

ROBBINSVILLE PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Robbinsville High School History Department

AP US History

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Course Philosophy

Being an active member of society calls for taking responsibility in the events that happen in the world at large everyday. Social Studies lays the foundation for such responsibility. The act of studying Social Studies helps to create informed and engaged members of a global society. When specifically looking at United States History, individuals are challenged to accept the democratic values upon which the nation was built. Comparing perspectives, offering analyses, and developing inferences are at the core of this learning experience.

Course Description

In the Advanced Placement United States History course, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to present day. Students have the opportunity to learn of the many influential features of America, including its diverse and plentiful landscape. This course tasks students with comparing and contrasting the many voices of American history, examining their significance, and making their own interpretations of the story of America. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Kennedy, David M. <i>The American Pageant</i>, AP* Edition, 12th edition (Boston: Houghton Mifflin Company, 2001) ● Faragher, John Mack, et al, <i>Out of Many: A History of the American People</i>, AP* Edition, 8th edition (New Jersey: Pearson, 2016). ● Davidson, James West, Lytle, Mark H., <i>After the Fact: The Art of Historical Detection</i>, 6th Edition (New York: McGraw-Hill, 2010). 	<ul style="list-style-type: none"> ● Davidson, James West, Lytle, Mark H., <i>After the Fact: The Art of Historical Detection</i>, 6th Edition (New York: McGraw-Hill, 2010). ● Fernlund, Kevin J., <i>Documents to Accompany America's History</i>, Volume 2, (Boston/New York: Bedford/St. Martin's, 2004). ● Zinn, Howard, <i>A People's History of the United States</i> (New York: Harper Perennial, 2005). ● Yazawa, Melvin, <i>Documents to Accompany America's History</i>, Volume 1, (Boston/New York: Bedford/St. Martin's, 2004). ● <i>The NYSTROM Atlas of United States History</i> (Chicago: NYSTROM, 2005). ● <i>United States History</i>, Documents CD ROM, accompanying Faragher text, (New Jersey: Pearson, 2004). ● The Gilder Lehrman Institute of American History AP U.S. History Study Guide. ● Downloads <p>* Other ancillaries can be used without prior notification including primary sources, lyrics, films, and so forth.</p>

Practices/Skills		
Practice/Skill	Description	Units
Developments and Processes -Identify and explain historical developments and processes.	1.A. Identify a historical concept, development, or process. 1.B. Explain a historical concept, development, or process.	1-9
Sourcing and Situation -Analyze sourcing and situation of primary and secondary sources.	2.A. Identify a source's point of view, purpose, historical situation, and/or audience. 2.B. Explain the point of view, purpose, historical situation, and/or audience of a source. 2.C. Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	1-9
Claims and Evidence in Sources -Analyze arguments in primary and secondary sources.	3.A. Identify and describe a claim and/or argument in a text-based or non-text-based source. 3.B. Identify the evidence used in a source to support an argument. 3.C. Compare the arguments or main ideas of two sources. 3.D. Explain how claims or evidence support, modify, or refute a source's argument.	1-9
Contextualization -Analyze the content of historical events, developments, or processes.	4.A. Identify and describe a historical context for a specific historical development or process. 4.B. Explain how a specific historical development or process is situated within a broader historical context.	1-9
Making Connections -Using historical reasoning processes (comparison, causation, continuity, and change), analyze patterns and connections between and among historical developments and processes.	5.A. Identify patterns among or connections between historical developments and processes. 5.B. Explain how a historical development or process relates to another historical development or process.	1-9
Argumentation -Develop an argument.	6.A. Make a historically defensible claim. 6.B. Support an argument using specific and relevant evidence. -Describe specific examples of historically relevant evidence. -Explain how specific examples of historically relevant evidence support an argument. 6.C. Use historical reasoning to explain relationships among pieces of historical evidence. 6.D. Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument, including nuance, connections across periods, significance, credibility or ineffectiveness of claim or argument.	1-9

Robbinsville Public Schools
Scope, Sequence, Pacing and Assessment
AP US History

Unit Title	Unit Understandings and Goals	Pacing	Assessments
Period 1: 1491-1607 Pre-Columbian to Early Colonization	Various native populations migrated and settled across the vast expanse of North America, developing distinct and increasingly complex societies by adapting to and transforming their diverse environments. Diplomatic, economical, cultural, and military interactions between empires, nations, and different peoples shape the development of America and America's increasingly important role in the world. Includes: <ul style="list-style-type: none"> ● Earliest Americans <ul style="list-style-type: none"> ○ Creek ○ Choctaw ○ Cherokee ○ Iroquois ● European Exploration/Colonization in the Americas <ul style="list-style-type: none"> ○ Spread of Christianity ○ Christopher Columbus ○ Establishment of Jamestown ● Columbian Exchange ● Spanish Conquistadors ● Development of Plantations 	2-3 Weeks	Formative: AP Progress Checks including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Primary Source Analysis Cornell Notes Graphic Organizers Discussion Question Responses T-Charts Summarizations/Reflections Notebook Checks Debates
			Summative: Written Tests and Quizzes including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Harvard Business School Case Studies
			Common Benchmark Assessments (mid/end of course): Full AP Exam
			Alternative Assessments: Research Projects

			Timelines Short and/or Long Essays
Period 2: 1607-1754 The Colonial Period	<p>European development was influenced by imperial goals, cultures, and the varied North American environments where they settled. Competition between Europeans and American Indians for resources encouraged industry and trade which led to conflict in the Americas.</p> <p>Includes:</p> <ul style="list-style-type: none"> ● Colonization of North America <ul style="list-style-type: none"> ○ Spanish ○ French ○ Dutch ○ British ● Role of labor (Slaves, Native Americans) ● Structure of Colonial Society 	3 Weeks	<p>Formative:</p> <p>AP Progress Checks including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Primary Source Analysis</p> <p>Cornell Notes</p> <p>Graphic Organizers</p> <p>Discussion Questions Responses</p> <p>T-Charts</p> <p>Summarizations/Reflections</p> <p>Debates</p> <p>Notebook Checks</p>
			<p>Summative:</p> <p>Written Tests and Quizzes including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Harvard Business School Case Studies</p>
			Common Benchmark Assessments (mid/end of course): Full AP Exam
			<p>Alternative Assessments:</p> <p>Research Project</p> <p>Timeline</p> <p>Short and/or Long Essays</p>
Period 3: 1754-1800 A New Country is Born	<p>British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War. The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.</p> <p>Includes:</p>	4 Weeks	<p>Formative:</p> <p>AP Progress Checks including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs)

	<ul style="list-style-type: none"> ● The Seven Years' War (French and Indian War) <ul style="list-style-type: none"> ○ Treaty of Paris ○ Proclamation of 1763 ● Mercantilism <ul style="list-style-type: none"> ○ Sugar Act ○ Stamp Act ○ Townsend Acts ● Life in the 1770s and 1780s <ul style="list-style-type: none"> ○ Causes - Why Resistance to Authority occurs? ○ Ideas of Liberty ○ Social Structures ● Government <ul style="list-style-type: none"> ○ Continental Congress ○ Articles of Confederation ○ Weak vs. Strong ○ Popular Sovereignty ○ US Constitution 		Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks
			Summative: Written Tests and Quizzes including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Harvard Business School Case Studies
			Common Benchmark Assessments (mid/end of course): Full AP Exam
			Alternative Assessments: Research Project Timeline Short and/or Long Essays
Period 4: 1800-1848 Jefferson and Jackson	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. Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities. Includes: <ul style="list-style-type: none"> ● Political Parties <ul style="list-style-type: none"> ○ Federalists ○ Democratic-Republicans ○ Whigs ● Supreme Court Decisions ● Effects of Louisiana Purchase ● Market Revolution <ul style="list-style-type: none"> ○ Textile Machinery 	5 Weeks	Formative: AP Progress Checks including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks
			Summative: Written Tests and Quizzes including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs)

	<ul style="list-style-type: none"> ○ Steam Engines ○ Telegraph ○ Roads ○ Railroads ○ Cotton Production ● Federal Government Issues ● Relations with Native Americans 		<ul style="list-style-type: none"> ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Harvard Business School Case Studies
			Common Benchmark Assessments (mid/end of course): Full AP Exam
			Alternative Assessments: Research Project Timeline Short and/or Long Essays
Period 5: 1844-1877 Antebellum to Reconstruction	<p>The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries. Debates over slavery and other economical, cultural, and political issues led the nation into civil war. With the Union's victory in the Civil War and the contested reconstruction of the South settling the issues of slavery and secession, many questions on the power of the federal government and rights of citizens remained unresolved. Includes:</p> <ul style="list-style-type: none"> ● Expansion through Manifest Destiny ● Expanding Trade with Asia ● Causes and Effects of the Mexican-American War ● Controversies over Slavery <ul style="list-style-type: none"> ○ Compromise of 1850 ○ Bleeding Kansas ○ Dred Scott Decision ● Nativism ● South vs. North ● Effects of Lincoln's Election ● Factors that Contributed to the Union Victory in the Civil War <ul style="list-style-type: none"> ○ Impact of Emancipation Proclamation ● Government Policy during Reconstruction 	5 Weeks	Formative: AP Progress Checks including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks
			Summative: Written Tests and Quizzes including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Harvard Business School Case Studies
			Common Benchmark Assessments (mid/end of course): Full AP Exam
			Alternative Assessments: Research Project Timeline Short and/or Long Essays
Period 6: 1865-1898	Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial	5 Weeks	Formative: AP Progress Checks including:

<p>Urbanization and the Jim Crow South</p>	<p>capitalism in the United States. Migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. Meanwhile, the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</p> <p>Includes:</p> <ul style="list-style-type: none"> ● Causes and Effects of Western Settlements <ul style="list-style-type: none"> ○ Push and Pull factors ○ Native Americans ● Effects of Improvements in Mechanization and Agricultural Production ● Rise of Industrial Capitalism ● Limited Government Regulation <ul style="list-style-type: none"> ○ Monopolies ○ Corruption ○ Wealth Gap ● Plessy vs. Ferguson ● Social Darwinism 		<ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks</p> <p>Summative: Written Tests and Quizzes including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Harvard Business School Case Studies</p> <p>Common Benchmark Assessments (mid/end of course): Full AP Exam</p> <p>Alternative Assessments : Research Project Timeline Short and/or Long Essays</p>
<p>Period 7: 1890-1945 The Great American Empire</p>	<p>Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p> <p>Includes:</p> <ul style="list-style-type: none"> ● Similarities and Differences in Attitudes about the Nation's Proper Role in the World <ul style="list-style-type: none"> ○ Imperialism ○ Isolationism 	<p>5 Weeks</p>	<p>Formative: AP Progress Checks including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates</p>

	<ul style="list-style-type: none"> ● American Victory in Spanish-American War ● Progressive Era <ul style="list-style-type: none"> ○ Social ○ Political ○ Economical ● Natural Resources from 1890 to 1945 ● Causes and Consequences of WWI <ul style="list-style-type: none"> ○ Neutrality ○ Restrictions on Free Speech ○ Great Migration ● Development of Mass Media <ul style="list-style-type: none"> ○ Radio ○ Cinema ● Causes and Effects of the Great Depression ● Government Power <ul style="list-style-type: none"> ○ New Deal (3 R's = Relief, Recovery, Reform) ● Participation in WWII <ul style="list-style-type: none"> ○ America as World Power ○ Postwar Peace Settlements 		<p>Notebook Checks</p> <p>Summative:</p> <p>Written Tests and Quizzes including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Harvard Business School Case Studies</p> <p>Common Benchmark Assessments (mid/end of course):</p> <p>Full AP Exam</p> <p>Alternative Assessments:</p> <p>Research Project</p> <p>Timeline</p> <p>Short and/or Long Essays</p>
<p>Period 8: 1945-1980 The Cold War</p>	<p>The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.</p> <p>Includes:</p> <ul style="list-style-type: none"> ● Review of Yalta Conference ● Cold War relations <ul style="list-style-type: none"> ○ Russia ○ China ○ Cuba ○ Korean War ○ Vietnam Conflict ● McCarthyism; Red Scare ● Space Race; Nuclear Proliferation ● Arab-Israeli Conflict 	<p>5 Weeks</p>	<p>Formative:</p> <p>AP Progress Checks including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) <p>Primary Source Analysis</p> <p>Cornell Notes</p> <p>Graphic Organizers</p> <p>Discussion Questions Responses</p> <p>T-Charts</p> <p>Summarizations/Reflections</p> <p>Debates</p> <p>Notebook Checks</p> <p>Summative:</p> <p>Written Tests and Quizzes including:</p> <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs)

	<ul style="list-style-type: none"> ● Independence Movement-US Involvement <ul style="list-style-type: none"> ○ Africa ○ Asia ○ Latin America ○ Middle East ● Creation and Purpose of the United Nations <ul style="list-style-type: none"> ● Economic Growth & Stability ● African American Civil Rights Movement ● Life in the 1950's & 1960's <ul style="list-style-type: none"> ○ Economical <ul style="list-style-type: none"> ■ Inflation ■ Poverty ■ Taxation ■ Employment ○ Social ○ Cultural ● Legislation/Supreme Court Activity 		<ul style="list-style-type: none"> ● Free Response Questions (FRQs) Harvard Business School Case Studies
			Common Benchmark Assessments (mid/end of course): Full AP Review
			Alternative Assessments: Research Project Timeline Short and/or Long Essays
Period 9: 1980-Present Modern America	<p>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. Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p> <p>Includes:</p> <ul style="list-style-type: none"> ● Reagan and Conservatism ● End of Cold War <ul style="list-style-type: none"> ○ U.S. Military Spending ○ Diplomatic Initiatives ○ Political Changes ○ Peacekeeping Interventions ● Improvements in Digital Communications ● Domestic and International Migration ● War on Terrorism <ul style="list-style-type: none"> ○ Afghanistan ○ Iraq ● Foreign and Domestic Policy 	3 Weeks	Formative: AP Progress Checks including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks
			Summative: Written Tests and Quizzes including: <ul style="list-style-type: none"> ● Document Based Questions (DBQs) ● Multiple Choice Questions (MCQs) ● Long Essay Questions (LEQs) ● Free Response Questions (FRQs) Harvard Business School Case Studies

			Common Benchmark Assessments (mid/end of course): Full AP Review
			Alternative Assessments: Multicultural History of the US Research Project Timeline Short and/or Long Essays

Robbinsville Public Schools

Unit 1: 1491-1607

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will research the impacts of exploration from 1491-1607 and create presentations with their collected evidence.

W.10.7 Writing: Research to Build and Present Knowledge: 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.

WHST.9-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.GeoGI.1.a	How did the identities of colonizing and indigenous American societies change as a result of contact in the Americas?	Explain the context for European encounters in the Americas from 1491 to 1607.	Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student-selected themes and key historical developments. Presentation and discussion of: -Agency of Native Americans, example of Powhattan -Contingency, Encounters-Montesuma and Cortez -Continuity over time: Spanish Legacy of colonization (Modeled after the Reconquista, Use of indigenous social structures, Towns developed a distinctive Pattern, Ties to Catholicism)	Gilder Lehrman Crash Course Heimler's History: Unit 1 Review APUSH Review Edsitement Resources College Board: ● APUSH Video Channel ● MyAP	Primary Source Analysis
6.2.12.HistoryC C.1.f	American societies change as a result of contact in the Americas?	Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.			Cornell Notes
6.2.12.HistoryC C.1.g	How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?	Explain the causes of exploration and conquest of the New World by various European nations.	Students will work in groups of 3–4 students to choose one primary document from the Gilder Lehrman Study Guide and create a gallery walk for presentation of each document chosen by student groups. Illustrations, written		Graphic Organizers
NJSLSA.R1.	Where did different groups settle in the Americas (before contact) and how	Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.			Heimler's History: Unit 1 Review
WHST.11-12.1		Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.			Discussion Questions Responses
.6.1.12.CivicsPI 1.a		Explain how and why European and Native American perspectives of others developed and changed in the period.			T-Charts
6.1.12.EconGE 1.a					Summarizations/Reflections
6.2.12.GeoGE. 1.b					Debates
6.2.12.GeoGE. 1.c					Notebook Checks
6.2.12.GeoGE. 1.d					Case Studies

<p>6.1.12.HistoryC C.1.a</p>	<p>and why did they move to and within the Americas (after contact)?</p> <p>How did Spain's early entry into colonization in the Caribbean, Mexico, and South America shape European and American developments in this period?</p> <p>How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?</p> <p>How did pre-contact populations of North America relate to their environments?</p> <p>How did contact with Europeans and Africans change these</p>	<p>Explain the effects of the development of transatlantic voyages from 1491 to 1607.</p>	<p>documents, and maps would be acceptable for discussion and gallery walk. (Skill 4) Examples from this source: -Landing of Columbus, 1492 -The Doctrine of Discovery, 1493 CR1 -Columbus reports on his first voyage, 1493 -Spain authorizes Coronado's conquest in the Southwest, 1540 -Bartolome de Las Casas debates the subjugation of the Indians, 1550 -Secotan, an Algonquian village, c. 1585 -The Spanish Armada, 1588 -Map of the New World, with European settlements and American Indian tribes, 1730 -The Middle Passage, 1749 -Indian Slavery in the Americas</p> <p>Native American Table Art Project: -Natural environment -Institutions developed by group (education, religious beliefs and practices, government, economy) -Housing -Food source/diet -Gender relations -Interaction with other people -Technology -Be to sure to include various tribes native to your region -Answer the following question at the bottom of your poster: "To what extent did geographic and</p>		<p>Complete Personal Progress Check MCQ for Unit 1</p> <p>Complete Personal Progress Check FRQ A for Unit 1</p> <p>Complete Personal Progress Check FRQ B for Unit 1</p>
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	<p>relations in North America?</p> <p>How did cultural contact challenge the religious and other values systems of peoples from the Americas, Africa, and Europe?</p>		<p>environmental factors shape the development of the Native Americans in your region?"</p> <p>OR</p> <p>"To what extent did Native American's encounters with Europeans foster change in the lives of Native Americans from 1492 to 1607?</p>		
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Unit 2: 1607-1754

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will explain how and why interactions between various European nations and American Indians changed over time through creating a timeline of shared events and implications.

W.10.3.c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.10.3a. Create a smooth progression of experiences or events.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.GeoGI.1.a	What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?	Explain the context for the colonization from 1607 to 1754.	Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments. HIPPO Analysis of Primary Sources (H—Historical Context, I—Intended Audience, P—Point of View, P—Purpose, O—Outside Information): <ul style="list-style-type: none"> • The Puritans and Dissent: The Cases of Roger Williams and Anne Hutchinson • The Origins of Slavery • A Jamestown settler describes life in Virginia, 1622 • John Winthrop describes life in Boston, 1634 • Slave revolt in the West Indies, 1733 • Arguments for educating women, 1735 • A report from Spanish California, 1776 	HIPPO Analysis Heimler's History Gilder Lehrman-Primary Sources New England Colonies and Native Americans European Competition College Board: <ul style="list-style-type: none"> • APUSH Video Channel • MyAP 	Primary Source Analysis
6.2.12.History CC.1.f		Explain how and why various European colonies developed and expanded from 1607 to 1754.			Cornell Notes
6.2.12.History CC.1.g		Explain how and why environmental and other factors shaped the development and expansion of various British colonies that developed and expanded from 1607 to 1754.			Graphic Organizers
NJSLSA.R1.					Discussion Questions Responses
WHST.11-12.1	How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America?	Explain the causes and effects of transatlantic trade over time.			T-Charts
6.1.12.CivicsPI.1.a		Explain how and why interactions between various European nations and American Indians changed over time.			Summarizations/Reflections
6.1.12.EconG E.1.a					Debates
6.2.12.GeoGE.1.b	What was their effect on emerging cultural and regional differences?	Explain the causes and effects of slavery in the various British colonial regions.			Notebook Checks
6.2.12.GeoGE.1.c		Explain how enslaved peoples responded to slavery.			Case Studies
6.2.12.GeoGE.1.d	Why did various colonists go to the New World?	Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time.			Complete Personal Progress Check MCQ for Unit 2.
6.1.12.History					Complete Personal Progress Check FRQ A for Unit 2.

CC.1.a	<p>How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?</p> <p>In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries?</p> <p>How did the competition between European empires around the world affect relations among the various peoples in North America?</p> <p>How and why did the English North American colonies develop into distinct regions?</p> <p>How did the expansion of cultural contact that took place with permanent</p>	<p>Explain how and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain.</p> <p>Compare the effects of the development of colonial society in the various regions of North America.</p>	<ul style="list-style-type: none"> • The New York Conspiracy of 1741 • Olaudah Equiano • Lockean Liberalism and the American Revolution • Jamestown and the Founding of English America <p>SPEC or PEST Analysis/Comparison:</p> <ul style="list-style-type: none"> • Spanish vs British Colonization • New England, Middle, Southern <p>Create Representations Give students a blank world map and several data sets, such as raw materials, manufactured goods, and enslaved peoples, and have them create a map that identifies the lanes of transatlantic trade, the exchanges, and the size and scope of the British Empire. Ask them to identify trends and patterns and draw conclusions about the Atlantic world.</p>		<p>Complete Personal Progress Check FRQ B for Unit 2.</p> <p>Take Units 1 and 2 Test</p>
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	colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?				
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Robbinsville Public Schools

Unit 3: 1754-1800

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will strengthen their LEQ writing by developing understanding of skills and requirements outlined in the College Board Long Essay Question rubric.

W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.CivicsP I.2.a	How did different social group identities evolve during the revolutionary struggle?	Explain the context in which Americans gained independence and developed a sense of national identity.	Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments. Document analysis: Students will read Common Sense by Thomas Paine, the Declaration of Independence, and the U.S. Constitution. All students will apply HIPPO to analyze the document and share their analysis in small groups. Students will then compare the arguments made by Paine to the Declaration of Independence Critique Reasoning: This topic lends itself to reading primary source documents. Have students identify and critique Washington's main points in his 1796 Farewell Address. Then, ask students to examine Washington's perspective, the historical situation, and the	Common Sense Declaration of Independence British Perspective Loyalists Madison Case Study	Primary Source Analysis
6.1.12.CivicsP I.2.b		Explain the causes and effects of the Seven Years' War (the French and Indian War).			Cornell Notes
6.1.12.CivicsP D.2.a	How did leaders of the new United States attempt to form a national identity?	Explain how British colonial policies regarding North America led to the Revolutionary War.			Graphic Organizers
6.1.12.CivicsP R.2.a	How did the newly independent United States attempt to formulate a national economy?	Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.			Discussion Questions Responses
6.1.12.GeoPP. 2.a		Explain how various factors contributed to the American victory in the Revolution.		LEQ Graphic Organizer and Rubric	T-Charts
6.1.12.EconE M.2.a	How did the revolutionary struggle and its aftermath reorient white-American Indian relations and affect subsequent population movements?	Explain the various ways the American Revolution affected society.		APUSH Case ... College Board: <ul style="list-style-type: none"> • APUSH Video Channel • MyAP 	Summarizations/Reflections
6.1.12.EconE M.2.b		Describe the global impact of the American Revolution.			Debates
6.1.12.HistoryCC.2.a		Explain how different forms of government developed and changed as a result of the Revolutionary Period.			Notebook Checks
6.1.12.HistoryCC.2.b					Case Studies
					Complete Personal Progress Check MCQ for Unit 3.

<p>6.1.12.HistoryUP.2.a</p> <p>6.1.12.HistoryUP.2.b</p> <p>6.1.12.HistoryUP.2.c</p> <p>6.1.12.HistorySE.2.a</p> <p>6.1.12.HistoryCA.2.a</p>	<p>How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?</p> <p>How did the revolution become an international conflict involving competing European and American powers?</p> <p>How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?</p> <p>Why did the patriot cause spread so quickly among the colonists after 1763?</p> <p>How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?</p>	<p>Explain the differing ideological positions on the structure and function of the federal government.</p> <p>Explain the continuities and changes in the structure and functions of the government with the ratification of the U.S. Constitution.</p> <p>Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.</p> <p>Explain how and why political ideas, institutions, and party systems developed and changed in the new republic.</p> <p>Explain the continuities and changes in American culture from 1754 to 1800.</p> <p>Explain how and why migration and immigration to and within North America caused competition and conflict over time.</p> <p>Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.</p> <p>Explain how the American independence movement affected society from 1754 to 1800.</p>	<p>evidence and reasoning he uses to support his position</p> <p>Match Claims and Evidence: This time period is rife with opportunities for students to consider the British and colonial perspectives on events and ideas. Ask small groups of students to write claims and supporting evidence statements on two separate note cards based on the prompt: How did British colonial policies regarding North America lead to the Revolutionary War? Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim</p> <p>Class Discussion(s) Harvard Case Study: James Madison, the 'Federal Negative,' and the Making of the U.S. Constitution</p> <p>In this case based format, students will work in small groups to gather information and hold preliminary conversations about key discussion topics, then come together to discuss information from provided sources in whole group discussion culminating in a classwide decision making activity & independent student reflection:</p>	<p>Complete Personal Progress Check FRQ A for Unit 3.</p> <p>Complete Personal Progress Check FRQ B for Unit 3.</p> <p>Take Unit 3 Test.</p>
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			<p>In-class essay writing in small groups. Students will complete a comprehensive LEQ answering the following prompt: Analyze the political, diplomatic, and military reasons for the United States victory in the Revolutionary War. Confine your answer to the period 1775–1783.</p>		
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Robbinsville Public Schools

Unit 4: 1800-1848

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will compare the views of slavery and the Missouri Compromise by analyzing the differing opinions of Henry Clay and southerners.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.CivicsPI.3.a	How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?	Explain the context in which the republic developed from 1800 to 1848.	<p>Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments.</p> <p>Questioning the Text: Assign students to read and analyze Andrew Jackson's first inaugural address and write down any clarification and discussion questions that come to mind while reading the text. Ask students to focus on the main points that Jackson hoped to address in his presidency as outlined in the inaugural address. Form groups around similar questions and ask students to research answers from a source, such as the textbook. Have groups present their findings and lead a discussion about the purpose of inaugural addresses as well as the successes and failures of the Jackson administration.</p> <p>Socratic Seminar: This activity combines Topics 4.9–4.11. Use the question What</p>	Jackson's First Inaugural Address	Primary Source Analysis
6.1.12.CivicsPI.3.b		Explain the causes and effects of policy debates in the early republic.		American Culture	Cornell Notes
6.1.12.CivicsDP.3.a		Explain how different regional interests affected debates about the role of the federal government in the early republic.		Heimler's History	Graphic Organizers
6.1.12.CivicsDP.3.b		Explain how and why American foreign policy developed and expanded over time.		Louisiana Purchase	Discussion Questions Responses
6.1.12.CivicsDP.3.c	How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked?	Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.		Market Revolution	T-Charts
6.1.12.GeoSV.3.a		Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time.		Political Parties	Summarizations/Reflections
6.1.12.EconET.3.a		Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.		College Board: • APUSH Video Channel • MyAP	Debates
6.1.12.EconGE.3.a	How did the continuing dominance of agriculture and the slave system affect southern social, political, and economical life?	Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.			Notebook Checks
6.1.12.EconNE.3.a		Explain how and why a new national culture developed from 1800 to 1848.			Case Studies
6.1.12.HistoryUP.3.a					Complete Personal Progress Check MCQ for Unit 4.
6.1.12.HistoryU					Complete Personal Progress Check FRQ A for Unit 4.

<p>P.3.b</p> <p>6.1.12.HistoryC A.3.a</p> <p>6.1.12.HistoryC A.3.b</p> <p>6.1.12.HistoryC C.3.a</p>	<p>How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?</p> <p>How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?</p> <p>How did the United States use diplomatic and economic means to project its power in the western hemisphere?</p> <p>How did foreign governments and</p>	<p>Explain the causes of the Second Great Awakening. Explain how and why various reform movements developed and expanded from 1800 to 1848.</p> <p>Explain the continuities and changes in the experience of African Americans from 1800 to 1848.</p> <p>Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848.</p> <p>Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.</p>	<p>were the key ingredients in the creation of an American culture? to initiate a discussion in which students can illustrate their understanding of all the learning objectives and historical developments in these topics</p> <p>(NAT) Gilder Lehrman video on Period 4: This video analyzes how “the New Republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and democratic changes.” The sample of documents on the website are the following, which each student may read. Students may work in small groups or pairs and complete an oral presentation using large white paper or Prezi/PowerPoint presentation. Students may also go to the Gilder Lehrman website to choose another primary document of their choice. This list is only a small example of what is available from the website. (Skill 1) CR3</p> <ul style="list-style-type: none"> ● The horrors of slavery, 1805 ● A map of Louisiana territory, 1806 ● Thomas Jefferson’s opposition to the Federalists, 1810 ● Jefferson on British aggression, 1815 	<p>Complete Personal Progress Check FRQ B for Unit 4.</p> <p>Take Unit 4 Test.</p>
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	<p>individuals describe and react to the new American nation?</p> <p>How did environmental and geographic factors affect the development of sectional economics and identities?</p> <p>How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?</p>		<ul style="list-style-type: none"> ● A Founding Father on the Missouri Compromise, 1819 ● A Northerner's view of Southern slavery, 1821 ● The Monroe Doctrine, 1823 ● American Colonization Society membership certificate, 1833 ● Andrew Jackson to the Cherokee Tribe, 1835 ● Lowell Mill Girls and the factory system, 1840 ● Lydia Maria Child on women's rights, 1843 		
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Unit 5: 1844-1877

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will analyze a Harvard Case Study, actively participate in a class discussion on material, and form their own arguments or ideas.

SL.10.1 Students will initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS2-1)

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.Civics DP.4.a	<p>How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities?</p> <p>How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?</p> <p>How did the maturing of northern manufacturing and the adherence of the South to an agricultural economy change the national economic system by 1877?</p> <p>How did the growth of mass migration to</p>	Explain the context in which sectional conflict emerged from 1844 to 1877.	<p>Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments.</p> <p>Timeline review: Students will create a timeline of the events that led to the Civil War and use captioned photographs, illustrations, and political cartoons to explain the major continuities and changes of government policy of the period. Students will work in small groups to create the timeline for this time period. (Skill 5: Continuity and Change) CR8</p> <p>(ARC) In-class DBQ Activity: Analyze DBQ on the Civil War. This has several primary documents to which students may apply the HIPPO worksheet with a partner or small group. The DBQ students may answer: "In what ways did African Americans shape</p>	A Nation Divided Case Study	Primary Source Analysis
6.1.12.Civics DP.4.b		Explain the causes and effects of westward expansion from 1844 to 1877.		Causes of the Civil War	Cornell Notes
6.1.12.Civics PR.4.a		Explain the causes and effects of the Mexican–American War.		Civil War Battles	Graphic Organizers
6.1.12.GeoS V.4.a		Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War.		Reconstruction Discussion Questions	Discussion Questions Responses
6.1.12.GeoP P.4.a		Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877.		Reconstruction A	T-Charts
6.1.12.EconE T.4.a		Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.		Reconstruction B	Summarizations/Reflections
6.1.12.Econ NE.4.a		Explain the political causes of the Civil War.		Case Study Assessment	Debates
6.1.12.HistoryCC.4.a		Describe the effects of Lincoln's election.		College Board: • APUSH Video Channel • MyAP	Notebook Checks
6.1.12.HistoryUP.4.a		Explain the various factors that contributed to the Union victory in the Civil War.			Case Studies
					Complete Personal Progress Check MCQ for Unit 5.

6.1.12.HistoryUP.4.b	the United States and the railroad affect settlement patterns in cities and the West?	Explain how Lincoln's leadership during the Civil War impacted American ideals over the course of the war.	the course and consequences of the Civil War? Confine your answer to the years from 1861 to 1870."		Complete Personal Progress Check FRQ A for Unit 5.
6.1.12.HistoryCC.4.b	Why did attempts at compromise before the war fail to prevent the conflict?	Explain the effects of government policy during Reconstruction on society from 1865 to 1877.	The primary documents are Major General Benjamin Butler, report to the Secretary of War, 1861; Resolution of African Americans in Newtown, NY, 1862; Abraham Lincoln, published letter, 1863; Republican Party platform, 1864; Charlotte Forten, African American teacher in the South Carolina Sea Islands, 1864; Article in The New York Times, 1864; Illustration by Thomas Nast, Harper's Weekly, "And Not This Man?" 1865; Proceedings of the Convention of the Colored People of Virginia, 1865; Affidavit of Rebecca Parsons, former enslaved person, 1867; and a Map of African American and White Participation in Constitutional Conventions, 1867 to 1868. Students may write their essay in pairs or for homework. (Skill 6)		Complete Personal Progress Check FRQ B for Unit 5.
6.1.12.HistoryCA.4.c	To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?	Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American.			Complete Personal Progress Check FRQ C for Unit 5.
	How was the American conflict over slavery part of larger global events?	Compare the relative significance of the effects of the Civil War on American values.			Take Unit 5 Test.
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	How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?				
	How did the doctrine of Manifest Destiny affect debates over territorial				

	expansionism and the Mexican War?				
	How did the Civil War struggle shape Americans' beliefs about equality, democracy, and national destiny?				

Robbinsville Public Schools

Unit 6: 1865-1898

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will analyze political cartoons during the Gilded Age and then create their own versions that highlight specific intentions and audiences during this period. 1.2.12acc.Crc: Refine and elaborate aesthetic elements and technical components. Intentionally form impactful expressions in media artworks for specific purposes, intentions, continuity, juxtaposition, audiences and contexts.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.CivicsD P.5.a	How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity?	Explain the historical context for the rise of industrial capitalism in the United States.	<p>Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments.</p> <p>(WXT) The Gilder Lehrman website explains Unit 6/Period 6: “The transformation of the U.S. from an agricultural to an increasingly urbanized society brought about significant economical, political, diplomatic, social, environmental, and cultural changes.” These are some documents found on Unit 6 content in which students may work in small groups or pairs to choose a document to present to class. (Skill 4)</p> <ul style="list-style-type: none"> Indian Wars: The Battle of Washita, 1868 Official photograph from the “Golden Spike” Ceremony, 1898 CR1 The Grange Movement, 1875 	Gilded Age-Digital History	Primary Source Analysis
6.1.12.EconE M.5.a	How did technological and corporate innovations help to vastly increase industrial production?	Explain the causes and effects of the settlement of the West from 1877 to 1898.		Urbanization DBQ	Cornell Notes
6.1.12.GeoPP. 5.a	What was the impact of these innovations on the lives of working people?	Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.		AP DBQ Graphic Organizer	Graphic Organizers
6.1.12.GeoHE. 5.a	How and why did the sources of migration to the	Explain the effects of technological advances in the development of the United States over time.		DBQ BBQ Slides	Discussion Questions Responses
6.1.12.EconE M.5.a		Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898.		Heimler's Sourcing	T-Charts
6.1.12.History NM.5.a		Explain how cultural and economic factors affected migration patterns over time.		Causes of Industrial Growth	Summarizations/Reflections
6.1.12.History NM.5.b		Explain the various responses to immigration in the period over time.		Gilded Age- The American Experience	Debates
6.1.12.History CC.5.a		Explain the causes of increased economic opportunity and its effects on society.		Gilded Age T-Chart	Notebook Checks
6.1.12.History UP.5.a				College Board: APUSH Video Channel	Case Studies
6.1.12.History CA.5.a				MyAP	Complete Personal Progress Check MCQ for Unit 6.
					Complete Personal Progress Check FRQ A for Unit 6.

	<p>United States change dramatically during this period?</p> <p>How did the political culture of the Gilded Age reflect the emergence of new corporate power? How successful were the challenges to this power? Why did challenges to this power fail?</p> <p>How did the search for new global markets affect American foreign policy and territorial ambitions?</p> <p>In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems?</p>	<p>Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age.</p> <p>Explain continuities and changes in the role of the government in the U.S. economy.</p> <p>Explain the similarities and differences between the political parties during the Gilded Age.</p> <p>Explain the extent to which industrialization brought change from 1865 to 1898.</p>	<ul style="list-style-type: none"> ● William Cullen Bryant opposes the protective tariff, 1876 ● William T. Sherman on the western railroads, 1878 ● The struggle for married women’s rights, c. 1880s ● Charles Guiteau’s reasons for assassinating President Garfield, 1882 ● The Haymarket Affair, 1886 ● Frederick Douglass on the disenfranchisement of black voters, 1888 ● People’s Party campaign poster, 1892 ● Campaign for the African American vote in Georgia, 1894 ● William Jennings Bryan and the ideals of the Declaration of Independence, 1895 <p>Timeline Review: Students may create a timeline of the events that took place in Unit 6 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period.</p> <p>Graphic Organizer: Evaluate the similarities and differences of the responses of various segments of the U.S.</p>		<p>Complete Personal Progress Check FRQ B for Unit 6.</p> <p>Take Unit 6 Test.</p>
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	<p>How did artistic and intellectual movements both reflect and challenge the emerging corporate order?</p>		<p>population to immigration in the period from 1865 to 1898. Students should choose a graphic organizer that presents the response in a logical way and be prepared to share their findings with the class.</p> <p>Create Representations: Ask students to collect information on the “new” immigrants of the late 19th century. They might research numbers of immigrants, countries of origin, demographics, and settlement locations in the U.S. Ask them to create an infographic for one of the “new” immigrant groups from this time period using widely available free internet resources. Have students share their infographics with the whole group and discuss the factors that affected migration patterns over time.</p>	
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Robbinsville Public Schools

Unit 7: 1890-1945

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will examine the purpose of WWI propaganda and evaluate the relationship between media and society by creating their own versions of WWI propaganda posters.

1.2.12 acc.Cn11a: Examine and demonstrate in depth the relationships of media arts ideas and works to various contexts, purposes and values, such as markets, systems, propaganda, truth.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.Civics DP.6.a	How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity?	Explain the context in which America grew into its role as a world power.	Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments. Video Introduction: Watch the video as an introduction of Unit 7/Period 7 from the Gilder Lehrman AP study guide. The study guide describes Period 7: “An increasingly pluralistic U.S. faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.” Students may create their own video using the primary documents from the video and website to introduce the period/unit. Gilder Lehrman also provides several primary documents and essays from this time period: <ul style="list-style-type: none"> Disfranchisement of African American voters in Virginia, 1901 Triangle Shirtwaist Factory fire, 1911 	Gilder Lehrman-Period 7	Primary Source Analysis
6.1.12.Civics DP.6.b		Explain the similarities and differences in attitudes about the nation’s proper role in the world.		Progressive Era-LOC	Cornell Notes
6.1.12.Civics PR.6.a	How did class identities change in this period?	Explain the effects of the Spanish–American War.		Progressive Era-Digital History	Graphic Organizers
6.1.12.GeoH E.6.a		Compare the goals and effects of the Progressive reform movement.		WWI Station Activity	Discussion Questions Responses
6.1.12.GeoG M.6.a	How did movements for political and economic reform take shape in this period, and how effective were they in achieving their goals?	Compare attitudes toward the use of natural resources from 1890 to 1945.		Roaring 20s Poster Activity	T-Charts
6.1.12.EconE M.6.a		Explain the causes and consequences of U.S. involvement in World War I.		Progressive Era Graphic Organizers	Summarizations/Reflections
6.1.12.Econ NE.6.a	Why did public attitudes towards immigration become negative during this time period? How and why did people migrate within the U.S. during this time period?	Explain the causes and effects of international and internal migration patterns over time.		Banana Wars	Debates
6.1.12.History CC.6.b:		Explain the causes and effects of the innovations in communication and technology in the United States over time.		LEQ Practice	Notebook Checks
6.1.12.History CC.6.c		Explain the causes and effects of developments in popular culture in the United States over time.		Heimler LEQ	Case Studies
6.1.12.History CC.6.d		Explain the causes of the Great Depression and its effects on the economy.		American Imperialism College Board: <ul style="list-style-type: none"> APUSH Video Channel MyAP 	Complete Personal Progress Check MCQ for Unit 7.
					Complete Personal Progress Check FRQ A for Unit 7.
					Complete Personal

6.1.12.HistoryCA.6.a	How did reformist ideals change as they were taken up by reformers in different time periods? Why did opposition emerge to various reform programs?	<p>Explain how the Great Depression and the New Deal impacted American political, social, and economical life over time.</p> <p>Explain how and why U.S. participation in World War II transformed American society.</p> <p>Explain the causes and effects of the victory of the United States and its allies over the Axis Powers.</p> <p>Explain the consequences of U.S. involvement in World War II.</p> <p>Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.</p>	<ul style="list-style-type: none"> ● Women's' suffrage poster, 1915 ● World War I poems: "In Flanders Fields" and "The Answer," 1918 ● Theodore Roosevelt on the sinking of the Lusitania, 1915 ● Birth of a Nation, 1915 ● Recruiting posters for African American soldiers, 1918 ● Treaty of Versailles and President Wilson, 1919 and 1921 ● The Supreme Court upholds national prohibition, 1920 ● Lynching in America, c. 1926 ● The origins of FDR's New Deal, 1932 ● Civilian Conservation Corps poster, 1938 ● Photograph of an abandoned farm in the Dust Bowl, 1938 ● Japanese internment, 1942 ● Eleanor Roosevelt's four basic rights, 1944 <p>In-class DBQ Activity: For the DBQ prompt: "Evaluate the effectiveness of Progressive Era reformers and the federal government in bringing about reform at the national level. In</p>	<p>Progress Check FRQ B for Unit 7.</p> <p>Take Unit 7 Test.</p>
6.1.12.CivicsDP.7.a				
6.1.12.EconomicsNM.7.a				
6.1.12.HistoryCC.7.a	Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War, World War I, and World War II?			
6.1.12.HistoryCA.7.a				
6.1.12.HistoryCA.7.b				
6.1.12.HistoryUP.7.a	How did debates over intervention reflect public views of America's role in the world?			
6.1.12.CivicsHR.8.a				
6.1.12.EconomicsNM.8.a	Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests?			
6.1.12.HistoryCC.8.a				
6.1.12.HistoryCC.8.c				
6.1.12.GeographyH.E.9.a	How did "modern" cultural values evolve in response to developments in			
6.1.12.EconomicsNE.9.a				

<p>6.1.12.Econ NE.9.c</p> <p>6.1.12.A.9.a</p> <p>6.1.12.Histor yCA.9.a</p> <p>6.1.12.Histor yUP.9.a</p> <p>6.1.12.Civics PR.10.b</p> <p>6.1.12.GeoH E.10.a</p> <p>6.1.12.Econo NM.10.a</p> <p>6.1.12.Civics DP.11.a</p> <p>6.1.12.Civics HR.11.b</p> <p>6.1.12.EconE T.11.a</p> <p>6.1.12.Histor yCA.11.b</p> <p>6.1.12.Histor y CC.11.b</p> <p>6.1.12.Histor yCC.11.c</p>	<p>technology? How did debates over the role of women in American public life reflect changing social realities?</p>		<p>your answer be sure to analyze the successes and limitations of these efforts in the period of 1900–1920.” Students will analyze the following documents using the HIPPO in small groups or in pairs: (Skill 2)</p> <ul style="list-style-type: none"> ● Historical statistics of the United States from 1870 to 1899 using graph ● George McNeill, labor leader, The Labor Movement: The Problem of Today, 1887 ● David B. Wells, engineer and economist, Recent Economic Changes and Their effect on the Production and Distribution of Wealth and Well Being of Society, 1889 ● Political cartoon from Joseph Keppler, “The Bosses of the Senate,” Puck, 1889 ● Andrew Carnegie, “Wealth,” North American Review, 1889 ● “People’s Party Platform,” Omaha Morning World-Herald, 1892 ● Samuel Gompers, What does Labor Want? an address before the International Labor Congress in Chicago, 1893 		
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			<ul style="list-style-type: none"> ● George Rice, “How I was ruined by Rockefeller,” New York World, 1898 ● Theodore Dreiser, Sister Carrie, a novel, 1900 ● Photograph of “Female Typists,” 1902 ● <p>In-class LEQ: From College Board: “Evaluate the extent to which U.S. participation in the First World War (1917–1918) marked a turning point in the nation’s role in world affairs. In the development of your argument, explain what changed and stayed the same from the period immediately before the war and immediately after it.” The essay will be evaluated using the current AP History rubric.</p>		
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Robbinsville Public Schools

Unit 8: 1945-1980

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will discuss the many sides of counterculture and make connections to current controversial events in society.

SL.10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.EconN E.12.a	How did the African-American Civil Rights Movement affect the development of other movements based on asserting the rights of different groups in American society?	Explain the context for societal change from 1945 to 1980.	<p>Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments.</p> <p>There are several primary documents from Unit 8 on the Gilder Lehrman AP study guide that students may read in pairs using close reading or groups to discuss using HIPPO: (Skill 2)</p> <ul style="list-style-type: none"> Physicists predict a nuclear arms race, 1945 Harry S. Truman responds to McCarthy, 1950 Don't Buy a Ford Ever Again, c. 1960 John F. Kennedy's Inaugural Address, 1961 The Assassination of John F. Kennedy, 1963 Robert Kennedy on civil rights, 1963 George Wallace on segregation, 1964 Civil rights posters, 1968 J. Edgar Hoover on campus unrest, 1970 	MLK Case Study	Primary Source Analysis
6.1.12.EconE M.12.a	Movement affect the development of other	Explain the continuities and changes in Cold War policies from 1945 to 1980.		Vietnam Documentary	Cornell Notes
6.1.12.History CC.12.a	movements based on asserting the rights of different groups in American society?	Explain the causes and effects of the Red Scare after World War II.		Cold War Documentary	Graphic Organizers
6.1.12.History CC.12.b		Explain the causes of economic growth in the years after World War II.		WWII- History.com	Discussion Questions Responses
6.1.12.History CC.12.c	How did American involvement in the Cold War affect debates over American national identity?	Explain the causes and effects of the migration of various groups of Americans after 1945.		WWII Primary Sources	T-Charts
6.1.12.History CC.12.d		Explain how mass culture has been maintained or challenged over time.		Vietnam Primary Sources	Summarizations/Reflections
6.1.12.History CC.12.e	How did the rise of American manufacturing and global economic dominance in the years after World War II affect standards of living among and opportunities for different social groups?	Explain how and why the civil rights movements developed and expanded from 1945 to 1960.		Cold War Primary Sources	Debates
6.1.12.History SE.12.a		Explain the various military and diplomatic responses to international developments over time.		Cold War Fires	Notebook Checks
6.1.12.CivicsD P.13.a		Explain the causes and effects of the Vietnam War.		Cold War Documents	Case Studies
6.1.12.GeoPP. 13.a				WWII Resources	Complete Personal Progress Check MCQ for Unit 8.
6.1.12.GeoHE. 13.a				College Board: <ul style="list-style-type: none"> APUSH Video Channel MyAP 	Complete Personal Progress Check FRQ A for Unit 8.

6.1.12.EconN E.13.a	How did the growth of migration to and within the United States influence demographic change and social attitudes in the nation?	Explain the causes and effects of continuing policy debates about the role of the federal government over time.	<ul style="list-style-type: none"> ● The end of the Vietnam War: conscience, resistance, and reconciliation, 1973 ● President Ford's remarks in Japan, 1974 ● President Ford's statement of pardoning Richard Nixon, 1974 		Complete Personal Progress Check FRQ B for Unit 8.
6.1.12.EconE M.13.a		Explain the continuities and changes in immigration patterns over time.			Take Unit 8 Test.
6.1.12.EconN E.13.a		Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.			
6.1.12.EconN E.13.b	How did the changing fortunes of liberalism and conservatism in these years affect broader aspects of social and political power?	Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.	Timeline Review: Students may create a timeline of the events that took place in Unit 8 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline for this time period. (Skill 4)		
6.1.12.History CC.13.a		Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.	(WOR) HIPPO Activity: Using a selection of primary sources, students compare and contrast the perspectives of TWO of the following presidents on Cold War foreign policies: Harry Truman, Dwight Eisenhower, Richard Nixon. Students will work in pairs (think-pair share). (Skill 2)		
6.1.12.History CC.13.b		Explain how and why policies related to the environment developed and changed from 1968 to 1980.	Harvard Case Study: Martin Luther King and the Struggle for Black Voting Rights		
6.1.12.History CC.13.c	Why did Americans endorse a new engagement in international affairs during the Cold War? How did this belief change over time in response to particular events?	Explain the effects of the growth of religious movements over the course of the 20th century.	Vietnam Discussion: This topic offers a lot of fodder for discussion and debate in the classroom. Brainstorming		
6.1.12.History UP.13.a	Why did public concern about the state of the natural environment grow during this period, and what major changes in public	Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.			
6.1.12.History SE.13.a					

	<p>policy did this create?</p> <p>How did changes in popular culture reflect or cause changes in social attitudes? How did the reaction to these changes affect political and public debates?</p>		<p>and quickwrite can be used as strategies during a guided discussion to help students understand the causes and effects of the Vietnam War. What debates were settled? What debates remained or emerged as a result of the Vietnam War?</p>		
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Unit 9: 1980-Present

Enduring Understandings:

- American and National Identity (NAT): The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.
- Work, Exchange and Technology (WXT): The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.
- Geography and the Environment (GEO): Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.
- Migration and Settlement (MIG): Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.
- Politics and Power (PCE): Debates fostered by social and political groups about the role of government in American social, political, and economical life shape government policy, institutions, political parties, and the rights of citizens.
- America in the World (WOR): Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.
- American and Regional Culture (ARC): Creative expression, demographic change, philosophy, religious beliefs, scientific ideas, social mores, and technology shape national, regional, and group cultures in America, and these varying cultures often play a role in shaping government policy and developing economic systems
- Social Structures (SOC): Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How does physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Interdisciplinary Connections

Students will examine the importance of recognizing hidden histories by successfully creating documentaries on topics that were not discussed throughout the year.

Guiding / Topical Questions with Specific Standards		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.Civics PI.14.d 6.1.12.Civics PD.14.a 6.1.12.HistoryCA.14.a	How did demographic and economic changes in American society affect popular debates over American national identity?	Explain the context in which the United States faced international and domestic challenges after 1980. Explain the causes and effects of continuing policy debates about the role of the federal government over time. Explain the causes and effects of the end of the Cold War and its legacy.	Cornell Notes for each chapter reading including the following information: basic notes from reading, student interactions, and SAQ style summary responses including student selected themes and key historical developments. Close Read: Students conduct a close read of Reagan's 1985 State of the Union Address and the democratic response. After a think-pair-share, students complete a quick write comparing the arguments made in each document. (Skill 3) CR6	Reagan's State of Union Address Legacy of the Cold War Heimler's History Gilder Lehrman-Period 9 Time Capsule Activity Multicultural Final Assignment	Primary Source Analysis Cornell Notes Graphic Organizers Discussion Questions Responses T-Charts Summarizations/Reflections Debates Notebook Checks Case Studies
6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b 6.1.12.HistoryCC.14.d 6.1.12.Civics PR.15.a 6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b	How did the shift to a global economy affect American economic life? How did scientific and technological developments in these years change how Americans lived and worked? How did increased migration raise questions about American identity and affect the nation demographically, culturally, and politically?	Explain the causes and effects of economic and technological change over time. Explain the causes and effects of domestic and international migration over time. Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century. Explain the relative significance of the effects of change in the period after 1980 on American national identity.	Timeline Review: Students may create a timeline of the events that took place in Unit 9 and use photographs, illustrations, and political cartoons on the timeline. Students will work in small groups to create the timeline. These timelines may be created on large white paper and hung in the classroom as a review for Period 9/Unit 9. (Skill 4) CR6 The syllabus must provide a brief description of at least one activity (e.g., essays, classroom debates, oral presentations, etc.) where students	College Board: ● APUSH Video Channel ● MyAP	Complete Personal Progress Check MCQ for Unit 9. Complete Personal Progress Check FRQ A for Unit 9.

6.1.12.Civics PD.16.a	How successful were conservatives in achieving their goals?		analyze an argument or claim in one or more primary sources. The syllabus must cite (author and title) or describe the primary source used for the activity. At least one activity must be labeled with Skill 3.		Complete Personal Progress Check FRQ B for Unit 9.
6.1.12.Civics PR.16.a	To what extent did liberalism remain influential politically and culturally?				Take Unit 9 Test
6.1.12.GeoH E16.a	How did the end of the Cold War affect American foreign policy? How did the terrorist attacks of September 11, 2001 impact America's role in the world?		Match Claims and Evidence: Now that students are near the end of the course and have had many opportunities to practice argumentation, this activity can be used as early preparation for the AP Exam. Ask small groups of students to write claims and supporting evidence statements on individual note cards based on the causes and effects of the end of the Cold War and the Cold War's legacy. Have groups trade claims and evidence and revise or modify the claims (if necessary), match the claims and evidence, and write statements explaining why the evidence supports the claim		
6.1.12.Econ NE.16.b	How did debates over climate change and energy policy affect broader social and political movements?		Debate: This topic in the culminating unit offers students an opportunity to debate and discuss thematic focus PCE, which focuses on the role of the federal government over time. Encourage students to prepare by looking at different time periods and turning points in U.S. history when		
6.1.12.Histor yUP.16.a	How did technological and scientific innovations in areas such as electronics, biology, medicine, and communications affect society, popular culture, and public discourse? How did a more demographically diverse population shape				
6.1.12.Histor yCC.16.a					
6.1.12.Histor yCC.16.b					

	popular culture?		<p>the role of the federal government changed. Teachers can debrief with students about the extent to which this role changed or continued under Ronald Reagan's presidency.</p> <p>Multicultural History Assignment: Students will research a topic in history that we did not spend enough time discussing or did not study at all.</p>		
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Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Example 1: Students will use historical events to identify a time they may have had the same feelings as a historical figure and then discuss in small groups (or write in their journals or on an essay question) how they handled those situations.

Example 2: Students will have the opportunity to reflect on their DBQ, LEQ, and SAQ progress by conducting peer reviews and participating in class discussions.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Example 1: Students will develop skills for focusing attention, managing stress and anxiety, and accomplishing goals in order to effectively participate in classroom learning.

Example 2: Students will use historical events to discuss how historical figures persevered through hard times to turn their lives around or reach a goal.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Example 1: Students will discuss and analyze the origins and negative effects of stereotyping and prejudice as reflected in history.

Example 2: Students will build respect for diversity in the classroom by sharing their different cultural perspectives on situations.

Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Example 1: Students will be given opportunities to practice social skills in small groups and discussion-based learning activities.

Example 2: Students will use history and the experiences of historical figures as an opportunity to learn lessons on how to resolve conflicts peacefully.

Responsible decision-making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Example 1: Students will routinely examine problem or moral situations from history and examine alternatives and impacts.

Example 2: Students will apply their decision-making formula to problems historical figures faced.

Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
Creativity and Innovation	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)</p> <p>Can be found in units: 5, 6, 7</p>
Critical Thinking and Problem Solving	<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12prof.CR3.a)</p> <p>Can be found in units: 3, 5, 8</p>
Digital Citizenship	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1)</p> <p>Can be found in units: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>
Global and Cultural Awareness	<p>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economical, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p> <p>Can be found in unit: 9</p>
Information and Media Literacy	<p>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.</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6)</p> <p>Can be found in unit: 6, 8, 9</p>
Technology Literacy	<p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</p> <p>Can be found in unit: 9</p>

Robbinsville Ready 21st Century Skill Integration

The following skills will be embedded throughout the curriculum and instruction of this course.

Collaborative Team Member: Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

Effective Communicator: Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

Emotionally Intelligent Learner: Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

Informed and Involved Citizen: Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

Innovative Thinker: Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film Shift Happens, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

Resilient and Self-Directed Learner: Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

Career Awareness and Planning Standards 9.2

Students will develop college and career readiness skills by participating in opportunities such as structured learning experiences in advanced placement courses. (9.2.12.CAP.2)	Each unit is structured to challenge students and introduce historical thinking skills at a college level. Students will be assessed through MCQs, SAQs, DBQs, and LEQs, all which are graded with specific College Board designed rubrics. Every reading, discussion, assignment, and assessment is held to a higher collegiate standard.
Students will research the impact of the Great Recession and how it impacted jobs in the United States. (9.2.12.CAP.1)	In Unit 9, students will research the Great Recession of 2008. This event will help students understand the importance of a stable economy and how any sort of recession can devastate employment within a country. A similar lesson can be learned in Unit 7 with the Great Depression.

Diversity, Equity & Inclusion Mandate Guide

Robbinsville Public Schools believes that our similarities make us stronger and therefore commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. As such, this curriculum meets the requirements set forth in the Amistad Law, AAPI Law, Holocaust Law and LGBT and disabilities law. Samples of learning for these previously underrepresented groups are included throughout this curriculum. Some examples are as follows:

<u>Amistad</u> (SS only)	Students examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement and create an infographic. Students examine the role of enslavement in the New World and the successful fights of Black people during this time. Students will explore the impact of the 13th Amendment and how Black Americans fought for equality.
<u>Holocaust</u> (ELA in K-8, SS in 9-11)	Students examine the ladder of prejudice and steps toward a genocide and use that to formulate arguments regarding Christopher Columbus's murder/enslavement of the Native Americans. Students examine the continued genocide of Native Americans throughout this time period, specifically the Trail of Tears and the impact of the Indian Removal Act and the impact of urbanization on immigrant groups and Native Americans in the United States.
<u>AAPI</u>	Students research the impact of Chinese workers in the railroad industry & study Japanese Internment Camps and their effect on Asian Americans.
<u>Diversity & Inclusion Law</u>	Units will include instruction on various classes and ethnicities within society throughout history including waves of immigration, reflections of the Gilded Age, the hippie movement, and so forth.
<u>LGBTQIA+ (6-12 only)</u>	Students will research the accomplishments of LGBTQ+ during various eras including colonial times, the 1920's, Stonewall and how examine the LGBTQ people impacted policy throughout American History.
Persons with Disabilities	Units will also include instruction on the political, economical, and social contributions of persons with disabilities with the following content/activities: Invalid Corps of the Civil War, Early American Eugenics Movement, and the Right to Education in the 20th Century.

General Differentiated Instruction Strategies

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Leveled texts ● Chunking texts ● Choice board ● Socratic Seminar ● Tiered Instruction ● Small group instruction ● Guided Reading ● Sentence starters/frames ● Writing scaffolds ● Tangible items/pictures ● Adjust length of assignment | <ul style="list-style-type: none"> ● Repeat, reword directions ● Brain breaks and movement breaks ● Brief and concrete directions ● Checklists for tasks ● Graphic organizers ● Assistive technology (spell check, voice to type) ● Study guides ● Tiered learning stations ● Tiered questioning ● Data-driven student partnerships ● Extra time |
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Additional Strategies for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)

Time/General	Processing	Comprehension	Recall
<ul style="list-style-type: none"> ● Extra time for assigned tasks ● Adjust length of assignment ● Timeline with due dates for reports and projects ● Communication system between home and school ● Provide lecture notes/outline 	<ul style="list-style-type: none"> ● Extra Response time ● Have students verbalize steps ● Repeat, clarify or reword directions ● Mini-breaks between tasks ● Provide a warning for transitions ● Reading partners 	<ul style="list-style-type: none"> ● Precise step-by-step directions ● Short manageable tasks ● Brief and concrete directions ● Provide immediate feedback ● Small group instruction ● Emphasize multi-sensory learning 	<ul style="list-style-type: none"> ● Teacher-made checklist ● Use visual graphic organizers ● Reference resources to promote independence ● Visual and verbal reminders ● Graphic organizers
Assistive Technology	Assessments and Grading	Behavior/Attention	Organization
<ul style="list-style-type: none"> ● Computer/whiteboard ● Tape recorder ● Spell-checker ● Audio-taped books 	<ul style="list-style-type: none"> ● Extended time ● Study guides ● Shortened tests ● Read directions aloud 	<ul style="list-style-type: none"> ● Consistent daily structured routine ● Simple and clear classroom rules ● Frequent feedback 	<ul style="list-style-type: none"> ● Individual daily planner ● Display a written agenda ● Note-taking assistance ● Color code materials

Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

English Language Learner (ELL) Resources :

General Supports

- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

Supports by English Level

- [ELs Expectations and Modifications by Level](#)
- [Blooms for ELLs by Level](#)
- [Leveled Questions for ELLs with Bloom](#)

Content Specific Support

- [Considerations when teaching SS to ELLs](#)
- [Core Knowledge Curriculum Folder](#)

Supports by Domain - Listening, Speaking, Reading, Writing

- [Speaking Expectations by Level](#)
- [Sentence frames by level for Speaking](#)
- [Scaffolds - Receptive and Productive Language](#)
- [Writing Rubric Using WIDA Levels](#)

Vocabulary Specific Support

- [Vocabulary Scaffold Ideas](#)
- [Frayer Model Graphic Organizer](#)
- [ELL Dictionary - Google Sheet Self Populating](#)
- [Virtual World Wall Template](#)

Technology based supports

- [Virtual Supports and Accommodations for ELL with Technology Specific Supports](#) - Slides presentation
- [Translate Google Doc - Directions](#)
- [Read Write - Chrome Extension](#) -Text to speech and speech to text
- [Mercury Reader - Chrome Extension](#) - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- [Text Compactor](#) - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- [Rewordify](#) - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- [Simplify.org](#) - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- [WordSift.org](#) - input text - it pulls out academic vocabulary and creates a word cloud

Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>