

# **Cedar Grove School District**

## **Cedar Grove, NJ**

**2017**

**Grade 11**

# **Advanced Placement U.S. History**



*Revised 2017*

*Approved by the Cedar Grove Board of Education*

Superintendent of Schools

**Mr. Michael J. Fetherman**

Board of Education

Mrs. Christine Dye, President  
Mr. Frank Mandala, Vice-President  
Mr. Peter Prvulovic  
Mr. David Schoner  
Mr. Vincent Vollero

# **Advanced Placement United States History**

## **Course Description**

This course is designed to be equivalent to the second half of a college American History survey course, and to help prepare students to pass the AP US History exam in May of their junior year. During this second year of the course" students will be asked to think critically and analytically about events that occurred in American history from the late 19th through the 20th century. Students will learn to retain a large amount of factual information, interpret documents, and evaluate the validity of authors' arguments. Students will then apply these three skills when writing well-structured historical analysis essays that develop a thesis and provide significant evidence for that argument.

**Prerequisites:** Successful completion of *Pre-AP U.S. History*

**This curriculum was written in accordance with the  
NEW JERSEY CORE CURRICULUM CONTENT STANDARDS  
For *Social Studies*  
and the  
NEW JERSEY STUDENT LEARNING STANDARDS  
for *History, Social Studies, Science and Technical Subjects.***

The NJCCS can be viewed at <http://www.state.nj.us/education/cccs/>

# Advanced Placement U.S. History

## Unit 1 - The Gilded Age (1865-1900)

| Course Objectives  | Student Objectives  |
|--|---|
| <p><b>Analyze the changes that shaped the American economy and society of the late 19<sup>th</sup> century</b></p> | <ul style="list-style-type: none"> <li>• Analyze the technological changes, government policies, and economic philosophies that facilitated industrialization and corporate capitalism</li> <li>• Conduct a cost-benefit analysis of the effects of industrialization on Americans</li> <li>• Compare how a variety of reformers and policymakers of this era responded to societal problems caused by increased industrialization</li> <li>• Evaluate the relative successes and failures of late-19<sup>th</sup> century labor organizations</li> <li>• Understand the politics, economy, society of the post-Reconstruction South</li> </ul> |
| <p><b>Evaluate the success and failures of urban expansion during the late 1800s and early 1900s</b></p>           | <ul style="list-style-type: none"> <li>• Examine the reasons for immigration and migration into the cities from other countries and rural areas during this era</li> <li>• Compare "old immigrants" to "new immigrants" in terms of geography, push/pull factors, and public policy</li> </ul>  |
| <p><b>Analyze the politics of the Gilded Age</b></p>   | <ul style="list-style-type: none"> <li>• Evaluate the effectiveness of the party politics of this era</li> <li>• Analyze various perspectives regarding the role of government in economy and society during this period</li> <li>• Compare the perspectives of key black leaders of the period</li> <li>• Evaluate the problems faced by farmers during the late 19<sup>th</sup> century and their responses</li> <li>• Understand how the problems of the turn of the 20<sup>th</sup> century led to a demand for a new type of political and social response</li> </ul>  |

### New Jersey Student Learning Standards for Social Studies

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| <p><b>6.1.12.A.4.a</b> Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p>                               |
| <p><b>6.1.12.A.4.b</b> Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> |
| <p><b>6.1.12.A.4.c</b> Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p>   |
| <p><b>6.1.12.A.5.a</b> Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p>  |
| <p><b>6.1.12.A.5.b</b> Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p>  |

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| <b>6.1.12.C.4.a</b> Assess the role that economics played in enabling the North and South to wage war.   |
| <b>6.1.12.C.4.b</b> Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.   |
| <b>6.1.12.C.4.c</b> Explain why the Civil War was more costly to America than previous conflicts were.   |
| <b>6.1.12.C.5.a</b> Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.                            |
| <b>6.1.12.C.5.b</b> Assess the impact of rapid urbanization on the environment and on the quality of life in cities.   |
| <b>6.1.12.C.5.c</b> Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. |
| <b>6.1.12.D.4.a</b> Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.  |
| <b>6.1.12.D.4.b</b> Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.   |
| <b>6.1.12.D.4.c</b> Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.   |
| <b>6.1.12.D.4.d</b> Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.  |
| <b>6.1.12.D.4.e</b> Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.   |
| <b>6.1.12.D.5.a</b> Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. |
| <b>6.1.12.D.5.b</b> Compare and contrast economic development of the North, South, and West in the post-Civil War period.  |
| <b>6.1.12.D.5.c</b> Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.   |

## **New Jersey Student Learning Standards for History/ Social Studies**

### ***Reading History***

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| <b>RH.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| <b>RH.11-12.2.</b> Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.                       |
| <b>RH.11-12.3.</b> Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| <b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).            |
| <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.  |
| <b>RH.11-12.6.</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.  |
| <b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.  |
| <b>RH.11-12.8.</b> Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.  |

### ***Writing History, Science and Technical Subjects***

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| <p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul> |
| <p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul>              |
| <p><b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>   |
| <p><b>WHST.11-12.5.</b> 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.</p>   |
| <p><b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>  |
| <p><b>WHST.11-12.7.</b> 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.</p>   |
| <p><b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>  |
| <p><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>  |

# Advanced Placement U.S. History

## Unit 2 - The Progressive Era ( 1901-1919)

| Course Objectives   | Student Objectives  |
|---|---|
| <b>Analyze the goals of Progressivism, how the Progressives attempted to achieve them, and how effective they were at meeting their goals</b> | <ul style="list-style-type: none"> <li>• Compare and contrast the successes of and failures of the social reform movements in the areas of welfare, morality, economics, industrial efficiency, and workers' rights</li> <li>• Evaluate the successes and failures of the political reform movement that involved local government, big business, and election reform</li> <li>• Evaluate the effectiveness of women's rights reformers of the Progressive era as compared to previous periods</li> </ul> |
| <b>Evaluate the effectiveness of the Progressive Era presidents</b>   | <ul style="list-style-type: none"> <li>• Compare the domestic policies of Roosevelt, Taft, and Wilson, especially with regard to business and labor policy, economy and finance, women's suffrage, and African-American rights</li> <li>• Consider the domestic policy alternatives proposed by other political leaders such as Samuel Gompers and Eugene V. Debs</li> <li>• Understand how various sectors of the electorate responded to these policies</li> </ul>                                      |

### New Jersey Student Learning Standards for Social Studies

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| <b>6.1.12.A.6.a</b> Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.   |
| <b>6.1.12.A.6.b</b> Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality. |
| <b>6.1.12.B.6.a</b> Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.   |
| <b>6.1.12.B.6.b</b> Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.          |
| <b>6.1.12.B.7a</b> Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.  |
| <b>6.1.12.B.8.a</b> Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.  |
| <b>6.1.12.C.6.a</b> Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.  |
| <b>6.1.12.C.6.b</b> Determine how supply and demand influenced price and output during the Industrial Revolution.   |
| <b>6.1.12.C.6.c</b> Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.   |
| <b>6.1.12.D.6.b</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.                                     |
| <b>6.1.12.D.8.a</b> Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.   |

## New Jersey Student Learning Standards for History/ Social Studies

### Reading History

- RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
- RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
- RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- RH.11-12.6.** Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
- RH.11-12.8.** Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

### Writing History, Science and Technical Subjects

- WHST.11-12.1.** Write arguments focused on *discipline-specific content*.
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
  - Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - Provide a concluding paragraph or section that supports the argument presented.
- WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
- Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that

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| <p>responds to the discipline and context as well as to the expertise of likely readers.<br/> E. Provide a concluding paragraph or section that supports the argument presented.</p>  |
| <p><b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| <p><b>WHST.11-12.5.</b> 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.</p>  |
| <p><b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>   |
| <p><b>WHST.11-12.7.</b> 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.</p>  |
| <p><b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> |
| <p><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   |

# Advanced Placement U.S. History

## Unit 3 – *Becoming a World Power (1890-1918)*

| Course Objectives   | Student Objectives  |
|---|---|
| <b>Understand the major motivations for American expansion in the late 1890s</b>  | <ul style="list-style-type: none"> <li>• Compare the expansion of this period with the Manifest Destiny of the mid-19<sup>th</sup> century Analyze the political, economic, socio-cultural, and military motives for imperialism</li> <li>• Evaluate the effectiveness of pro- and anti-imperialist arguments in a variety of sources</li> </ul>  |
| <b>Compare and contrast the regions that the United States was able to gain influence over during that late 1800s and early 1900s</b> | <ul style="list-style-type: none"> <li>• Analyze the motives behind the annexation of Hawaii</li> <li>• Analyze the series of events that led to the Spanish-American War</li> <li>• Evaluate the role of the United States in Cuba, Puerto Rico, and the Philippines</li> <li>• Explain why the Panama Canal was important to achieving American imperialistic goals</li> <li>• Understand how the United States established spheres of influence in Asia</li> </ul>   |
| <b>Understand the causes of World War I and how the U.S. became involved in the conflict</b>  | <ul style="list-style-type: none"> <li>• Analyze the causes of the war in Europe</li> <li>• Compare Wilson's foreign policy to that of his predecessors, paying special attention to his Fourteen Points</li> </ul>   |
| <b>Evaluate the role of the United States in World War I</b>  | <ul style="list-style-type: none"> <li>• Analyze how the United States military was able to turn the tide in favor of the Allies</li> <li>• Evaluate the impact modern warfare had on all the soldiers who fought in this war</li> <li>• Analyze the use of war propaganda in the United States and compare it to how it was used in Europe</li> <li>• Analyze the effects of World War I on the home front, including the economy, the role of government, and civil liberties</li> <li>• Analyze the effects of World War I on various social groups including women, African-Americans, immigrants, and workers</li> </ul> |
| <b>Analyze the effects of World War I on the United States and the other countries that were involved</b>                             | <ul style="list-style-type: none"> <li>• Evaluate Wilson's role in the creation of the Treaty of Versailles</li> <li>• Evaluate the strengths and weaknesses of the Treaty of Versailles</li> <li>• Analyze the reasons the United States failed to ratify the Treaty of Versailles</li> </ul>  |

### New Jersey Student Learning Standards for Social Studies

**6.1.12.A.6.a** Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political

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| corruption and in promoting social justice.  |
| <b>6.1.12.A.6.b</b> Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality |
| <b>6.1.12.A.7.a</b> Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.  |
| <b>6.1.12.A.7.b</b> Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).              |
| <b>6.1.12.A.7.c</b> Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.   |
| <b>6.1.12.B.6.a</b> Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.  |
| <b>6.1.12.B.6.b</b> Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.         |
| <b>6.1.12.B.7.a</b> Explain how global competition by nations for land and resources led to increased militarism   |
| <b>6.1.12.B.8.a</b> Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.   |
| <b>6.1.12.C.6.a</b> Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.   |
| <b>6.1.12.C.6.b</b> Determine how supply and demand influenced price and output during the Industrial Revolution.  |
| <b>6.1.12.C.6.c</b> Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.  |
| <b>6.1.12.C.7.a</b> Determine how technological advancements affected the nature of World War I on land, on water, and in the air.   |
| <b>6.1.12.C.7.b</b> Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.  |
| <b>6.1.12.C.8.a</b> Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.   |
| <b>6.1.12.C.8.b</b> Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.   |
| <b>6.1.12.D.6.b</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power                                     |
| <b>6.1.12.D.7.a</b> Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.  |
| <b>6.1.12.D.7.b</b> Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.  |
| <b>6.1.12.D.7.c</b> Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.  |
| <b>6.1.12.D.8.a</b> Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.  |

## **New Jersey Student Learning Standards for History/ Social Studies**

### ***Reading History***

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|---|
| <b>RH.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| <b>RH.11-12.2.</b> Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.                       |
| <b>RH.11-12.3.</b> Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| <b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author   |

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| uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).  |
| <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| <b>RH.11-12.6.</b> Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| <b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.   |
| <b>RH.11-12.8.</b> Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.   |
| <b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| <b><i>Writing History, Science and Technical Subjects</i></b>  |
| <p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul> |
| <p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul>               |
| <b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| <b>WHST.11-12.5.</b> 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.  |
| <b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.   |
| <b>WHST.11-12.7.</b> 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.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

# Advanced Placement U.S. History

## Unit 4 – America between the Wars (1919-1939)

| Course Objectives  | Student Objectives   |
|--|--|
| <b>Understand the issues that helped shape American society during the 1920s</b> | <ul style="list-style-type: none"> <li>• Analyze the conflict between tradition and change as evidenced through the role of women, the role of African Americans, the perception of immigrants, the importance of the car, the emergence of radio, and the role of religion in society</li> <li>• Analyze the conflict between rural and urban America and compare this conflict to the one above</li> <li>• Analyze the impact of increased consumerism as evident by the modernization of advertisement and the easy availability of credit</li> <li>• Assess the ways in which many groups in the United States moved towards radical actions such as labor strikes and race riots</li> </ul> |
| <b>Understand the presidential politics of the 1920s</b>                         | <ul style="list-style-type: none"> <li>• Contrast Harding’s policy of "normalcy" with the ideals of the Progressive Era</li> <li>• Identify scandals that plagued the Harding administration</li> <li>• Explain how Coolidge fit into the pro-business spirit of the 1920s</li> </ul>  |
| <b>Examine the causes and effects of the Great Depression</b>                    | <ul style="list-style-type: none"> <li>• Explain how the overproduction in industry and farming impacted the American economy prior to the start of the Great Depression</li> <li>• Analyze consumer spending patterns in the late 1920s and explain how they helped cause the Great Depression</li> <li>• Evaluate the impact the imbalance in the distribution of wealth had on the American economy and society</li> <li>• Detail how the risky behavior in the stock market caused it to crash in 1929</li> <li>• Detail how the Great Depression impacted people emotionally and physically</li> </ul>  |
| <b>Evaluate the responses of Hoover and Roosevelt to the Great Depression</b>    | <ul style="list-style-type: none"> <li>• Compare the economic policies of Hoover and Roosevelt</li> <li>• Evaluate the role of government in the economy, especially during a period of crisis</li> <li>• Analyze the policies of the New Deal and identify several measures of relief, recovery, and reform</li> <li>• Evaluate how New Deal agencies and/or laws in each of the following areas had a lasting impact on American government and society: labor, agricultural and rural life, banking and finance, social welfare, and environment</li> </ul>   |

## New Jersey Student Learning Standards for Social Studies

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| <b>6.1.12.A.6.a</b>  | Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.  |
| <b>6.1.12.A.6.b</b>  | Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.                              |
| <b>6.1.12.A.6.c</b>  | Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies. |
| <b>6.1.12.A.7.a</b>  | Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.  |
| <b>6.1.12.A.7.b</b>  | Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).  |
| <b>6.1.12.A.7.c</b>  | Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.   |
| <b>6.1.12.A.8.a</b>  | Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.   |
| <b>6.1.12.A.8.b</b>  | Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.   |
| <b>6.1.12.A.8.c</b>  | Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.   |
| <b>6.1.12.A.9.a</b>  | Analyze how the actions and policies of the United States government contributed to the Great Depression   |
| <b>6.1.12.A.10.a</b> | Evaluate the arguments regarding the role of the federal government during the New Deal era.   |
| <b>6.1.12.A.10.b</b> | Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals  |
| <b>6.1.12.A.10.c</b> | Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.   |
| <b>6.1.12.B.6.a</b>  | Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade   |
| <b>6.1.12.B.6.b</b>  | Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.                                       |
| <b>6.1.12.B.7.a</b>  | Explain how global competition by nations for land and resources led to increased militarism.  |
| <b>6.1.12.B.8.a</b>  | Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.   |
| <b>6.1.12.B.9.a</b>  | Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.  |
| <b>6.1.12.B.10.a</b> | Assess the effectiveness of New Deal programs designed to protect the environment.   |
| <b>6.1.12.C.6.a</b>  | Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups  |
| <b>6.1.12.C.6.b</b>  | Determine how supply and demand influenced price and output during the Industrial Revolution.  |
| <b>6.1.12.C.6.c</b>  | Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.  |
| <b>6.1.12.C.7.a</b>  | Determine how technological advancements affected the nature of World War I on land, on water, and in the air.   |
| <b>6.1.12.C.7.b</b>  | Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.  |
| <b>6.1.12.C.8.a</b>  | Analyze the push-pull factors that led to the Great Migration  |
| <b>6.1.12.C.8.b</b>  | Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.   |
| <b>6.1.12.C.9.a</b>  | Explain how government can adjust taxes, interest rates, and spending and use other policies to restore  |

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| the country's economic health   |
| <b>6.1.12.C.9.b</b> Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.  |
| <b>6.1.12.C.9.c</b> Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).   |
| <b>6.1.12.C.9.d</b> Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.   |
| <b>6.1.12.C.10.a</b> Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.  |
| <b>6.1.12.C.10.b</b> Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.  |
| <b>6.1.12.D.6.a</b> Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.                                |
| <b>6.1.12.D.6.b</b> Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.   |
| <b>6.1.12.D.6.c</b> Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.               |
| <b>6.1.12.D.7.a</b> Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.   |
| <b>6.1.12.D.7.b</b> Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.   |
| <b>6.1.12.D.7.c</b> Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.   |
| <b>6.1.12.D.8.a</b> Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.   |
| <b>6.1.12.D.8.b</b> Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values   |
| <b>6.1.12.D.9.a</b> Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.   |
| <b>6.1.12.D.9.b</b> Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.  |
| <b>6.1.12.D.10.a</b> Analyze how other nations responded to the Great Depression.   |
| <b>6.1.12.D.10.b</b> Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.  |
| <b>6.1.12.D.10.c</b> Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.  |
| <b>6.1.12.D.10.d</b> Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.  |
| <b>New Jersey Student Learning Standards for History/ Social Studies</b>  |
| <b>Reading History</b>  |
| <b>RH.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| <b>RH.11-12.2.</b> Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.                       |
| <b>RH.11-12.3.</b> Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  |
| <b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author   |

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| uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i> ).  |
| <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| <b>RH.11-12.6.</b> Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| <b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.   |
| <b>RH.11-12.8.</b> Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.   |
| <b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| <b><i>Writing History, Science and Technical Subjects</i></b>  |
| <p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul> |
| <p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul>               |
| <b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| <b>WHST.11-12.5.</b> 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.  |
| <b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.   |
| <b>WHST.11-12.7.</b> 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.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**WHST.11-12.9.** Draw evidence from informational texts to support analysis, reflection, and research.

# Advanced Placement U.S. History

## Unit 5 - World War II and Its Aftermath (1933-1952)

| Course Objectives   | Student Objectives   |
|---|--|
| <b>Understand the events that lead to the outbreak of war in Europe</b>   | <ul style="list-style-type: none"> <li>• Review the weakness of the Treaty of Versailles</li> <li>• Identify the types of governments that took power in Russia, Italy, Germany, and Japan after WWII</li> </ul>   |
| <b>Explain the events that brought the United States into World War II and how they were able to mobilize for war on the home front</b> | <ul style="list-style-type: none"> <li>• Describe the United States response to the outbreak of war in Europe</li> <li>• Explain how FDR was able to assist the Allies without declaring war</li> <li>• Explain the reasons behind the attack on Pearl Harbor by the Japanese and describe the United States' response</li> <li>• Explain how the United States was able to expand its military in preparation for the war</li> <li>• Show how wartime government agencies and boards helped to turn America's economy to war production goals</li> <li>• Describe the wartime mobilization of industry, labor, science, and media</li> <li>• Evaluate the reasons for the internment of Japanese Americans and compare this to the treatment of German and Italian Americans during the war</li> <li>• Assess the economic and social impact the war had on minorities and women</li> </ul> |
| <b>Explain the Allied strategy to win the war in Europe and the Pacific</b>   | <ul style="list-style-type: none"> <li>• Analyze the Allies' plan for winning the war and evaluate their decision to focus on Germany first</li> <li>• Identify important battles and events that took place in North Africa and Europe</li> <li>• Explain how the Allies liberated Europe</li> <li>• Describe the Allied offensive against the Japanese and how this would play a role in the decision to use the Atomic Bomb</li> <li>• Debate the moral and political issues related to the use of the Atomic Bomb</li> </ul>   |
| <b>Describe the political and diplomatic concerns that became important at war's end</b>  | <ul style="list-style-type: none"> <li>• Discuss how policy following World War II developed as a result of the failures and lessons learned after World War II. Examine the controversy over opening the second front in Europe</li> <li>• Explain the agreements made at the Yalta Conference</li> </ul>   |
| <b>Understand the international and domestic tensions resulting from the early part of the Cold War</b>                                 | <ul style="list-style-type: none"> <li>• Analyze the conflicting political and economic goals of the United States and the Soviet Union for the postwar world, and how these clashing aims launched the Cold War</li> </ul>  |

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|  | <ul style="list-style-type: none"> <li>• Define containment and explain the development and meaning of the Truman Doctrine, the Marshall Plan, and NATO</li> <li>• Outline the major events and explain the significance of confrontations on Europe and the sources for conflict in Asia, including the Korean and Vietnam Wars, and the United States reaction to the Communist revolution in China</li> <li>• Describe the process and effects of nuclear proliferation during the Cold War</li> <li>• Evaluate the efforts of Senator Joseph McCarthy to investigate alleged Communist influence in the United States and its impact on American society</li> </ul> |
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### New Jersey Student Learning Standards for Social Studies

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| <p><b>6.1.12.A.11.a</b> Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg- Briand Pact) in preventing international disputes during the 1920s and 1930s.</p>                                       |
| <p><b>6.1.12.A.11.b</b> Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.</p>   |
| <p><b>6.1.12.A.11.c</b> Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.</p>  |
| <p><b>6.1.12.A.11.d</b> Analyze the decision to use the atomic bomb and the consequences of doing so.</p>  |
| <p><b>6.1.12.A.11.e</b> Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p>   |
| <p><b>6.1.12.A.13.a</b> Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.</p> |
| <p><b>6.1.12.B.11.a</b> Explain the role that geography played in the development of military strategies and weaponry in World War II</p>  |
| <p><b>6.1.12.B.12.a</b> Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post-World War II period.</p>  |
| <p><b>6.1.12.C.11.a</b> Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of</p>   |
| <p><b>6.1.12.C.11.b</b> Relate new wartime inventions to scientific and technological advancements in the civilian world</p>   |
| <p><b>6.1.12.C.12.a</b> Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.</p>   |
| <p><b>6.1.12.C.12.b</b> Assess the impact of agricultural innovation on the world economy.</p>   |
| <p><b>6.1.12.C.12.c</b> Analyze how scientific advancements impacted the national and global economies and daily life.</p>   |
| <p><b>6.1.12.C.12.d</b> Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.</p>  |
| <p><b>6.1.12.C.13.b</b> Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation</p>  |
| <p><b>6.1.12.D.11.a</b> Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p>  |
| <p><b>6.1.12.D.11.b</b> Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p>   |
| <p><b>6.1.12.D.11.c</b> Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p>  |

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| <b>6.1.12.D.11.d</b> Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.  |
| <b>6.1.12.D.11.e</b> Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.  |
| <b>6.1.12.D.12.a</b> Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.   |
| <b>New Jersey Student Learning Standards for History/ Social Studies</b>   |
| <b>Reading History</b>   |
| <b>RH.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.  |
| <b>RH.11-12.2.</b> Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.  |
| <b>RH.11-12.3.</b> Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   |
| <b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).   |
| <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| <b>RH.11-12.6.</b> Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.   |
| <b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.   |
| <b>RH.11-12.8.</b> Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.   |
| <b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| <b>Writing History, Science and Technical Subjects</b>   |
| <b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul> |
| <b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> <li>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,</li> </ul>  |

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| <p>headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> |
| <p><b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| <p><b>WHST.11-12.5.</b> 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.</p>  |
| <p><b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>   |
| <p><b>WHST.11-12.7.</b> 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.</p>  |
| <p><b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| <p><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   |

# Advanced Placement U.S. History

## Unit 6 – Post-War American Society and Politics (1952-1980)

| Course Objectives  | Student Objectives   |
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| Examine the economic, social, and cultural changes that occurred in postwar America  | <ul style="list-style-type: none"> <li>• Analyze the postwar economic boom as evident by the increased consumerism</li> <li>• Examine the demographic patterns of the United States in the postwar years and describe the suburban lifestyle of the 1950s</li> <li>• Examine aspects of popular culture of the 1950s and list examples of challenges to the cultural conformity</li> <li>• Explain how the desire for stability lead to political conservatism</li> <li>• Analyze the domestic policies of Eisenhower and how they represent an extension of the New Deal</li> </ul>   |
| List the achievements and challenges of the Kennedy and Johnson administrations  | <ul style="list-style-type: none"> <li>• Define the meaning of JFK's New Frontier and describe the tone, achievements and failures of his administration Describe the events that led to crisis over missiles in Cuba and how it was settled</li> <li>• Define Lyndon Johnson's Great Society and how it achieved or failed to achieve its goals</li> <li>• Debate for and against the assertion of governmental power in the 1960s</li> </ul>   |
| Examine the African American struggle for Civil Rights that started in the 1950s and extended throughout the 1960s         | <ul style="list-style-type: none"> <li>• Assess the impact of the Brown v. Board of Ed. case on the movement</li> <li>• Trace Martin Luther King's involvement with the movement starting with the Montgomery Bus Boycott</li> <li>• Rate the impact of such events and tactics as the freedom riders and the 1963 March on Washington</li> <li>• Analyze Kennedy's and Johnson's reactions to the movement</li> <li>• Compare segregation in the North with segregation in the South</li> <li>• Identify the leaders who shaped the Black Power and other radical civil rights movements</li> <li>• Measure the accomplishments of the Civil Rights Movement</li> </ul> |
| Discuss the military and political events of the Vietnam War in Southeast Asia and its impact on life in the United States | <ul style="list-style-type: none"> <li>• Summarize Vietnam's history as a French colony and its struggle for independence</li> <li>• Examine how the United States became involved in this conflict</li> <li>• Explain the reasons for escalation of United States involvement in the war under President Johnson</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• Evaluate the impact of the war on American society</li> <li>• Discuss the antiwar movement and the growing division in the United States' public opinion over the war</li> <li>• Analyze the events that made 1968 such a tumultuous year for America at home and abroad</li> <li>• Explain the public's reaction to the war under president Nixon</li> <li>• Determine how United States disengaged from the war</li> <li>• Debate the war's legacy in the United States and Southeast Asia</li> </ul>  |
| <b>Explain the sweeping social protest movements of the late 1960s and early 1970s</b> | <ul style="list-style-type: none"> <li>• Describe the major confrontation over civil rights during this time and explain how the struggle for equality fared under the presidencies of Nixon, Ford, and Carter</li> <li>• Explain the major goals of the women's rights movement and compare to previous such movements</li> <li>• Describe the efforts of Hispanic (Latino) and Native-Americans &amp; 'Toups to improve their quality of life</li> <li>• Explain the emergence of the Gay, Lesbian, Bisexual, and Transgender movement</li> <li>• Compare the successes of these groups to the Civil Rights movement of the 19650s and 1960s</li> </ul> |
| <b>Discuss the political, social, and economic events of the 1970s</b>                 | <ul style="list-style-type: none"> <li>• Analyze the degree to which Nixon's presidency represented a continuation of Johnson's policies or a conservative realignment</li> <li>• Rate the importance of Nixon's visits to the Soviet Union and China</li> <li>• Explain the reasons behind Nixon's resignation and analyze the impact of the Watergate Scandal on American politics and society</li> <li>• Summarize President Ford's efforts to confront economic problems and handle foreign policy</li> <li>• Analyze Carter's achievements and failures in foreign and domestic policy</li> </ul>  |

### **New Jersey Student Learning Standards for Social Studies**

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| <b>6.1.12.A.12.a</b> | Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.  |
| <b>6.1.12.A.12.b</b> | Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.  |
| <b>6.1.12.A.12.c</b> | Explain how the Arab-Israeli conflict influenced American foreign policy.   |
| <b>6.1.12.A.13.a</b> | Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.                                |
| <b>6.1.12.A.13.b</b> | Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. |

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| <b>6.1.12.A.13.c</b> Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.  |
| <b>6.1.12.B.12.a</b> Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.  |
| <b>6.1.12.B. 13.a</b> Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.   |
| <b>6.1.12.B. 13.b</b> Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws   |
| <b>6.1.12.C.12.a</b> Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.   |
| <b>6.1.12.C.12.b</b> Assess the impact of agricultural innovation on the world economy.   |
| <b>6.1.12.C.12.c</b> Analyze how scientific advancements impacted the national and global economies and daily life.   |
| <b>6.1.12.C.12.d</b> Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.  |
| <b>6.1.12.C.13.a</b> Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.  |
| <b>6.1.12.C.13.b</b> Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.   |
| <b>6.1.12.C.13.c</b> Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).                       |
| <b>6.1.12.C.13.d</b> Relate American economic expansion after World War II to increased consumer demand.  |
| <b>6.1.12.D.12.a</b> Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.  |
| <b>6.1.12.D.12.b</b> Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.   |
| <b>6.1.12.D.12.c</b> Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.   |
| <b>6.1.12.D.12.d</b> Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.   |
| <b>6.1.12.D.12.e</b> Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.   |
| <b>6.1.12.D.13.a</b> Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.   |
| <b>6.1.12.D.13.b</b> Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.  |
| <b>6.1.12.D.13.c</b> Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.  |
| <b>6.1.12.D.13.d</b> Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.   |
| <b>6.1.12.D.13.e</b> Explain why the Peace Corps was created and how its role has evolved over time.  |
| <b>6.1.12.D.13.f</b> Relate the changing role of women in the labor force to changes in family structure.   |
| <b>New Jersey Student Learning Standards for History/ Social Studies</b>  |
| <b>Reading History</b>  |
| <b>RH.11-12.1.</b> Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| <b>RH.11-12.2.</b> Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over   |

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| the course of the text.  |
| <b>RH.11-12.3.</b> Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   |
| <b>RH.11-12.4.</b> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).   |
| <b>RH.11-12.5.</b> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| <b>RH.11-12.6.</b> Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| <b>RH.11-12.7.</b> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.   |
| <b>RH.11-12.8.</b> Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.   |
| <b>RH.11-12.9.</b> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| <b><i>Writing History, Science and Technical Subjects</i></b>  |
| <p><b>WHST.11-12.1.</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> <li>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</li> <li>B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> <li>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul> |
| <p><b>WHST.11-12.2.</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</li> <li>E. Provide a concluding paragraph or section that supports the argument presented.</li> </ul>              |
| <b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  |
| <b>WHST.11-12.5.</b> 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.  |

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| <b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.   |
| <b>WHST.11-12.7.</b> 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.  |
| <b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. |
| <b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.   |
| <b>WHST.11-12.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.   |

# Advanced Placement U.S. History

## Unit 7 – Contemporary America (1980 to the Present)

| Course Objectives   | Student Objectives   |
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| <b>Examine the political and social events of the 1980s and early 1990s</b> | <ul style="list-style-type: none"> <li>• Identify the reasons for the resurgence of conservative values and explain the major goals of the New Right</li> <li>• Rate the impact that Presidents Reagan and Bush had as conservative leaders</li> <li>• Analyze the features of Reaganomics and the impact of these policies</li> <li>• Discuss the changes in the Communist world that helped to end the Cold War</li> <li>• Analyze the United States' involvement in the Persian Gulf War</li> </ul>   |
| <b>Assess the political and social events of the 1990s to today</b>         | <ul style="list-style-type: none"> <li>• Describe President Clinton's stand on domestic issues and his approach to foreign policy</li> <li>• Analyze the political events surrounding Clinton's impeachment</li> <li>• Assess the impact the 2000 election had on American's view of our political system</li> <li>• Discuss the major domestic and foreign issues faced during George W. Bush's presidency</li> <li>• Explain the increasing competition for domestic and international markets</li> <li>• Assess the impact of the explosive growth of communication technology and other specific technological advances</li> </ul> |

### New Jersey Student Learning Standards for Social Studies

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| <b>6.1.12.A.14.a</b> Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times. |
| <b>6.1.12.A.14.b</b> Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.                   |
| <b>6.1.12.A.14.c</b> Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.                        |
| <b>6.1.12.A.14.d</b> Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.        |
| <b>6.1.12.A.14.e</b> Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.               |
| <b>6.1.12.A.14.f</b> Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.              |
| <b>6.1.12.A.14.g</b> Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).   |
| <b>6.1.12.A.14.h</b> Assess the effectiveness of government policies in balancing the rights of the individual against  |

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|                      | the need for national security.   |
| <b>6.1.12.A.15.a</b> | Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.   |
| <b>6.1.12.A.15.b</b> | Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.   |
| <b>6.1.12.A.15.c</b> | Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.   |
| <b>6.1.12.A.15.d</b> | Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.  |
| <b>6.1.12.A.15.e</b> | Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.   |
| <b>6.1.12.A.15.f</b> | Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.  |
| <b>6.1.12.A.16.a</b> | Examine the impact of media and technology on political and social issues in a global society.  |
| <b>6.1.12.A.16.b</b> | Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.   |
| <b>6.1.12.A.16.c</b> | Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.   |
| <b>6.2.12.A.6.a</b>  | Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.  |
| <b>6.2.12.A.6.b</b>  | Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.   |
| <b>6.2.12.A.6.c</b>  | Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.  |
| <b>6.2.12.A.6.d</b>  | Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.   |
| <b>6.1.12.B.14.a</b> | Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.   |
| <b>6.1.12.B.14.b</b> | Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.  |
| <b>6.1.12.B.14.c</b> | Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.                    |
| <b>6.1.12.B.14.d</b> | Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.   |
| <b>6.1.12.B.15.a</b> | Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises  |
| <b>6.1.12.B.16.a</b> | Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources. |
| <b>6.2.12.B.6.a</b>  | Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.  |
| <b>6.1.12.C.14.a</b> | Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.   |
| <b>6.1.12.C.14.b</b> | Judge to what extent government should intervene at the local, state, and national levels on  |

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| issues related to the economy.   |
| <b>6.1.12.C.14.c</b> Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.  |
| <b>6.1.12.C.14.d</b> Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.  |
| <b>6.1.12.C.15.a</b> Relate the role of America’s dependence on foreign oil to its economy and foreign policy  |
| <b>6.1.12.C.15.b</b> Assess economic priorities related to international and domestic needs, as reflected in the national budget.  |
| <b>6.1.12.C.16.a</b> Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.  |
| <b>6.1.12.C.16.b</b> Predict the impact of technology on the global workforce and on entrepreneurship.   |
| <b>6.1.12.C.16.c</b> Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.   |
| <b>6.2.12.C.6.a</b> Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.   |
| <b>6.2.12.C.6.b</b> Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.   |
| <b>6.2.12.C.6.c</b> Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.  |
| <b>6.2.12.C.6.d</b> Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.  |
| <b>6.1.12.D.14.a</b> Determine the relationship between United States domestic and foreign policies.   |
| <b>6.1.12.D.14.b</b> Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.  |
| <b>6.1.12.D.14.c</b> Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.  |
| <b>6.1.12.D.14.d</b> Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.  |
| <b>6.1.12.D.14.fe</b> Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.   |
| <b>6.1.12.D.14.e</b> Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.  |
| <b>6.1.12.D.15.a</b> Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States. |
| <b>6.1.12.D.15.b</b> Compare the perspectives of other nations and the United States regarding United States foreign policy.   |
| <b>6.1.12.D.15.c</b> Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.                               |
| <b>6.1.12.D.15.d</b> Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.  |
| <b>6.1.12.D.16.a</b> Analyze the impact of American culture on other world cultures from multiple perspectives.  |
| <b>6.1.12.D.16.b</b> Explain how and why technology is transforming access to education and educational practices  |

worldwide.

**6.1.12.D.16.c** Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

**6.2.12.D.6.a** Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

## **New Jersey Student Learning Standards for History/ Social Studies**

### ***Reading History***

**RH.11-12.1.** Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

**RH.11-12.2.** Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author’s perspective(s) develop over the course of the text.

**RH.11-12.3.** Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**RH.11-12.4.** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

**RH.11-12.5.** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

**RH.11-12.6.** Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

**RH.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

**RH.11-12.8.** Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.

**RH.11-12.9.** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### ***Writing History, Science and Technical Subjects***

**WHST.11-12.1.** Write arguments focused on *discipline-specific content*.

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

**WHST.11-12.2.** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

|   |
|---|
| <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented.</p> |
| <p><b>WHST.11-12.4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>  |
| <p><b>WHST.11-12.5.</b> 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.</p>  |
| <p><b>WHST.11-12.6.</b> Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.</p>   |
| <p><b>WHST.11-12.7.</b> 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.</p>  |
| <p><b>WHST.11-12.8.</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>   |
| <p><b>WHST.11-12.9.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>   |
| <p><b>WHST.11-12.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>   |

## For All Units

| Activities   | Assessments  |
|--|--|
| <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Class discussions</li> <li>• Primary source analysis</li> <li>• Essay and research paper writing</li> <li>• Student-led seminars</li> <li>• Student presentations</li> <li>• Debates</li> <li>• Cooperative learning activities</li> <li>• Projects</li> <li>• Simulation and modeling activities</li> <li>• Technology infusion</li> <li>• Differentiated instruction</li> <li>• Reading circles</li> <li>• Guided readings</li> <li>• Research-based activities</li> </ul> | <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• Document-Based Questions</li> <li>• Essays</li> <li>• Outlines</li> <li>• Oral presentations</li> <li>• Class participation</li> <li>• Digital portfolio</li> <li>• Performance assessments</li> <li>• Research</li> <li>• Dramatization/role plays</li> <li>• Teacher observations</li> <li>• Rubrics</li> <li>• Historical analysis essays</li> <li>• Visual interpretation and analysis</li> </ul> |

## Resources

### Textbook

- *The American Pageant*, 13/e Kennedy/Cohen/Bailey, Houghton-Mifflin, 2006

### Supplemental Materials

- *The American Spirit*, vol. L 8/e. Bailey/Kennedy, Heath, 1994
- *A People's History of the United States*, abridged teaching edition. Zinn, Norton, 1997
- Primary source documents that relate to various topics covered in United States History from the 1600s through the 1800s

### Periodicals

- *Newsweek*
- *Time*

### Films/Videos

- *CNN.com*, <http://www.cnn.com/>