Address to Congress” [CR7]
- Dean Acheson: “Testimony on the Military Situation in the Far East” [CR7]
- The American Pageant – Bailey Ch. 39.
- Great Issues in American History – Hofstadter [CR6]

**Key Discussion Topics:** Why Winston Churchill warned the United States of an Iron Curtain in 1945; why the Soviets retained control over Eastern Europe after WWII; what the reasons were for Truman’s victory in 1948; how the policy of containment developed in Greece and Turkey [CR3]; how the conflict over China affected global politics; how the Cold War turned hot in Korea; the contributions to the rise of McCarthyism.

**Special Activities**

- Students will lead discussions relating to the policy of containment and whether it lessened the danger of communist expansion or provoked the Soviets into widening the Cold War.
- Students will track the military advances and retreats on the Korean peninsula noting the different strategies and forces involved.
- Writing Assignment: Students will answer a free response question relating to the different areas of the Cold War. [CR8]

## **Unit 28: The Eisenhower Years**

### **Required Reading:**

- Dwight D. Eisenhower: “Remarks on Peaceful Co-Existence” [CR7]
- The American Pageant – Bailey Ch. 40.
- Great Issues in American History – Hofstadter [CR6]

**Key Discussion Topics:** How the Eisenhower administration dealt with Korea, The Soviet Union, the arms race and Vietnam [CR3]; the court reversal of Plessey v. Ferguson with Brown v. Board of Education; how Eisenhower reacted to the growing Civil Rights crisis, the American Culture in the 1950’s [CR2]; the rationale for U.S. involvement in Vietnam.

### **Special Activities:**

- Students will research Brown v. Board of Education and track the short term and long term results of the High Courts decision.
- Students will critique the social, cultural and economic situation in the United States during the fifties.
- Students will identify reasons for greater U.S. involvement in world affairs and their relations to the Cold War.

## **Unit 29: The Civil Rights Movement**

### **Required Reading:**

- Martin Luther King Jr. “I Have A Dream,” “Letters from a Birmingham Jail” [CR7]
- The American Pageant – Bailey Ch. 41
- Great Issues in American History – Hofstadter [CR6]

**Key Discussion Topics:** The impact of Brown v. Board of Education; the defining moments of the Civil Rights Movement.

### **Special Activities:**

- Students will prepare oral reports based on the contributions of various civil rights leaders.
- Writing Assignment – Students will write a DBQ based on the Civil Rights Movement. [CR8] [CR7]

## **Unit 30: Kennedy, Johnson and Vietnam**

### **Required Reading:**

- Ho Chi Minh: “Telegram to Harry S. Truman” [CR7]
- “What Happened at My Lai?”
- “Paris Peace Agreement” [CR7]
- The American Pageant – Bailey Ch. 41.
- Great Issues in American History – Hofstadter [CR6]

**Key Discussion Topics:** The counterculture of the 60’s [CR2]; how America was affected by the turmoil of the 60’s [CR2]; how the Warren court affected civil liberties; the successes and failures of LBJ’s Great

Society; how the Vietnam War escalated in the 1960's [CR3]; what the different sides were in the controversy over Vietnam.

**Special Activities:**

- Students will prepare policy papers on the "Vietnam Problem."
- Students will investigate rulings of the Warren Court.

**Unit 31: Nixon**

**Required Reading:**

- "Executive Privilege - Nixon, Clinton and Jefferson"
- "Pardon of Nixon by Ford" [CR7]
- The American Pageant - Bailey Ch. 42
- Great Issues in American History - Hofstadter [CR6]

**Key Discussion Topics:** Nixon's goals of Vietnamization; the factors that drove the arms race; how Nixon tries to bring about arms control [CR3]; the immediate and long-range effects of Watergate on the government and the American public

**Special Activities:**

- Students will reconstruct the Watergate affair using primary source documents and interviews with individuals who remember the public reaction to the affair.
- Writing Assignment - Students will write a DBQ based on minority groups of the 70's. [CR8] [CR7]

**Unit 32: The United States Since 1976**

**Required Reading:**

- "Terrorism" newspaper clippings '99, '00, '01, '02
- The American Pageant - Bailey Ch. 43.
- U.S. AP History - The Center for Learning

**Key Discussion Topics:** What contributed to the election of Carter in 1976, how Carter's foreign policy affected American politics [CR3]; what contributed to the election of Reagan in 1980; how Reagan's foreign policy affected the Cold War [CR3].

**Special Activities:**

- Students will track the presidential election results in 1976 and 1980 noting the different areas of support and weakness for the candidates.
- Writing Assignment - Students will answer a free response question relating to U.S. foreign policy for the 70's and 80's.

### **Unit 33: Comparative Genocides of the 20<sup>th</sup> Century and the Application of an Early Warning System**

#### **Required Reading:**

**Key Discussion Topics:** Why the twentieth century was known as the “Century of Genocide” [CR5]; what the causes were of the many genocides of the twentieth century [CR5]; the possibility of detecting the genocides that occurred in the twentieth century before the actual genocide occurred; the possibility of the genocides of the twentieth century being stopped prior to occurring [CR5]; the possible use or development of an “Early Warning System” to be useful to detect potentially genocidal governments.

#### **Special Activities:**

- The students will take part in the research of a particular twentieth century genocide and take part in an oral presentation with visual aids in front of the class.
- The students will compose an expository essay addressing the genocide assigned. (Included will be documentation of sources.) [CR8]
- The students will evaluate the performance of the other people in their group and give them a grade.

**STANDARD 6.1 (Social Studies Skills) All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

1. Analyze how historical events shape the modern world.
2. Formulate questions and hypotheses from multiple perspectives, using multiple sources.
3. Gather, analyze, and reconcile information from primary and secondary sources to support or reject hypotheses.
4. Examine source data within the historical, social, political, geographic, or economic context in which it was created, testing credibility and evaluating bias.
5. Evaluate current issues, events, or themes and trace their evolution through historical periods.
6. Apply problem-solving skills to national, state, or local issues and propose reasoned solutions.
7. Analyze social, political, and cultural change and evaluate the impact of each on local, state, national, and international issues and events.
8. Evaluate historical and contemporary communications to identify factual accuracy, soundness of evidence, and absence of bias and discuss strategies used by the government, political candidates, and the media to communicate with the public.

**STANDARD 6.2 (Civics) All students will know, understand, and appreciate the values and principles of American democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

- A. Civic Life, Politics, and Government
  - A. Analyze how reserved and jointly held powers in the United States Constitution result in tensions among the three branches of government and how these tensions are resolved (e.g., Marbury v. Madison-1803; Federalist #78; United States v. Nixon-1974, claims of Executive Privilege by Presidents Nixon, Clinton, and Bush).
  - B. Apply the concept of the rule of law to contemporary issues (e.g., impeachment of President Clinton, use of Executive Privilege, recess appointments to federal courts, the Senate's advise and consent process, and the use of litmus tests).
  - C. Analyze how individual responsibility and commitment to law are related to the stability of American society.
  - D. Evaluate competing ideas about the purpose of the national and state governments and how they have changed over time (e.g., the American version of federalism, the powers of the federal government and the states, differing interpretations of Article I, Sections 8-10).
  - E. Discuss how participation in civic and political life can contribute to the attainment of individual and public good.
  - F. Evaluate ways that national political parties influence the development of public policies and political platforms, including political action committees, McCain-Feingold Act, platform committees, and political campaigns.
  - G. Analyze how public opinion is measured and used in public debate (e.g., electronic polling, focus groups, Gallup polls, newspaper, and television polls) and how public opinion can be influenced by the government and the media.

- B. American Values and Principles

- A. Analyze major historical events and important ideas that led to and sustained the constitutional government of the United States, including the Constitutional Convention of 1787, the Judiciary Act of 1789, the first Cabinet under George Washington, and Amendments 1-15.
  - B. Propose and justify new local, state, or federal governmental policies on a variety of contemporary issues (e.g., definition of marriage, voting systems and procedures, censorship, religion in public places).
  - C. Describe historic and contemporary efforts to reduce discrepancies between ideals and reality in American public life, including Amendments 13-15, the Civil Rights Act of 1866 and 1875, the Abolitionist movement, the Civil War, and the end of slavery in the United States.
  - D. Discuss how a common and shared American civic culture is based on commitment to central ideas in founding-era documents (e.g., United States Constitution) and in core documents of subsequent periods of United States history (e.g., Washington’s Farewell Address; Seneca Falls Declaration of Sentiments and Resolutions-1848; the Gettysburg Address; President Franklin Roosevelt’s “Four Freedoms” speech-1941; President Kennedy’s Inaugural Address 1961; the 17<sup>th</sup>, 19<sup>th</sup>, and 24<sup>th</sup> Amendments; Martin Luther King Jr.’s “I Have a Dream” speech and the “Letter from Birmingham Jail”).
  - E. Analyze the successes of American society and disparities between American ideals and reality in American political, social, and economic life and suggest ways to address them (e.g., rights of minorities, women, physically and mentally challenged individuals, foreign born individuals).
  - F. Explore the importance and presence of voluntarism and philanthropy in America and examine the role of local, state, national, and international organizations such as the American Red Cross, the Salvation Army, and the Rotary.
- C. The Constitution and American Democracy
- A. Debate current issues and controversies involving the central ideas of the American constitutional system, including representative government (e.g., Electoral College and the popular vote), civic virtue (e.g., increasing voter turnout through registrations and campaigns), checks and balances, and limits on governmental power.
  - B. Analyze, through current and historical examples and Supreme Court cases, the scope of governmental power and how the constitutional distribution of responsibilities seeks to prevent the abuse of that power.
  - C. Compare the American system of representative government with systems in other democracies such as the parliamentary systems in England and France.
  - D. Compare and contrast the major constitutional and legal responsibilities of the federal government for domestic and foreign policy and describe how disagreements are resolved.
  - E. Describe the nature of political parties in America and how they reflect the spectrum of political views on current state and federal policy issues.
  - F. Explain the federal and state legislative process and analyze the influence of lobbying, advocacy groups, the media, and campaign finance on the development of laws and regulations.
- D. Citizenship
- A. Evaluate the characteristics needed for effective participation in civic and political life.
  - B. Compare and contrast the rights and responsibilities of government and its citizens as delineated in the United States Constitution, the New Jersey Constitution of 1947, and the United Nations’ Universal Declaration of Human Rights.
  - C. Compare and contrast the benefits of American citizenship (e.g., habeas corpus, secret ballots, freedom of movement and expression) with those of citizens of other nations, including democratic and non-democratic countries.
  - D. Recommend ways that citizens can use knowledge of state or federal government policies and decision-making processes to influence the formation, development, or implementation of current public policy issues (e.g., First Amendment right to petition for redress of grievances).
  - E. Discuss how citizens can participate in the political process at the local, state or national level (e.g., registering to vote, voting, attending meetings, contacting a representative, demonstrating, petitions, boycotting) and analyze how these forms of political participation influence public policy.
- E. International Education: Global Challenges, Cultures, and Connections

- A. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
- B. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the world-wide struggle against terrorism, and the Iraq War.
- C. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organizations (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
- D. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
- E. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation.)
- F. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
- G. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, and field trips to government sites).
- H. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
- I. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
- J. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, and health issues).
- K. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
- L. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
- M. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
- N. Connect the concept of universal human rights to world events and issues.
- O. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

**STANDARD 6.3 (World History) All students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and future.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

- A. The Birth of Civilization to 1000 BCE (BC)  
Reinforce indicators from previous grade levels.
- B. Early Human Societies to 500 CE (AD)  
Reinforce indicators from previous grade levels.
- C. Expanding Zones of Exchange and Interaction to 1400 CE (AD)  
Reinforce indicators from previous grade levels.
- D. The Age of Global Encounters (1400-1750)
  - A. Discuss the major developments in Asia, Africa, and the Americas, including China during the Ming and Qing Dynasty, Japan during the Tokugawa Period, the influence of Islam in shaping the political and social structure in the Middle East, including the Ottoman period, West Africa, including Mali and Songhai, India, including the Mughal Empire, and the impact of European arrival in the Americas.
  - B. Analyze and compare the ways that slavery and other forms of coerced labor of social bondage were practiced in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
  - C. Describe the significant social and cultural changes that took place during the Renaissance, including advances in printing press technology, the works of Renaissance writers and elements of Humanism, the revival of Greco-Roman art, architecture, and scholarship and differing ideas on the role of women.
  - D. Describe the early influences on the Scientific Revolution and the Enlightenment, including:
    - Renaissance Humanism with emphasis on human reason as opposed to total reliance on faith
    - Medieval theology
    - New global knowledge
    - The use of reason and freedom of inquiry as challenges to authoritarianism, including the works of Montesquieu, Locke, and Jefferson
  - E. Discuss the contributions of the Scientific Revolution to European society, including important discoveries in mathematics, physics, biology, and chemistry, and the significance of the scientific method advanced by Descartes and Bacon.
  - F. Discuss the major developments in European society and culture, including:
    - The Protestant Reformation as a result of the weakening of the Papacy and revolts against corruption in the Church
    - Martin Luther and John Calvin as leaders of new sects that establish the importance of the individual conscience, including religious choice
    - European explorations and the establishment of colonial empires
    - Trans-Atlantic slave trade and its impact on Africa
    - Commercial Revolution
    - The English Revolution and the strengthening of Parliament as a countervailing force to the monarchy and importance of the balance of powers, including the Glorious Revolution and English Bill of Rights
    - Economic consequences of European expansion, including the role of the mercantilist economic theory, the commercial revolution, and the early growth of capitalism
    - The economic, social, religious, and political impact of the Plague
- E. The Age of Revolutionary Change (1750-1914)
  - A. Discuss the causes and consequences of political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, including:
    - The impact of the American Revolution on global political thought

- The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)
  - The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)
  - The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism
  - How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy
  - The concept of laissez-faire and the ideas of Adam Smith in *Wealth of Nations*
  - Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
  - The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany
- B. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.
- C. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economics prior to the rise of Europe
- D. Trace the growth of independence movements and the rejection of the colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Marti in Cuba
- E. Evaluate the changes brought about by the Meiji Restoration period in Japan (e.g., modernization, changes in policies on Western influence).
- F. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.
- G. Discuss events that shaped the social structure of Russia in the 19<sup>th</sup> and early 20<sup>th</sup> century, including:
- Peasants, aristocracy, and serfdom
  - Czarist reforms and the abolition of serfdom
  - Relations with the Ottoman Empire
  - Development of the Trans-Siberian railroad and other forms of modernization
- F. The Era of the Great Wars (1914-1945)
- A. Analyze the causes and aftermath of World War I, including:
- The growth of European nationalism and increased competition for resources and markets
  - Technology and the changing face of war
  - The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)
  - The League of Nations and the effects of the Versailles on Europe, Africa, Asia, and the Middle East
  - Nationalism and propaganda
  - Disintegration of the Ottoman Empire
- B. Analyze the background and global consequences of actions leading to World War II, including:
- The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs
  - The rise of totalitarian governments in the Soviet Union, Germany, and Italy
  - The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society
  - Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea)
  - Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war

- G. The Modern World (1945-1979)
- A. Analyze the transition from wartime alliances to new patterns of global conflict and cooperation, and the reconstruction of Europe and Asia, including:
    - The origin and major developments of the Cold War
    - Communist takeover in China, Korea, and Vietnam and the creation of NATO, SEATO, and CENTO
    - The formation, structure, and purpose of the United Nations
    - The Truman Doctrine and the Marshall Plan
    - The growth and decline of Communism in Eastern Europe
    - The rise of nationalism and the beginning of nation-building movements in Africa, Latin America, and Asia
    - The international arms race and nuclear proliferation
    - The non-aligned nations during the Cold War as the voice of the Third World
  - B. Apply historical analysis to explain global political, economic, and social changes in the 20<sup>th</sup> century, including:
    - Growth and adaptation of Communism in China
    - Japan's economic and political transformation and growth of East Asian economies
    - Conflicts in Eastern Europe and the Middle East
    - The Israel/Palestine conflict
    - The impact of Gandhi and the nonviolence movement
    - Apartheid and South Africa
- H. Looking to the Future (1980-present)
- A. Analyze global political economic, and social changes in the 20<sup>th</sup> century, including:
    - The Gulf War
    - The war in Iraq
    - Growth of a world economy with the information, technological, and communications revolutions
    - The oil crisis and impact of oil producing countries on world economy
    - The development of Third World nations
  - B. Assess the growth of a worldwide economy of interdependent regions and the development of a dynamic new world order of increasingly interdependent regions, including NATO, the World Bank, the United Nations, the World Court, the North American Free Trade Agreement, and the European Economic Union, IMF and OPEC.
  - C. Evaluate the paradoxes and promises of the 21<sup>st</sup> century, including:
    - Technological growth
    - Economic imbalance and social inequalities among the world's people
    - New patterns of world migration shaped by international labor demands
    - Global market, economy, trade, and communications
    - Rapid population growth and increasing urbanization
    - The growth of terrorism as a means of warfare
    - Democratic reform
  - D. Analyze the development and effects of multinational corporations on trade, employment, and the environment.

**STANDARD 6.4 (United States and New Jersey History) All students will demonstrate knowledge of United States and New Jersey history in order to understand life and events in the past and how they relate to the present and future.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

- A. Family and Community Life  
Reinforce indicators from previous grade levels.
- B. State and Nation  
Reinforce indicators from previous grade levels.
- C. Many Worlds Meet (to 1620)

- Reinforce indicators from previous grade levels.
- D. Colonization and Settlement (1585-1763)
    - A. Analyze the major issues of the colonial period, including European hegemony over North America and mercantilism and trade.
    - B. Analyze how American colonial experiences caused change in the economic institutions of Europe, Africa, and the native population by examining indentured servitude and slavery and the rights of men and women.
    - C. Analyze the cultural reactions and survival techniques used by enslaved Africans to maintain their family structure, culture, and faith.
    - D. Analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey.
    - E. Discuss Spanish exploration, settlement, and missions in the American Southwest.
  - E. Revolution and the New Nation (1754-1820)
    - A. Discuss the social, political, and religious aspects of the American Revolution, including key decisions leading to the Revolution, efforts by Parliament and the colonies to prevent revolution, the ideas of different religious denominations, and the economic and social differences of Loyalists, Patriots, and those who remained neutral.
    - B. Analyze the social and economic impact of the Revolutionary War, including problems of financing the war (e.g., wartime inflation, hoarding and profiteering), the impact of the war on women and African Americans, and the personal and economic hardships on families involved with the war.
    - C. Discuss the involvement of European nations during the Revolution and how their involvement influenced the outcome and aftermath (e.g., the assistance of France and Spain, how the self-interests of France and Spain differed from the United States after the war, the contributions of European military leaders, the creation of the Alien Sedition Acts).
    - D. Analyze strategic elements used during the Revolutionary War, discuss turning points during the war, and explain how the Americans won the war against superior resources.
    - E. Analyze New Jersey's role in the American Revolution, including New Jersey's Constitution of 1776 as a revolutionary document, why some New Jerseyans became Loyalists, and the Battles of Trenton, Princeton, and Monmouth.
    - F. Compare and contrast the major philosophical and historical influences on the development of the Constitution (e.g., Washington's Farewell Address (1796), Locke's Second Treatise, the ideas of Alexander Hamilton, James Madison, Thomas Jefferson, and William Paterson).
    - G. Describe the early evolution of the system of government and political parties in the United States (e.g., presidential elections of 1792, 1796, 1800).
    - H. Discuss the implementation of the federal government under the United States Constitution during the presidency of George Washington.
    - I. Describe the origin and development of the political parties, the Federalists, and the Democratic Republics (1793-1801).
  - F. Expansion and Reform (1801-1861)
    - A. Discuss the political interests and views of the War of 1812 (e.g., US responses to shipping harassment, role of Native Americans, role of white settlers in the Northwest Territory; congressional positions for and against the war).
    - B. Analyze American territorial expansion during this period, including the reasons for and consequences of the Louisiana Purchase, the Monroe Doctrine, Manifest Destiny, the Mexican War, the settlement of the frontier, and conflicts with Native-Americans.
    - C. Analyze the political, economic, and social changes in New Jersey prior to the Civil War, including the growth of New Jersey's cities, New Jersey's 1844 Constitution, the early stages of industrialization, including Alexander Hamilton and the Society for the Establishment of Useful Manufacturing, and the political and economic implications of the transportation monopolies.
    - D. Compare and contrast the characteristics of cultural, religious, and social reform movements in the antebellum period, including the abolition movement, the public school movement, the temperance movement, and the women's rights movement (e.g., Seneca Falls Declaration of Sentiments).
  - G. Civil War and Reconstruction (1850-1877)

- A. Analyze key issues, events, and personalities of the Civil War period, including New Jersey's role in the Abolitionist Movement and the national elections, the development of the Jersey Shore, and the roles of women and children in New Jersey factories.
  - B. Assess the continuing social and political issues following the Civil War, including the various Reconstruction plans, the amendments to the United States Constitution, and the women's suffrage movement.
  - C. Describe New Jersey's role in the post-Civil War era, including New Jersey's votes on the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> amendments to the United States Constitution.
- H. The Industrial Revolution (1870-1900)
- A. Analyze and evaluate key events, people, and groups associated with industrialization and its impact on urbanization, immigration, farmers, the labor movement, social reform, and government regulation including:
    - Inventions such as the telephone and electric light
    - The formation of Standard Oil Trust
    - The Interstate Commerce Act
    - The Sherman Anti-Trust Act
  - B. Analyze the development of industrialization in America and New Jersey during this period and the resulting transformation of the country, including the construction of the transcontinental railroad, the introduction of mechanized farming, the rise of corporations and organized labor, and the growth of cities.
  - C. Analyze social and political trends in post Reconstruction America, including immigration restrictions, Jim Crow Laws and racial segregation, the rise of extra legal organizations such as the Ku Klux Klan, and the Plessy v. Ferguson decision.
  - D. Describe the economic development by which the United States became a major industrial power in the world and analyze the factors that contributed to industrialization.
  - E. Discuss the causes and consequences of the Spanish-American War (e.g., United States' justifications, the role of the United States in Cuba, impact on international relations, the acquisition of new territories).
  - F. Discuss elements that contributed to late 19th century expansionist foreign policy, including racial ideology, missionary zeal, nationalism, domestic tensions, and economic interests.
- I. The Emergence of Modern America (1890-1930)
- A. Analyze the Roosevelt Corollary to the Monroe Doctrine (1904) and explain how it modified the Monroe Doctrine (1823), justifying a new direction in United States foreign policy.
  - B. Discuss the rise of the Progressive Movement, including the relationship between Progressivism and the Populist Movement, Woodrow Wilson as Governor of New Jersey, anti-trust reform, the woman suffrage movement (e.g., Alice Paul), and municipal reform (e.g., Frank Hague).
  - C. Analyze United States foreign policy through World War I, including relations with Japan and China, the Spanish, Cuban, American War, and the building of the Panama Canal.
  - D. Describe the major events, personalities, and decisions of World War I, including the causes of United States involvement, social conditions on the home front, significant battles, Wilson's peace plan, and isolationism.
  - E. Explore and evaluate the role of New Jersey industry in World War I.
  - F. Analyze President Woodrow Wilson's "Fourteen Points" Address to Congress (1918) and explain how it differed from proposals by French and British leaders for a treaty to conclude World War I.
  - G. Discuss the ratification of the Versailles Treaty and United States non-participation in the League of Nations.
  - H. Compare and contrast the social, cultural, and technological changes in the inter-war period, including the changing role of women, the rise of a consumer economy, the resurgence of nativism and racial violence, the Harlem Renaissance, and the Great Migration of African Americans to New Jersey from the south.
  - I. Discuss the working conditions in the Paterson silk mills and the strike of 1913.
  - J. Discuss the creation of social, labor, political, and economic advocacy organizations and institutions, including the National Association for the Advancement of Colored People

- (NAACP), the AFL/CIO and other labor organizations, and the Women's Christian Temperance Union (WCTU).
- K. Discuss the role of Chief Sitting Bull, the outcome and impact of the Wounded Knee Tragedy of 1890, and the suppression of the American Indian revivalist movement known as Ghost Dance.
- J. The Great Depression and World War II (1929-1945)
- A. Explain the economic impact of the Hawley-Smoot Tariff (1930).
  - B. Describe how the Great Depression and the New Deal of Franklin D. Roosevelt transformed America, including the growth of the federal government, the rise of the Welfare State, and industrial unionism.
  - C. Analyze how the Great Depression and the New Deal transformed New Jersey, including Work Progress Administration (WPA) projects in New Jersey, the Jersey Homesteads, and New Deal projects.
  - D. Discuss how the Depression contributed to the development of Social Security, the National Labor Relations Board (NLRB), and the Federal Deposit Insurance Corporation (FDIC).
  - E. Compare and contrast key events and people involved with the causes, course, and consequences of World War II, including:
    - Axis Powers
    - Allied Forces
    - Pearl Harbor
    - Battle of Midway
    - D-Day Invasion
    - Yalta Conference
    - Potsdam Conference
    - Douglas MacArthur
    - Dwight Eisenhower
    - George Marshall
    - Winston Churchill
    - J. Robert Oppenheimer and the Manhattan Project
    - Franklin D. Roosevelt
    - Harry Truman
    - Joseph Stalin and the role of the USSR
  - F. Describe the political background leading to American involvement in World War II, the course of the war in Europe and Asia, the mobilization of women and African Americans into the military and related industries, the segregated military, the use of the Atom Bomb, and the founding of the United Nations.
  - G. Describe New Jersey's role in World War II, including:
    - The recruitment of Japanese-Americans from wartime detention camps to work at Seabrook Farm
    - The role of women in defense industries
    - Key military installations in New Jersey
    - The role of the Battleship New Jersey
    - The contributions of Albert Einstein
- K. Postwar Years (1945-1970s)
- A. Discuss how American policies following World War II developed as a result of the failures experienced and lessons learned after World War I.
  - B. Explain changes in the post war society of the United States and New Jersey, including the impact of television, the interstate highway system, the growth of the suburbs, and the democratization of education.
  - C. Interpret political trends in post-war New Jersey, including the New Jersey State Constitution of 1947, the impact of legal cases such as *Hedgepeth and Williams v. Trenton Board of Education* on the banning of segregation in the schools under the new State Constitution, the development and impact of New Jersey's Law Against Discrimination (P.L. 1945, c.169), and the shift of political power from rural and urban areas to the suburbs.
  - D. Analyze United States foreign policy during the Cold War period, including US/USSR relations, United States reaction to the Soviet subjugation of Eastern Europe, the Truman Doctrine, the Marshall Plan, the Korean and Vietnam Wars, and relations with China.

- E. Analyze political trends in post war America, including major United States Supreme Court decisions and the administrations of Harry Truman, Dwight D. Eisenhower, John F. Kennedy, and Lyndon B. Johnson.
  - F. Analyze the Civil Rights and Women’s Movements, including the Montgomery Bus Boycott, the Civil Rights Act (1957 and 1964), the Little Rock Schools Crisis, the Voting Rights Act, Brown v. Board of Education, the formation of the National Council of La Raza (NCLR), the American Indian Movement (AIM), the formation of the National Organization for Women (NOW), and the passing of Title IX.
  - G. Describe how changes in federal policy impacted immigration to New Jersey and America, including the shift in places of origin from Western Europe to Latin America, the Caribbean, and Asia.
- L. Contemporary America (1968-present)
- A. Examine the administration of American presidents, beginning with President Richard M. Nixon, as a means to analyze political and economic issues in contemporary America, including domestic policy and international affairs.
  - B. Investigate the economic and social patterns in contemporary New Jersey, including shifts in immigration patterns, urban decline and renewal, important New Jersey Supreme Court rulings (e.g., Mount Laurel decision), and the issue of preserving open space.
  - C. Describe the growth of the technology and pharmaceutical industries in New Jersey.
  - D. Analyze United States domestic policies, including the civil rights movement, affirmative action, the labor and women’s movements, conservatism vs. liberalism, the post-industrial economy, free trade, and international trade agreements such as the North American Free Trade agreement (NAFTA) and General Agreement on Tariffs and Trade (GATT).
  - E. Compare and contrast key events and people associated with foreign policy, including the fall of communism and the Soviet Union and the end of the Cold War, the Cuban Missile Crisis, United States involvement in Haiti, Somalia, Bosnia, Herzegovina, and Kosovo, the Iran Hostage Crisis, and the war on terrorism.
  - F. Compare and contrast population trends and immigration and migration patterns in the United States (e.g., growth of Hispanic population, demographic and residential mobility).
  - G. Discuss major contemporary social issues such as the evolution of governmental rights for individuals with disabilities, multiculturalism, bilingual education, gay rights, free expression in the media, and the modern feminist movement.

**STANDARD 6.5 (Economics) All students will acquire an understanding of key economic principles.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

- A. Economic Literacy
  - A. Describe different types of local, state, and federal taxes such as sales, income, and social security, discuss how deductions, exemptions, and credits reduce taxable income, and explain the difference between a progressive and regressive tax.
  - B. Describe the purposes of social security and Medicare.
  - C. Explain and interpret basic economic indicators, including Gross Domestic Product (GDP), Consumer Price Index (CPI) the rate of economic growth, the poverty rate, the deficit and national debt, and the trade deficit
  - D. Identify entrepreneurs in the community and describe the risks and rewards of starting a new business.
  - E. Discuss how a market economy experiences periodic business cycles of prosperity and recession and that the federal government can adjust taxes, interest rates, spending, and other policies to help restore economic health.

- F. Analyze federal and state budgets, and discuss the proportional share of government spending to major elements such as education, social programs, public safety, military, foreign aid, and welfare.
  - G. Analyze the impact of supply and demand on market adjustments and prices (e.g., real estate and interest rates).
  - H. Define basic terms associated with international trade such as imports, exports, quotas, embargoes, tariffs, and free trade.
  - I. Compare and contrast forms of insurance that protect individuals from loss or damage (e.g., life, property, health, disability, personal liability, bank deposits).
  - J. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries.
- B. Economics and Society
- A. Compare and contrast the roles of the United States government and the private sector in the United States economy (e.g., Federal Reserve System, United States Mint, Stock Exchange).
  - B. Evaluate international trade principles and policies
  - C. Analyze labor and environmental issues affecting American citizens raised by economic globalization and free trade pacts.
  - D. Discuss the value and role of free and fair competition versus the social need for cooperation and how business, industry, and government try to reconcile these goals.
  - E. Analyze the importance of economic issues to politics and be able to distinguish the economic views of different political parties.
  - F. Analyze the connections and potential effects of the widening gap between the rich and the poor in the United States, the decline in labor union membership since 1950, rapidly advancing technology, globalization, and problems of public schools.
  - G. Compare and contrast the causes and consequences of discrimination in markets, employment, housing, business, and financial transactions.
  - H. Evaluate the activities and impact in various countries of major international institutions including the World Bank, the International Monetary Fund, and the World Trade Organization.
  - I. Describe how clearly defined and enforced property rights (e.g., copyright laws, patents) are essential to a market economy.

**STANDARD 6.6 (Geography) All students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.**

**Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:**

- A. The World in Spatial Terms
  - A. Discuss the application of geographic tools and supporting technologies, such as GIS, GPS, the Internet, and CD databases.
  - B. Use maps of physical and human characteristics of the world to answer complex geographical questions.
  - C. Analyze, explain, and solve geographical problems using maps, supporting technologies, and other graphical representations.
  - D. Use geographic tools and technologies to pose and answer questions about spatial distributions and patterns on Earth.
  - E. Apply spatial thinking to understand the interrelationship of history, geography economics, and the environment, including domestic and international migrations,

changing environmental preferences and settlement patterns, and frictions between population groups.

- B. Places and Regions
  - A. Analyze and compare the functions and spatial arrangements of cities both locally and globally.
  - B. Evaluate how human interaction with the physical environment shapes the features of places and regions.
  - C. Analyze why places and regions are important factors to individual and social identity.
- C. Physical Systems
  - A. Assess relationships between soil, climate, plant, and animal life and how this impacts the distribution of ecosystems.
  - B. Analyze the effects of both physical and human changes in ecosystems, such as acid rain, ozone layer, carbon-dioxide levels, and clean water issues.
- D. Human Systems
  - A. Analyze the impact of human migration on physical and human systems.
  - B. Explain the spatial-technological processes of cultural convergence (cultural adaptations over distances) and divergence (separating effects on cultural diffusion over distances).
  - C. Analyze the historic movement patterns of people and their goods, and their relationship to economic activity.
  - D. Analyze the processes that change urban areas.
  - E. Analyze how cooperation and conflict influence the control of economic, political, and social entities on Earth.
- E. Environment and Society
  - A. Discuss the global impacts of human modification on the physical environment (e.g., the built environment).
  - B. Discuss the importance of maintaining biodiversity.
  - C. Analyze examples of changes in the physical environment that have altered the capacity of the environment to support human activity, including pollution, salinization, deforestation, species extinction, population growth, and natural disasters.
  - D. Compare and contrast the historical movement patterns of people and goods in the world, United States, and New Jersey, and analyze the basis for increasing global interdependence.
  - E. Evaluate policies and programs related to the use of local, national and global resources.
  - F. Analyze the human need for respect for and informed management of all resources (sustainability), including human populations, energy, air, land, and water to insure that the earth will support future generations.
  - G. Describe how and why historical and cultural knowledge can help improve present and future environmental maintenance.
  - H. Delineate and evaluate the environmental impact of technological change in human history (e.g., printing press, electricity and electronics, automobiles, computer, and medical technology).

**STANDARD 9.1 (CAREER AND TECHNICAL EDUCATION) ALL STUDENTS WILL DEVELOP CAREER AWARENESS AND PLANNING EMPLOYABILITY SKILLS, AND FOUNDATIONAL KNOWLEDGE NECESSARY FOR SUCCESS IN THE WORKPLACE.**

**9.1.12 A. Career Awareness and Preparation**

1. Re-evaluate personal interests, abilities, and skills through various measures including self-assessments.
2. Evaluate academic and career skills needed in various career clusters.
3. Analyze factors that can impact an individual's career.
4. Review and update their career plan and include the plan in a portfolio.
5. Research current advances in technology that apply to a selected occupational career cluster.

**9.1.12 B. Employability Skills**

1. Assess personal qualities that are needed to obtain and retain a job related to career clusters.
2. Communicate and comprehend written and verbal thoughts, ideas, directions, and information relative to educational and occupational settings.
3. Select and utilize appropriate technology in the design and implementation of teacher-approved projects relevant to occupations and/or higher educational settings.
4. Evaluate the following academic and career skills as they relate to home, school, community, and employment:
  - . Communication
  - . Punctuality
  - . Time management
  - . Organization
  - . Decision making
  - . Goal setting
  - . Resources allocation
  - . Fair and equitable competition
  - . Safety
  - . Employment application skills
  - . Teamwork
5. Demonstrate teamwork and leadership skills that include student participation in real world applications of career and technical education skills.

***All students in career and technical education electing further study will also:***

1. Participate in a structured learning experience that demonstrates interpersonal communication, teamwork, and leadership skills.
2. Participate in simulated industry assessments, when and where appropriate.
3. Prepare industry-specific technical reports/projects that incorporate graphic aids, when and where appropriate.
4. Demonstrate occupational health and safety skills related to industry-specific activities.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY) ALL STUDENTS WILL USE COMPUTER APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE PROBLEMS.**

**8.1.12 A. Basic Computer Skills and Tools**

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Create documents including a resume and a business letter using professional format.
3. Construct a spreadsheet, enter data, use mathematical or logical functions to manipulate and process data, generate charts and graphs, and interpret the results.
4. Given a database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
5. Produce a multimedia project using text, graphics, moving images, and sound.
6. Produce and edit page layouts in different formats using desktop publishing and graphics software.
7. Develop a document or file for inclusion into a website or web page.
8. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents or files.
9. Merge information from one document to another.

**8.1.12 B. Application of Productivity Tools**

***Social Aspects***

1. Describe the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources, and services in a variety of contexts.
4. Use appropriate language when communicating with diverse audiences using computer and information literacy.

***Information Access and Research***

5. Select and use specialized databases for advanced research to solve real world problems.
6. Identify new technologies and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.
7. Evaluate information sources for accuracy, relevance, and appropriateness.
8. Compose, send, and organize e-mail messages with and without attachments.

***Problem-Solving and Decision Making***

9. Create and manipulate information, independently and/or collaboratively, to solve problems and design and develop products.
10. Identify, diagnose, and suggest solutions for non-functioning technology systems.
11. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
12. Integrate new information into an existing knowledge base and communicate the results in a project or presentation.

**STANDARD 8.2 (TECHNOLOGY EDUCATION) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL SOCIETY AND THE ENVIRONMENT.**

**8.2.8 A. Nature and Impact of Technology**

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

**8.2.8 B. Design Process and Impact Assessment**

1. Demonstrate and explain how the design process is not linear.
2. Use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.

**8.2.8 C. Systems in the Designed World**

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.

*Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education will:*

**8.2.12 A. Nature and Impact of Technology**

1. Use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of technologies.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

**8.2.12 B. Design Process and Impact Assessment**

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

**8.2.12 C. Systems in the Designed World**

1. Explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.