

**Randolph Township Schools
Randolph High School**

Advanced Placement United States History Curriculum

“Thrice happy is the nation that has a glorious history.”

-Theodore Roosevelt

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**Randolph Township Schools
Department of Social Studies
Advanced Placement United States History**

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Randolph Township Schools

Mission Statement

We commit to inspiring and empowering all students in Randolph schools to reach their full potential as unique, responsible and educated members of a global society.

Randolph Township Schools Affirmative Action Statement

Equality and Equity in Curriculum

The Randolph Township School district ensures that the district's curriculum and instruction are aligned to the state's standards. The curriculum provides equity in instruction, educational programs and provides all students the opportunity to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

RANDOLPH TOWNSHIP BOARD OF EDUCATION

EDUCATIONAL GOALS

VALUES IN EDUCATION

The statements represent the beliefs and values regarding our educational system. Education is the key to self-actualization, which is realized through achievement and self-respect. We believe our entire system must not only represent these values, but also demonstrate them in all that we do as a school system.

We believe:

- The needs of the child come first
- Mutual respect and trust are the cornerstones of a learning community
- The learning community consists of students, educators, parents, administrators, educational support personnel, the community and Board of Education members
- A successful learning community communicates honestly and openly in a non-threatening environment
- Members of our learning community have different needs at different times. There is openness to the challenge of meeting those needs in professional and supportive ways
- Assessment of professionals (i.e., educators, administrators and educational support personnel) is a dynamic process that requires review and revision based on evolving research, practices and experiences
- Development of desired capabilities comes in stages and is achieved through hard work, reflection and ongoing growth

**Randolph Township Schools
Department of Social Studies
Advanced Placement United States History II**

Introduction

AP U.S. History is designed to be the equivalent of a two-semester introductory college or U.S. history course. In AP U.S. History students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Curriculum Pacing Chart
Advanced Placement United States History II

SUGGESTED TIME ALLOTMENT	UNIT NUMBER	CONTENT - UNIT OF STUDY
4 weeks	I	Late Nineteenth-Century America
3 weeks	II	Dawn of a New Century: Imperialism and The Progressives
2 weeks	III	America and the Great War
3 weeks	IV	Boom and Bust: The Roaring Twenties, Great Depression, and New Deal
4 weeks	V	World War II
2 weeks	VI	The Cold War (1945-1960)
2 weeks	VII	The 1950s: Affluence and Inequality
6 weeks	VIII	Evolution of American Society: Protest, Promise, and Frustration (1960s & 1970s)
4 weeks	IX	The Age of Change (1980 - Present)
4 weeks	X	After the Exam

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT I: Late Nineteenth Century America

TRANSFER: Students will be able to compare and contrast historical tycoons with modern day equivalents and determine the common elements that are instrumental to their success.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	After the Civil War, many Americans turned their energies to settling the Final Western Frontier.	<ul style="list-style-type: none"> To what extent should a nation's potential for expansion be limited?
6.1.12.C.5.a: 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.	The Industrial Revolution led to unprecedented manufacturing and industrial growth.	<ul style="list-style-type: none"> Can workers attain economic justice without violence? Explain.
	In the late nineteenth century, America society was increasingly dominated by large urban centers.	<ul style="list-style-type: none"> What is the impact of urbanization on the quality of life?
6.1.12.C.5.c: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	Debates over federal regulations of commerce, labor, and immigration emerged during the rise of American corporations and are still relevant today.	<ul style="list-style-type: none"> To what extent does a government have the right to decide what is good for the society?
6.1.12.D.5.a: Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	Immigration played a significant role in the development of modern American society.	<ul style="list-style-type: none"> Has immigration been the key to America's success? Explain.
	Stalemate and stagnation characterized politics in the Gilded Age.	<ul style="list-style-type: none"> To what extent did populism contribute to an energized political culture?
6.1.12.D.5.b: Evaluate how events led to the creation of labor and agricultural organizations	KNOWLEDGE	SKILLS

<p>that protect the rights of workers.</p> <p>6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>Students will know:</p> <p>Large-scale industrial production, accompanied by massive technological change, expanding international communication networks, and pro-growth government policies, generated rapid economic development and business consolidation.</p> <p>A variety of perspectives on the economy and labor developed during a time of financial panics and downturns.</p> <p>New systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers.</p> <p>International and internal migration increased urban populations and fostered the growth of new urban cultures.</p> <p>Larger numbers of migrants moved to the West in search of land and economic opportunity, frequently provoking competition and violent conflict.</p> <p>New cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age.</p> <p>Dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government.</p>	<p>Students will be able to:</p> <p>Examine the process of industrialization in the United States.</p> <p>Analyze the ideological foundations of American capitalism and industrialists and the rise of opposition to it.</p> <p>Examine the components of the “Universal Farm Problem” and analyze the emergence of the Populist Party.</p> <p>Describe the rise of cities in the last half of the nineteenth century and analyze the problems and reforms that resulted.</p> <p>Evaluate the impact of westward expansion on Native Americans, the environment, and the American economy.</p> <p>Compare and contrast the political and social issues that developed in the various regions of the United States c. 1877 - 1900.</p> <p>Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed.</p>
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<p>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.</p> <p>RH. 11-12.6: Evaluate authors’ differing perspectives on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>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.</p> <p>RH.11-12.8: Evaluate an author’s claims, reasoning, and evidence by corroborating or challenging them with other sources.</p> <p>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.</p> <p>RH.11-12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <p>WHST.11-12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.7: 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</p>	<p>KEY TERMS:</p> <p>Homestead Act of 1862, The Bureau of Indian Affairs, Sitting Bull, Wounded Knee, Dawes Act, Comstock Lode, John D. Rockefeller, Andrew Carnegie, Social Darwinism, Knights of Labor, American Federation of Labor, Haymarket Riot, Homestead Strike, Pullman Strike, Eugene V. Debs, Pendleton Act, Samuel Gompers, Sherman Anti-Trust Act, “Free Silver”, Grange Movement, William Jennings Bryan, “Cross of Gold” Speech, William McKinley, Chinese Exclusion Act, Transcontinental Railroad, Anti-Coolie Clubs, Frederick Jackson Turner, Henry Ford, Jacob Riis, Boss Rule, Vaudeville, Nativism, Tenement.</p>	
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<p>appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Participating in a Socratic Seminar focusing on immigration, the evolution of corporate empires, labor movements, and the closing of the frontier. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will annotate and analyze primary and secondary source readings on the topics of immigration, corporate empires, labor movements, and the closing of the frontier. • Students will identify, research, and present the key pop culture phenomena of the late nineteenth century (theater, literature, film, sports, consumerism). 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit I: Late Nineteenth Century America

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit I–Late Nineteenth Century America <ul style="list-style-type: none"> ● The Closure of the American Frontier ● Rise of Big Business and Industrialization ● Immigration ● Urbanization of America ● Rise of Labor Unions ● Populism ● Election of 1896 	Helen Hunt Jackson: “A Century of Dishonor” (1881) Andrew Carnegie: “The Gospel of Wealth” (1889) Jacob Riis: “How the Other Half Lives” (1890) Frederick Jackson Turner: “The Closing of the Frontier” (1893)

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT II: Dawn of a New Century: Imperialism and The Progressives

TRANSFER: Students will be able to investigate and argue whether or not the benefits of a strong, centralized government outweigh the potential for abuses of power.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.D.6.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.	Having expanded to the Pacific Ocean, the United States began to establish a global empire at the end of the nineteenth century.	<ul style="list-style-type: none"> Why and how do nations expand their territories?
6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.	Military, economic, and political factors propelled United States territorial expansion.	<ul style="list-style-type: none"> How has the expansion of the United States impacted American politics, society, and economics?
6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	Yellow journalism fueled the fire for the American imperialistic appetite.	<ul style="list-style-type: none"> To what extent does the media report the news responsibly?
6.1.12.A.6.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.	Control of territories by America resulted in mixed consequences for the indigenous people.	<ul style="list-style-type: none"> To what extent was the United States justified in its overseas expansion?
6.1.12.A.6.c: 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., <i>Plessy v. Ferguson</i>) and state and local governmental policies.	Industrialization and urbanization created a variety of problems in the United States during the second half of the nineteenth century.	<ul style="list-style-type: none"> To what extent are the problems of the Progressive Era a result of the Industrial Revolution?
	The new middle class, consisting of men and women in the professions of law, medicine, social work, religion, teaching, and business formed the vanguard of the progressives.	<ul style="list-style-type: none"> How can reform movements improve American society and politics?

<p>6.1.12.C.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.D.6.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.</p> <p>6.1.12.D.6.c: 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.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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</p>	<p>Women played a particularly important role galvanizing progressive social concerns.</p>	<ul style="list-style-type: none"> How can reform movements improve American society and politics?
	<p>The strength of opposition to reform weakened the impact of progressive initiatives.</p>	<ul style="list-style-type: none"> Why do people oppose change?
	<p>KNOWLEDGE</p>	<p>SKILLS</p>
	<p>Students will know:</p> <p>In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.</p> <p>Political elites were both self-interested and idealistic and believed that imperialism benefited both Americans and those who came under American control.</p> <p>Yellow journalism's influence on the outbreak of the Spanish-American War.</p> <p>The Spanish-American War ended with the U.S. acquiring an overseas empire and in turn were challenged by insurgent groups in newly added territories.</p> <p>The U.S. instituted an "open door policy," in which nations would respect the principles of equal trade opportunities in China.</p> <p>The U.S. tightened its control of the Caribbean region through Roosevelt's Big Stick Diplomacy, sought</p>	<p>Students will be able to:</p> <p>Analyze the sources of American expansionism in the late nineteenth century.</p> <p>Explain the role of Social Darwinism and Manifest Destiny as justification for U.S. territorial expansion.</p> <p>Discuss the causes and effects of the Spanish-American War.</p> <p>Explain and evaluate the key components of United States foreign policy during the post Spanish-American War era.</p> <p>Create a chart comparing the similarities and differences between "spheres of influence" in Asia.</p> <p>Evaluate the presidential foreign policies of Theodore Roosevelt, William H. Taft, and</p>

<p>term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>	<p>commercial dominance for the U.S. through Taft's Dollar Diplomacy, and was drawn into a multi-year conflict with Mexico with the application of Wilson's Moral Diplomacy.</p> <p>Progressivism attempted to use governmental power to correct the many social and economic problems associated with industrialization and urbanization.</p> <p>Progressives were divided over many issues including segregation and immigration, and popular participation in government.</p> <p>Socialism emerged as a reaction to the Industrial Revolution as workers reacted to the new conditions in which they had to work.</p> <p>During the Progressive Era, progressives sought federal legislation that they believed would effectively regulate the economy, expand democracy, and generate moral reform.</p> <p>Roosevelt's disappointment with Taft's program of limited government action led him to challenge Taft for the 1912 Republican presidential nomination after Taft was re-nominated, Roosevelt ran as a candidate for the newly-</p>	<p>Woodrow Wilson.</p> <p>Identify the ways in which government policies were implemented to alleviate the problems resulting from industrialization and urbanization.</p> <p>Compare and contrast the similarities and differences among the ideologies, goals and tactics of the various groups that constituted the progressive movement and their successes and failures in achieving political, social and moral reform.</p> <p>Analyze the reasons for the emergence of the socialist movement and the ways in which it differed from progressivism in ideology goals and tactics.</p> <p>Describe the approaches of African Americans, Native Americans, and women to the problems they faced during the Progressive era, and analyze the extent to which they were successful in achieving their goals.</p> <p>Discuss the reasons for the break between William Howard Taft and Theodore Roosevelt which resulted in a third party candidate for president.</p>
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	<p>formed Progressive Party.</p> <p>Preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.</p> <p>The progressive movement led women to seek liberation from their traditional confines and champion birth control and voting rights.</p> <p>KEY TERMS: Monroe Doctrine, Queen Liliuokalani, Jose Marti, yellow journalism, battleship <i>Maine</i>, The Rough Riders, Treaty of Paris, Teller Amendment, Platt Amendment, Jay Hay, Alfred T. Mahan, Anti-Imperialist League, Emilio Aguinaldo, The Philippine War, Open Door Policy, Boxer Rebellion, Roosevelt Corollary, Big Stick Diplomacy, Great White Fleet, Dollar Diplomacy, Federal Reserve Act, Ida Tarbell, Wobblies, Jane Addams, Lincoln Steffens, Pure Food and Drug Act, Robert La Follette, Upton Sinclair, initiative, referendum, Seventeenth Amendment, Eighteenth Amendment, Margaret Sanger, Hepburn Act, Pure Food and Drug Act, New Freedom, Triangle Shirtwaist Fire, Equal Rights Amendment, muckraker, Women's Christian Temperance Union (WCTU), Anti-Saloon League, Meat Inspection Act, Federal Trade Commission Act, Clayton Antitrust Act, Louis Brandeis, NAACP, Social Gospel, suffrage, National American Women's Suffrage Association (NAWSA), Carrie Chapman Catt, Anna Howard Shaw, Alice Paul, National</p>	<p>Explain how geographic and environmental factors shaped the development of various communities and analyze how competition for and debates over natural resources have affected both interactions among different groups and the development of government policies.</p> <p>Critique the way in which women's rights and gender roles have affected society and politics.</p>
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	Woman's Party, eugenics, nativism, Eugene V. Debs, Square Deal, conservation, New Nationalism, New Freedom, Child Labor Laws Panama Canal, Moral Diplomacy	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Reflecting on the justification of American imperialism through a long essay response or Socratic Seminar. • Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by completing an LEQ/DBQ focusing on the widespread changes of the Progressive Era. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will compare and contrast the various foreign policies and areas of expansion in the late 19th and early 20th centuries by creating a graphic organizer. • Students will read, highlight, and annotate various primary source documents that describe the movements of the Progressive Era. • Students will prepare for a Socratic Seminar by responding to reading analysis questions to bring to the discussion. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit II: Dawn of a New Century: Imperialism and The Progressives

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	Unit II: Dawn of a New Century: Imperialism & The Progressives <ul style="list-style-type: none"> ● Imperialism <ul style="list-style-type: none"> ○ Spanish-American War ○ American Global Imperialism ○ Roosevelt’s Big Stick Diplomacy ○ Taft’s Dollar Diplomacy ○ Wilson’s Moral Diplomacy ● The Progressives <ul style="list-style-type: none"> ○ Origins of Progressivism ○ Social Reform Organizations ○ Women and Reform ○ Theodore Roosevelt and the Modern Presidency ○ Progressivism Under Taft ○ Election of 1912 ○ Wilson’s New Freedom 	<p>Josiah Strong: “Our Country” (1885)</p> <p>Alfred T. Mahan: “On Sea Power” (1897)</p> <p>Rudyard Kipling: “The White Man’s Burden” (1899)</p> <p>Platform of the American Anti-Imperialist League (1899)</p> <p>The Platt Amendment (1901)</p> <p>Lincoln Steffens: “The Shame of the Cities” (1904)</p> <p>Ida M. Tarbell “The History of the Standard Oil Company” (1904)</p> <p>Upton Sinclair: “The Jungle” (1906)</p> <p>Jane Addams: “Twenty Years at Hull House” (1910)</p> <p>Jane Addams: “Why Women Should Vote” (1910)</p>

		<p>Woodrow Wilson: “First Inaugural Address” (1913)</p> <p>Margaret Sanger: “The Case for Birth Control” (1917)</p> <p>Howard Zinn: “A People’s History of the United States: The Empire and the People” (1980)</p> <p>Sean Dennis Cashman: “African Americans and the Quest for Civil Rights (1991)</p> <p>Edmund Morris: “Theodore Rex” (2002)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit III: America and the Great War

TRANSFER: Students will be able to analyze and identify the reasons for global conflict and how it can be prevented in the future.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.7.a: Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.	Imperialism and militarism as extensions of nationalism, as well as complex alliances, created additional pressures on the world.	<ul style="list-style-type: none"> How can world peace be maintained?
6.1.12.A.7.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).	Increased nationalism created pressures on European governments to create new European nation-states.	<ul style="list-style-type: none"> To what extent does nationalism promote war?
6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.	President Woodrow Wilson wanted to keep the U.S. out of war but became entangled in the Allied/Central Powers crossfire.	<ul style="list-style-type: none"> To what extent can the U.S. isolate itself from global conflict?
6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.	During times of war or crisis, civil liberties are often compromised.	<ul style="list-style-type: none"> What role should the government play in the lives of individuals?
6.1.12.C.7.a: Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	The Treaty of Versailles attempted to create lasting peace, but it resulted in further tensions in Europe and the world.	<ul style="list-style-type: none"> Why are treaties often ineffective documents?
6.1.12.C.7.b: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	KNOWLEDGE	SKILLS
6.1.12.D.7.a: Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	Students will know:	Students will be able to:
6.1.12.D.7.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.	European tensions that arose from militarism, complex alliances, imperialism, and nationalism created conditions that propelled Europe into the first World War.	Explain the causes of World War I.
	President Wilson's attempt to keep the United States	Assess President Wilson's attempts to keep the

<p>6.1.12.D.7.c: Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p>neutral was mitigated by America's favorable trade and financial policies toward the Triple Entente (Allies), Germany's Zimmermann Telegram, and the Germans' use of submarines as a blockade weapon.</p> <p>Mobilization by citizens on the home front and partnerships between the federal government and businesses fueled a successful American war effort.</p> <p>The passage of the Espionage and Sedition Acts restricted citizens' civil liberties during the war.</p> <p>Although the American Expeditionary Forces played a relatively limited role in combat, the U.S. entry helped to tip the balance of the conflict in favor of the Allies.</p> <p>The final version of The Treaty of Versailles stipulated that Germany accept blame for causing the war and pay reparations.</p> <p>Despite Wilson's deep involvement in postwar negotiations, the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations.</p> <p>World War I left the U.S. as the world's leading economic power and largest trading nation.</p>	<p>U.S. out of World War I and the ultimate failure of these efforts.</p> <p>Assess the effect of World War I on the American home front, including its impact on the federal government, business, labor, women, and African-Americans.</p> <p>Evaluate the record of government at the local, state, and national levels regarding civil liberties questions during and after World War I.</p> <p>Examine trench warfare and the use of advanced weaponry on both sides.</p> <p>Evaluate the Treaty of Versailles and its impact on Europe and the world over the next two decades.</p> <p>Analyze the debate over the ratification of Versailles and American entry into the League of Nations and the reasons for the Senate's rejection of the treaty.</p> <p>Debate the impact of World War I on America's role in global affairs.</p>
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<p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>	<p>KEY TERMS:</p> <p>Triple Entente, Triple Alliance, <i>Lusitania</i>, the Zimmermann Telegram, Selective Service Act, War Industries Board, great migration, Ludlow Massacre, John J. Pershing, Vladimir Lenin, Bolshevik, Espionage and Sedition Acts, <i>Schenck v. U.S.</i>, The Big Four, David Lloyd George, Woodrow Wilson, Fourteen Points, League of Nations, Treaty of Versailles, reparations, Henry Cabot Lodge, William Borah.</p>	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Debating the Treaty of Versailles from the perspective of one of the “Big Four” nations. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will evaluate the effectiveness of trench warfare by comparing and contrasting different forms of weaponry. ● Students will produce a propaganda poster connected to World War I. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit III: America and the Great War

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit III: America and the Great War <ul style="list-style-type: none"> ● Rise of European Tensions ● Problems of U.S. Neutrality ● Mobilization for War on the Home Front ● Wilson’s Fourteen Points ● Treaty of Versailles 	<p>Zimmermann Telegram (1917)</p> <p>Espionage Act (1917)</p> <p>Sedition Act (1918)</p> <p>Woodrow Wilson: “Fourteen Points” (1918)</p> <p>“The Treaty of Versailles” (1919)</p> <p>Thomas A. Bailey: “Woodrow Wilson Wouldn’t Yield” (1957)</p> <p>Margaret McMillan: “1919: Six Months That Changed the World” (2002)</p> <p><i>The World Wars</i>. History Channel, A&E Networks, 2014.</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT IV: Boom and Bust: The Roaring Twenties, Great Depression, and New Deal

TRANSFER: Students will be able to construct a persuasive argument detailing their opinion on the government’s responsibility to the nation in times of crisis.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.A.8.a Relate government politics to the prosperity of the country during the 1920s, and determine the impact of these politics on business and the consumer.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.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.</p> <p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance on American culture and values.</p> <p>6.1.12.A.9.a Analyze how the actions and politics of the United States government contributed to the Great Depression.</p> <p>6.1.12.A.9.a Analyze how the actions and politics of the United States government contributed to the Great Depression.</p>	In the aftermath of World War I, America turned away from idealism and reform and moved toward isolationism in foreign affairs, domestic conservatism, and the expansion of the consumer society.	<ul style="list-style-type: none"> Was the decade of the 1920s one of innovation or conservatism? Justify
	Business, technological, and social developments of the 1920s launched the era of modern consumerism, easy credit, and a false sense of prosperity.	<ul style="list-style-type: none"> What are the most important factors impacting economic growth? Why?
	American popular culture reshaped itself with the emergence of innovative movements in literature, art, and music (e.g., The Harlem Renaissance).	<ul style="list-style-type: none"> Why are ethnic and cultural diversity important in a society?
	New economic patterns, social expectations and living arrangements resulted in conflicts over the direction of American life.	<ul style="list-style-type: none"> To what extent does conflict accompany change?
	The Great Depression had numerous immediate and long lasting effects American society and the world.	<ul style="list-style-type: none"> To what extent do the economic problems and issues impact the social and political climate of a nation?
	The business practices failed to resolve the problems caused by the Great Depression.	<ul style="list-style-type: none"> What is the government’s role in solving societal issues?

<p>6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.</p>	<p>New Deal policies and actions affected American society by increasing the role of the Federal government in providing relief for individuals in need of assistance.</p>	<ul style="list-style-type: none"> To what extent did the New Deal save capitalism and democracy?
<p>6.1.12.C.9.a Explain how governments can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.</p>	<p>KNOWLEDGE</p>	<p>SKILLS</p>
<p>6.1.12.C.9.b Explain how economic indicators (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit) are used to evaluate the health of the economy.</p> <p>6.1.12.C.9.c Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).</p> <p>6.1.12.C.9.d Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.</p> <p>6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.</p> <p>6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.</p> <p>6.1.12.A.10.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.</p> <p>6.1.12.A.10.c Evaluate the short and long-term impact of the expanded role of government on economic policy, capitalism, and society.</p> <p>6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.</p>	<p>Students will know:</p> <p>The 1920s was plagued with a false sense of wealth, overproduction, unequal distribution of income, stock market speculation, and laissez-faire government that would eventually propel the United States into the Great Depression.</p> <p>The federal government stifled union attempts to exercise power and challenge business practices; The Department of Justice used troops and court injunctions to end strikes.</p> <p>Greater availability of goods and credit propelled American consumerism, including the purchase of new technologies such as the automobile.</p> <p>The trend toward urbanization and the growth of the suburbs in the 1920s was fueled by the Industrial Revolution, new technologies, and the widespread use of the automobile.</p> <p>Art, literature and music during the 1920s were modernistic in style with Jazz, Art Deco, and surrealism.</p> <p>During the 1920s, Americans were caught between two</p>	<p>Students will be able to:</p> <p>Analyze the events that led to the 1929 stock market crash, and the causes of the Great Depression that followed.</p> <p>Evaluate the relationship between government and business during the 1920s and analyze the factors responsible for the decline of organized labor.</p> <p>Explain the ways in which the consumer society expanded in America in the 1920s.</p> <p>Evaluate the reasons for the trend toward urbanization and the growth of the suburbs during the 1920s and the consequences of both of these factors on American society.</p> <p>Evaluate the movements in American literature, art, and music during the 1920s.</p> <p>Assess the impact of social change during the</p>

<p>6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.</p> <p>6.1.12.C.10.b Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.</p> <p>6.1.12.D.10.a Analyze how other nations responded to the Great Depression.</p> <p>6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.</p> <p>6.1.12.D.10.c Explain how key individuals, including minorities and women (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt), shaped the core ideologies and policies of the New Deal.</p> <p>6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for</p>	<p>value systems: one based on the Puritan tradition of hard work, sobriety and restraint; the other offering the impersonality of modern society.</p> <p>Women's traditional roles were challenged due to radical and cultural transformations in moral and sexual values and substantial numbers of married women entered the workforce in order to help meet the family's economic needs.</p> <p>The fear of communism and the rise of isolationism in postwar America led to an attack on civil liberties, as demonstrated by the Sacco and Vanzetti case, the rise of the KKK, Palmer Raids, and restrictions on immigration.</p> <p>In the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism.</p> <p>The Great Depression destroyed faith in the stock market system, halted the wave of investments, jeopardized the health of the national banking system, and created massive unemployment.</p> <p>The Great Depression profoundly impacted the American social structure by creating a decline in employment, deteriorating health, and aggravating racial tensions.</p> <p>President Roosevelt believed that the depression was rooted in domestic practices and that the government should engage in centralized economic planning and experimentation to bring recovery.</p>	<p>1920s on American values.</p> <p>Describe the American family, women in the workforce, the images of femininity, and the views of human sexuality.</p> <p>Explain the reasons for the emergence of the Ku Klux Klan, Nativists, and religious fundamentalism and their impact on American society in the 1920s.</p> <p>Explain how different beliefs about the federal government's role in U.S. social and economic life have affected political debates and policies.</p> <p>Describe the impact of the Great Depression on the American economic system.</p> <p>Explain the impact of the Great Depression on American society.</p> <p>Evaluate the practical and theoretical basis for the legislative enactments of the First New Deal and its effectiveness in solving the problems of</p>
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<p>actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - Write routinely over extended</p>	<p>Critics denounced the New Deal for its excessive regulation, deficit financing, and its welfare program.</p> <p>The New Deal changed American society in fundamental ways: increasing the role of government in social reforms, agriculture and labor movements as well as constructing the foundations for the current federal welfare system.</p> <p>KEY TERMS: Harlem Renaissance, Marcus Garvey, Langston Hughes, A. Philip Randolph, Booker Claude McKay, A. Mitchell Palmer, Margaret Sanger, F. Scott Fitzgerald, The Lost Generation, Ernest Hemingway, Flappers, Hollywood, The Self Made Man, Jazz Age, Red Scare, Eighteenth Amendment, Nineteenth Amendment, Volstead Act, Prohibition, Scopes Trial, Boston Police Strike, Immigration Act of 1921, National Origins Act of 1924, Al Smith, Mechanized Farming, Teapot Dome Scandal, Black Tuesday, Okies, Dust Bowl, Scottsboro Boys, Herbert Hoover, direct relief, John Maynard Keynes, Hawley-Smoot Tariff, Hooverville, Franklin D. Roosevelt, brain trust, fireside chats, Glass-Steagall Act, Hoover Dam, Harry Hopkins, John L. Lewis, Bonus Army March, Huey Long, Father Charles Coughlin, Dr. Francis Townsend, Frances Perkins, Agricultural Adjustment Administration, Federal Deposit Insurance Corporation, Civilian Conservation</p>	<p>the depression.</p> <p>Assess and evaluate the criticism leveled against the New Deal and alternative programs that were considered.</p> <p>Describe and analyze the legacy of the New Deal on American society.</p>
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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.	Corp, Social Security Act, Public Works Administration, Works Progress Administration, Eleanor Roosevelt, New Deal Coalition.	
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by responding to an LEQ/DBQ prompt about the 1920s and 1930s. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will create original advertisements for new inventions and services that debuted in the 1920s. • Students will research and analyze artwork created during the Great Depression and will reflect upon the artist's message and the piece's overall representation of the era. • Students will learn the New Deal acts and agencies and will categorize them based on relief, recovery, and reform. • Students will review primary sources from the Great Depression, including works by Herbert Hoover, Franklin Roosevelt, and critics of the New Deal in order to gain an understanding of the different perspectives leaders had on how to solve the depression crisis. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit IV: Bust and Boom: The Roaring Twenties, Great Depression, and New Deal

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
3 Weeks	<p>Unit IV: Rise, Fall, and Rise: The Roaring Twenties, Great Depression, and New Deal</p> <ul style="list-style-type: none"> ● The Roaring Twenties <ul style="list-style-type: none"> ○ Return to Normalcy ○ Business Practices of the 1920s ○ Changing Ways of Life ○ Popular Culture ○ Conflict of Cultures ● The Great Depression <ul style="list-style-type: none"> ○ Depression Economy ○ President Hoover’s Response ○ Election of 1932 ● The New Deal <ul style="list-style-type: none"> ○ The First New Deal ○ Critics of the New Deal ○ The Second New Deal ○ Minority Groups and the New Deal ○ The Legacy of the New Deal 	<p>Langston Hughes: Selected Works</p> <p>Herbert Hoover: “Rugged Individualism” (1928)</p> <p>Zora Neale Hurston: “How it Feels to be Colored Me” (1928)</p> <p>F. Scott Fitzgerald: “Echoes of the Jazz Age” (1931)</p> <p>Franklin D. Roosevelt: “Fireside Chats” (1933-1944)</p> <p>Huey Long: “Share Our Wealth” (1934)</p> <p>Sara M. Evans: “Flappers, Freudians, and All That Jazz” (1989)</p> <p>James West Davidson and Mark Hamilton Lytle: “Justice Denied: The Trial of Sacco and Vanzetti” (2005)</p> <p>Douglas Linder: “Tennessee v. John Scopes: The ‘Monkey Trial’” (2008)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit V: World War II

TRANSFER: Students will be able to debate a society's moral, ethical, and social expectations during times of war.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.11.a: 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.	World War II was a major political, social, military, and economic event of the 20th century.	<ul style="list-style-type: none"> • Could the United States have prevented the outbreak of World War II? Explain.
6.1.12.A.11.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.	World War II solidified America's position as a superpower.	<ul style="list-style-type: none"> • What responsibilities does a world power have to the global community?
6.1.12.A.11.c: Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	During World War II, the United States mobilized its citizens and resources to give its Allies unprecedented military and industrial support.	<ul style="list-style-type: none"> • What are the obligations of citizens to their country during wartime?
6.1.12.A.11.d: Analyze the decision to use the atomic bomb and the consequences of doing so.	America experienced a surge in nationalism and patriotism during World War II that resulted in an increase in racism against blacks and discrimination against German-Americans and Japanese Americans.	<ul style="list-style-type: none"> • How can nationalism both help and hurt a country?
6.1.12.A.11.e: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	America and other allied nations sought to make a peace that would ensure a postwar world free from depression, totalitarianism, and war.	<ul style="list-style-type: none"> • How should people and nations be held accountable for war? Explain.
6.1.12.B.11.a: Explain the role that geography played in the development of military strategies and weaponry in World War II.	KNOWLEDGE	SKILLS
6.1.12.C.11.a: Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity	<p>Students will know:</p> <p>Americans viewed the war as a fight for the survival of</p>	<p>Students will be able to:</p> <p>Analyze how ideas about national identity</p>

<p>costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.</p> <p>6.1.12.C.11.b: Relate new wartime inventions to scientific and technological advancements in the civilian world.</p> <p>6.1.12.D.11.a: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.</p> <p>6.1.12.D.11.b: Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship <i>New Jersey</i>) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.</p> <p>6.1.12.D.11.c: Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.D.11.d: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11.e: 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.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the</p>	<p>freedom and democracy against fascist and militaristic ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps and the Holocaust.</p> <p>Depression spawned chaos in Europe and Asia and strengthened the isolationist impulse as Congress passed a series of Neutrality Acts designed to prevent America from being drawn into foreign affairs.</p> <p>The United States’ decision to marginalize Japan (in order to protect its interests with China) by implementing a trade embargo and freezing Japanese assets led to an unprecedented attack on American soil at Pearl Harbor.</p> <p>The United States and its allies achieved military victory through Allied cooperation, technological and scientific advances and the contributions of servicemen and women, and the campaigns such as Pacific “island-hopping” and the D-Day invasion.</p> <p>The use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons.</p> <p>The war brought full employment and prosperity as well as enduring social changes as millions of Americans were uprooted and thrown together in the military and new communities across the country.</p> <p>Women’s geographic and occupational mobility increased</p>	<p>changed in response to U.S. involvement in international conflicts and the growth of the United States.</p> <p>Debate the nature and growth of isolationist sentiment in the United States and the reasons why Neutrality Acts were an expression of such sentiment.</p> <p>Analyze the reasons for the deterioration of Japanese-American relations from the 1920s to Pearl Harbor.</p> <p>Evaluate the United States military strategy and the major military operations throughout the war.</p> <p>Debate the morality of using atomic weapons.</p> <p>Assess the impact of World War II on American life.</p> <p>Compare and contrast the experiences of</p>
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<p>information.</p> <p>RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</p> <p>WHST.9-10.1 Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claims(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1c Use words, phrases, and 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.</p> <p>WHST.9.10.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>during wartime including a dramatic increase in women serving in the armed forces, and African Americans contributed greatly to the war effort, hoping that the war would be the turning point at which racial discrimination would come to an end.</p> <p>As the war began to improve, the Big Three (United States, Britain and the Soviet Union) met between 1943 and 1945 discussed the prospect of ending the war and how to achieve postwar peace.</p> <p>KEY TERMS:</p> <p>Joseph Stalin, totalitarian, Benito Mussolini, fascism, Adolf Hitler, Nazism, Francisco Franco, Neutrality Acts, Neville Chamberlain, Winston Churchill, appeasement, Nonaggression Pact, Blitzkrieg, Charles de Gaulle, Holocaust, Kristallnacht, genocide, ghetto, concentration camp, Axis Powers, Lend-Lease Act, Atlantic Charter, Allies, Hideki Tojo, George Marshall, Women's Auxiliary Army Corp (WAAC), A. Philip Randolph, Manhattan Project, Office of Price Administration (OPA), War Production Board (WPB), rationing, Dwight D Eisenhower, D-Day, Omar Bradley, George Patton, Battle of the Bulge, V-E Day, Harry S Truman, Douglas MacArthur, Chester Nimitz, Battle of Midway, Kamikaze, J. Robert Oppenheimer, Hiroshima, Nagasaki, Nuremberg Trials, GI Bill of Rights, James Farmer, Congress of Racial Equality (CORE), Japanese-American Internment, Yalta, Teheran, Casablanca, Potsdam.</p>	<p>minorities in World War II and the expectations they had as a result of their service.</p> <p>Analyze the issues debated and the agreements reached among the Allies at the Teheran, Yalta, Casablanca, and Potsdam conferences.</p>
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<p>WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments or technical processes.</p> <p>WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2d Use precise language and domain specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or significance of the topic).</p> <p>WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.7 Conduct short as well as more</p>		
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<p>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>WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> ● Identifying, researching, and creating a written threat analysis of a region where geopolitical tensions could potentially ignite a new global conflict. ● Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) by responding to a prompt about the World War II era. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> ● Students will create a European and Pacific battlefield chart noting battle significance and key facts that contributed to the Allied victory. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
Unit V: World War II

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	Unit V- World War II <ul style="list-style-type: none"> ● Interwar U.S. Foreign Policy ● Breakdown of Unilateralism and Neutrality ● War on Two Fronts ● Impact of World War II on American Society ● Conferences and Peace Efforts 	<p>Franklin D. Roosevelt: “Fireside Chat - Arsenal of Democracy” (1940)</p> <p>Franklin D. Roosevelt: Joint Address to Congress Leading to a Declaration of War Against Japan” (1941)</p> <p>Emperor of Japan Hirohito: “Declaration of War Against the United States and Britain” (1941)</p> <p>Robert James Maddox: The Biggest Decision: Why We Had to Drop the Atomic Bomb” (1995)</p> <p>Report of the Commission on Wartime Relocation and Internment of Civilians: “Personal Justice Denied” (1982)</p> <p><i>Saving Private Ryan.</i> DreamWorks Pictures, 1998. Film.</p> <p>Timothy Snyder: “Bloodlands: Europe Between Hitler and Stalin” (2012)</p>

		<p>Laura Hillenbrand: “Unbroken” (2010)</p> <p><i>The Pacific</i>. DreamWorks Pictures, HBO Films. 2010. Television.</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VI: The Cold War (1945-1960)

TRANSFER: Students will be able to judge different political and social ideologies and determine the risks to American society.

STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.C.11.b: Relate new wartime inventions to scientific and technological advancements in the civilian world.	The United States and the Soviet Union emerged from World War II as the world's superpowers and soon locked into a global, ideological conflict between democracy and communism that lasted for 50 years.	<ul style="list-style-type: none"> How can competing economic and political systems co-exist?
6.1.12.D.11.e: 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.	The American government pursued an activist foreign policy during the early Cold War period that was designed to promote American self-interest abroad, including the expansion of overseas markets and expansion of the American sphere of influence.	<ul style="list-style-type: none"> When can a nation interfere with the political, economic, and domestic policies of other nations?
6.1.12.A.12.a 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.	Americans adopted a policy of containment to quell communism worldwide.	<ul style="list-style-type: none"> How can a nation protect its economic and political systems?
6.1.12.A.12.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.	The competition between the United States and the Soviet Union during the Cold War resulted in an arms race and space race between two nations.	<ul style="list-style-type: none"> What factors contribute to a military advantage?
	KNOWLEDGE	SKILLS
6.1.12.C.12.a Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	Students will know: The causes of the Cold War were due in large part to strained tensions that developed prior to the Second World War as well as the political and economic turmoil in	Students will be able to: Summarize the factors that contributed to the Cold War.
6.1.12.C.12.c Analyze how scientific		

<p>advancements impacted the national and global economies and daily life.</p> <p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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).</p> <p>RH.11-12.5 - Analyze in detail how a complex primary source is structured, including how key</p>	<p>Europe after World War II.</p> <p>United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.</p> <p>Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protesting civil liberties.</p> <p>The Korean War resulted in Eisenhower's election in 1952 and sparked a debate over a globalist foreign policy.</p> <p>KEY TERMS: United Nations, Iron Curtain, Satellite nation, Capitalism, Communism, Cold War, Truman Doctrine, Harry S. Truman, Fair Deal, GI Bill of Rights, George Kennan, Marshall Plan, Brinkmanship, Containment, Domino Theory, Berlin Airlift, North Atlantic Treaty Organization (NATO), Warsaw Pact, Mao Zedong, Chiang Kai Shek, Dwight Eisenhower, Alger Hiss, Eisenhower Doctrine, Syngman Rhee, Kim Il Sung, Korean War, Douglas MacArthur, McCarthyism, Julius and Ethel Rosenberg, Fidel Castro, Massive Retaliation, ICBM, Sputnik, NASA, Hydrogen Bomb, U-2 Crisis.</p>	<p>Explain the rationale behind containment with a focus on the Truman Doctrine, the Marshall Plan, and the Eisenhower Doctrine.</p> <p>Analyze the development of the postwar wave of anti-communist hysteria and describe the various ways in which this hysteria manifested itself.</p> <p>Explain the causes and outcome of the Korean War and its impact on domestic and foreign policy.</p>
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<p>sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>		
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ASSESSMENT EVIDENCE: Students will show their learning by:

- Researching and engaging in small-group discussions in which they analyze the motivation of the House Un-American Activities Committee.

KEY LEARNING EVENTS AND INSTRUCTION:

- Using a graphic organizer, students will compare and contrast how the superpowers responded to perceived acts of aggression from their rivals.
- Students will analyze primary source documents from different perspectives both foreign and domestic (communist vs. capitalist/democracy/anti-communist).

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VI: The Cold War (1945-1960)

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit VI: The Cold War (1945-1960) <ul style="list-style-type: none"> ● Causes of the Cold War ● Truman and Containment ● China and Korea ● The Red Scare 	<p>George Kennan: “The Long Telegram” (1946)</p> <p>John Foster Dulles: “The Strategy of Massive Retaliation” (1954)</p> <p>Dwight Eisenhower: “Farewell Address” (1961)</p> <p>Dr. Seuss: “The Butter Battle Book” (1984)</p> <p>David McCullough: “Harry Truman: One Tough Son-of-a-Bitch of a Man” (1992)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VII: 1950s: Affluence and Inequality

TRANSFER: Students will be able to construct a written analysis of a contemporary issue in American society from multiple perspectives in order to predict trends of future generations.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.2.12.A.6.a - Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.	The quest for normalization, political conservatism, and social conformity resulted in cultural, social, and political changes in American society in the 1950s.	<ul style="list-style-type: none"> ● To what extent should the United States have feared internal communist subversion in the 1950s?
6.2.12.A.6.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.	African Americans challenged the injustices they faced and promoted a new active movement towards equality during the 1950s.	<ul style="list-style-type: none"> ● Did the Civil Rights Movement of the 1950s expand democracy for all Americans? Defend.
6.2.12.A.6.c - Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.	The 1950s led to a postwar boom in suburban growth and popular culture.	<ul style="list-style-type: none"> ● Were the the 1950s a time of great peace, progress and prosperity for all Americans? Justify.
6.2.12.A.6.d - Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.	A powerful youth culture emerged that displayed a deep seated sense of disillusionment with American society.	<ul style="list-style-type: none"> ● To what extent can the youth of a nation inspire governmental change?
6.2.12.B.6.a - Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.	<p>Students will know:</p> <p>The postwar baby boom stimulated social change and economic growth, such as an emphasis on “family togetherness” and education, improvements in public health, and the growth of a consumer generation.</p> <p>Eisenhower was slow to publically attack Joseph McCarthy and the epidemic witch hunts and reacted</p>	<p>Students will be able to:</p> <p>Explain reasons for the postwar ‘baby boom’ and its impact on American society.</p> <p>Evaluate the Eisenhower administration’s</p>
6.2.12.C.6.a - Evaluate efforts of governmental, nongovernmental, and international		

<p>organizations to address economic imbalances and social inequalities.</p> <p>6.2.12.C.6.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.</p> <p>6.2.12.C.6.c - Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.</p> <p>6.2.12.C.6.d - Determine how the availability of scientific, technological, and medical advances impacts the quality of life in different countries.</p> <p>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.</p> <p>6.2.12.D.5.c - Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.</p> <p>6.1.12.D.13.d 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.</p> <p>6.1.12.D.13.e Relate the changing role of women in the labor force to changes in family structure</p> <p>6.1.12.A.14.b Analyze how the Supreme Court</p>	<p>cautiously to early developments in the civil rights movements ultimately leading to the rejection of the Republican Party in 1960.</p> <p>The anti-communist hysteria of the late 1940s and 1950s was a top down phenomenon created by professional politicians and promoted by labor union officials, religious leaders, Hollywood moguls, and other influential figures.</p> <p>The history of anti-communist fervor in the U.S. and revelations about possible communist espionage established the political climate for the rise of Senator Joseph McCarthy who launched communist accusations at the government and the U.S. Army which ultimately led to his downfall.</p> <p>The “American Dream” was a logical extension of the 1950s mentality; it was the stereotype lifestyle which all Americans could achieve.</p> <p>Women were expected to be housewives who proved havens for their husbands and children with little regard for their own needs; however, despite these societal expectations, they continued the wartime trend of working outside the home.</p> <p>The roots of the modern civil rights movement can be traced to cultural and political changes that took place in the post World War II era.</p>	<p>handling of important domestic issues and describe the consequences of those actions.</p> <p>Analyze the development of the post war wave of anticommunist hysteria and describe the various ways in which this hysteria manifested itself.</p> <p>Describe the reasons for Senator Joseph McCarthy’s rise to power and ultimate decline.</p> <p>Describe the concept of the “American Dream” and its impact on society.</p> <p>Evaluate the changes in the American family, the role of women and the concept of motherhood in the 1950s.</p> <p>Analyze the civil rights movement during the 1950s with a focus on the response of white southerners and the federal government to the demands and actions of African Americans.</p>
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<p>has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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</p>	<p>The Brown v. Board of Education decision affected the Civil Rights movement by overturning the “separate but equal” doctrine articulated in Plessy v. Ferguson in 1896.</p> <p>The Cold War made racial injustice embarrassing to Americans trying to present the U.S. as a model to the rest of the world.</p> <p>KEY TERMS: suburbs, advertising, consumerism, Planned Obsolescence, social conformity, “The Organization Man”, Michael Harrington, Baby Boom, Jonas Salk, Dr. Spock, Beat Movement, Elvis Presley, rock ‘n’ roll, Allen Ginsberg, Jack Kerouac, Lucille Ball, Dick Clark, Brown v. Board of Education, Montgomery Bus Boycott, Emmett Till, Separate but Equal (Brown II), Rosa Parks, Orval Faubus, Little Rock Nine, Southern Christian Leadership Conference (SCLC), segregation, Joseph McCarthy, McCarthyism.</p>	<p>Assess the major rulings of the Warren Court and their impact on American life and society.</p> <p>Analyze the reasons for the “Other America”, and evaluate the gains of African Americans during the 1940s and early 1950s and the factors responsible for those gains.</p>
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<p>No. 10).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent</p>		
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<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) surrounding 1950s society by responding to an LEQ/DBQ prompt. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will describe and analyze ways in which Americans’ view of the world shifted during the 1950s through inquiry based research. • Students will engage in a SOLE lesson focused on consumerism, civil rights, pop culture, and politics. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VII: 1950s: Affluence and Inequality

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
2 Weeks	Unit VII:1950s: Affluence and Inequality <ul style="list-style-type: none"> ● The Economic Boom ● The Second Red Scare ● Consumer Culture ● The American Family ● Civil Rights 	<p>“Job Switching.” <i>I Love Lucy</i>. CBS. Television. (1952)</p> <p>Harry Henderson: “The Mass-Produced Suburbs: How People Live in America’s Newest Towns.” (1953)</p> <p>Brown vs. Board of Education, 347 U.S. 483 (1954)</p> <p>“The Good Wife’s Guide” <i>Housekeeping Monthly</i> (1955)</p> <p>Dwight D. Eisenhower: “Address on Little Rock, Arkansas” (1957)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VIII: Evolution of American Society: Protest, Promise, and Frustration (1960-1979)

TRANSFER: Students will be able to connect the issues and movements of the 1960s and 1970s to present day concerns to become more actively engaged citizens.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.1.12.A.12.a 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.	The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.	<ul style="list-style-type: none"> ● To what extent is a nation responsible for global security?
6.1.12.A.12.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.	New movements for civil rights and liberal efforts to expand the role of the government generated a range of political and cultural responses.	<ul style="list-style-type: none"> ● How do citizens effectively create change?
6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.	KNOWLEDGE	SKILLS
<p>6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.</p> <p>6.1.12.D.12.d Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.</p> <p>6.1.12.D.12.e Analyze the role that media played in bringing information to the American</p>	<p>Students will know:</p> <p>John F. Kennedy conducted the Cold War with a strategy of flexible response which sought to be able to fight any kind of warfare.</p> <p>Dr. Martin Luther King, Jr and his philosophy of passive resistance represented the Civil Rights Movement of the 1950s and 1960s.</p>	<p>Students will be able to:</p> <p>Describe the causes, outcome, and consequences of the Bay of Pigs Invasion and the Cuban Missile Crisis and evaluate President Kennedy's handling of these situations.</p> <p>Evaluate the accomplishments and failures of the African-American Civil Rights Movement from 1961 to 1973.</p>

<p>public and shaping public attitudes toward the Vietnam War.</p> <p>6.1.12.A.13.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.</p> <p>6.1.12.B.13.a Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.C.13.a 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.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.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.</p> <p>6.1.12.D.13.c 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.</p> <p>6.1.12.D.13.d Determine the extent to which suburban living and television supported</p>	<p>The Black Power Movement instilled racial pride, encouraged the growth of African-American studies programs, produced new interest of African-Americans in their roots, and promoted a rejection of white cultural practices.</p> <p>President Johnson's Great Society domestic program established a series of reforms, such as medical care, urban renewal, aid to education, and civil rights legislation.</p> <p>Events such as the Gulf of Tonkin incident, Tet Offensive, My Lai Massacre, and secret bombings of Cambodia led to an increasing disillusionment with the war in Vietnam in American and among the Vietnamese people.</p> <p>The year 1968 was a turbulent year due to the Tet Offensive, withdrawal of LBJ from the presidential race, the assassinations of Robert F. Kennedy and Dr. Martin Luther King, Jr, anti-war demonstrations that culminated in the violence at the Democratic National Convention, the conservative backlash to racial tensions represented by George Wallace's candidacy for president, and impact the "silent majority" had on the outcome of the election.</p> <p>Richard Nixon's policy of "Vietnamization" attempted to quell domestic dissent by withdrawing American troops and by training and equipping the South Vietnamese military to take over the burden of combat.</p> <p>The Civil Rights Movement, Women's Equality Movement, and anti-war protests all helped pave the way for the Gay Liberation Movement, American Indian Movement, Latino Labor Movement, and Environmental Movement of the 1960s and 1970s.</p> <p>The Watergate scandal proved that the U.S. Constitution</p>	<p>Explain why the Civil Rights Movement transformed itself into the Black Power Movement after 1965 and the impact African-American activism had on American society.</p> <p>List and categorize the acts and programs associated with LBJ's Great Society.</p> <p>Evaluate the factors that contributed to the emergence of anti-war sentiment and protest within the U.S.</p> <p>Describe the crises that sent shock waves through American society in 1968.</p> <p>Describe the change in American involvement in Vietnam as seen through the policy of "Vietnamization."</p> <p>Explain the characteristics and trends of the "other" civil rights movements of the 1960s and 1970s.</p> <p>Discuss the impact of the Watergate scandal on</p>
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<p>conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12.D.13.e Relate the changing role of women in the labor force to changes in family structure.</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for</p>	<p>worked as the Founders intended, but led to a loss of faith in the federal government.</p> <p>Gerald Ford and Jimmy Carter’s presidencies were plagued by economic troubles, an energy crisis, and inflation.</p> <p>KEY TERMS:</p> <p>John F. Kennedy, Bay of Pigs Invasion, Nikita Khrushchev, Cuban Missile Crisis, Peace Corps, Alliance for Progress Warren Commission, Sit-in, Freedom Rides, Southern Christian Leadership Conference, Dr. Martin Luther King, Jr, Malcolm X, George Wallace, Ho Chi Minh, Gulf of Tonkin Resolution, Dean Rusk, Robert McNamara, Tet Offensive, William Westmoreland, War of Attrition, Living Room War, Richard Nixon, Hubert Humphrey, Robert F. Kennedy, silent majority, Kent State Massacre, My Lai, Vietnamization, Henry Kissinger, SALT I, Watergate, OPEC, Students for a Democratic Society, hippies, Woodstock, American Indian Movement, United Farm Workers, Cesar Chavez, Stonewall Riot, National Organization for Women, Betty Friedan, Roe v. Wade, Rachel Carson, Environmental Protection Agency, Gerald Ford, Jimmy Carter, Camp David Accords, Iranian Hostage Crisis.</p>	<p>the American people, society, and institutions.</p> <p>Evaluate the presidencies of Ford and Carter in the wake of the Watergate scandal.</p>
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<p>actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p>		
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<p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> Defending their opinion on the draft and determine if they would have served in Vietnam by discussing options available at the time (deferment, conscientious objector, draft dodger.) Demonstrating their AP writing and thinking skills (Continuity and Change Over Time, Causation, Comparison) surrounding the significance of major events between 1960-1979 by responding to an LEQ/DBQ prompt. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> Students will examine the various ‘hot spots’ of the Cold War (Bay of Pigs, Cuban Missile Crisis, Vietnam) and determine if the risk of nuclear war was justified by these military actions. Students will evaluate the significance of various events during the Civil Rights Movement (Montgomery Bus Boycott, <i>Brown v. Board of Education</i>, Martin Luther King Jr.’s assassination, etc.) through primary and secondary sources. Students will receive direct instruction and read Supreme Court decisions and then determine the successes and failures of Lyndon B. Johnson’s Great Society and the Warren Court and defend their opinion. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT VIII: Evolution of American Society: Protest, Promise, and Frustration (1960-1979)

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
6 Weeks	UNIT VIII: Evolution of American Society: Protest, Promise, and Frustration (1960-1979) <ul style="list-style-type: none"> ● Kennedy and Cuba ● Johnson's Great Society ● The Civil Rights Movement ● Vietnam War ● The Rise of Activism ● Nixon's New Conservatism and Watergate ● The Ford and Carter Presidencies 	<p>John F. Kennedy: "Inaugural Address" (1961)</p> <p>John F. Kennedy: "Quarantine Speech" (1962)</p> <p>Rachel Carson: "Silent Spring" (1962)</p> <p>Dr. Martin Luther King, Jr: "Letters from a Birminham Jail (1963)</p> <p>Malcolm X: "The Ballot or the Bullet" (1964)</p> <p>Gulf of Tonkin Resolution (1964)</p> <p>National Organization for Women: "Statement of Purpose" (1966)</p> <p>Lyndon B. Johnson: "Why We Are in Vietnam" (1965)</p> <p>John Kerry: "Testimony to the U.S. Senate Committee on Foreign Relations" (1971).</p>

		<p><i>1968 with Tom Brokaw.</i> The History Channel, A&E Networks. Television. (2011)</p> <p><i>Vietnam in HD.</i> The History Channel, A&E Networks. Television. (2007)</p>
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RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT IX: The Age of Change (1980-Present)

TRANSFER: Students will be able to evaluate modern politics and culture in order to better understand the climate in which they live.

STANDARDS / GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>6.1.12.C.14.b: Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.</p> <p>6.1.12.C.14.c: 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.</p> <p>6.1.12.D.14.a: Determine the relationship between United States domestic and foreign policies.</p> <p>6.1.12.D.14.d: 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.</p> <p>6.1.12.D.14.f: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.</p> <p>6.1.12.A.15.a: 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.</p>	Ronald Reagan's policies had an impact on the relationship between the federal and state governments.	<ul style="list-style-type: none"> What should be the proper balance between federal and state power?
	The conservative political philosophy of Reagan led to a reevaluation of the size and role of the government and the economy and society of contemporary America.	<ul style="list-style-type: none"> How do the individual views of the president shape American policy?
	The end of the Cold War, marked by the breakup of the Soviet Union in 1991, led to a redirection of many U.S. goals and policies.	<ul style="list-style-type: none"> What are the considerations of a nation in conducting its foreign policy?
	During the last years of the twentieth century, the United States enjoyed a period of unrivaled economic growth and technological innovation as well as finding its place in the world of economic and international relations.	<ul style="list-style-type: none"> What is America's appropriate role in the post Cold War world?
	The United States enacted controversial domestic and foreign policy in an effort to confront terrorism.	<ul style="list-style-type: none"> How do morals and social values interact with politics?
	America and the international community struggled with balancing the key concepts of liberty security, opportunity, democracy, and freedom in a world challenged by terrorism.	<ul style="list-style-type: none"> What is the appropriate balance between individual rights and the need to secure the nation?
	KNOWLEDGE	SKILLS
	Students will know:	Students will be able to:

<p>6.1.12.A.15.b: Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</p> <p>6.1.12.A.15.c: Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.</p> <p>6.1.12.A.15.d: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.</p> <p>6.1.12.A.15.e: Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.</p> <p>6.1.12.A.15.f: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.B.15.a: Evaluate the effectiveness of the United States government's efforts to provide humanitarian assistance during international natural disasters and times of crises.</p> <p>6.1.12.C.15.a: Relate the role of America's dependence on foreign oil to its economy and foreign policy.</p> <p>6.1.12.C.15.b: Assess economic priorities related to international and domestic needs, as reflected in the national budget.</p> <p>6.1.12.D.15.a: Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations</p>	<p>The conservative agenda of the 1980s included goals to decrease the size of the federal government, promote family values and patriotism, stimulate business, reduce government regulation and taxes, and strengthen national defense.</p> <p>Ronald Reagan's conservative administration advocated supply side economics (trickle-down economics), arguing that tax cuts increased investments by the private sector, production jobs, and prosperity.</p> <p>Reagan's policies brought economic recovery and lower inflation as well as record budget deficits that severely restricted big government.</p> <p>The gay community was the first population to be impacted by the AIDS epidemic, but the heterosexual community experienced a rapid spread of the disease particularly among intravenous drug users.</p> <p>Iran-Contra called into question the ethics of the Reagan administration's foreign policy practices as well as Reagan's leadership.</p> <p>Numerous factors contributed to the end of the Cold War: war in Afghanistan devastated the Soviet Union; the Soviet government failed to address economic decline, in the Soviet Union and its satellite nations; growing discontent with the tactics of communist police; the rise to power of Mikhail Gorbachev.</p>	<p>Evaluate the goals of the conservative movement.</p> <p>Describe Ronald Reagan's personal and political background and his political, social, and economic views.</p> <p>Evaluate Ronald Reagan's economic policies and the impact of these policies on American society.</p> <p>Describe the characteristics and extent of the drug and AIDS epidemics, their impact on the American people and on American society.</p> <p>Assess the reaction of the American people to the Iran Contra scandal and hearings, along with the revelations concerning Reagan's management style.</p> <p>Describe what led to the end of the Cold War and the collapse of the Soviet Union.</p>
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<p>Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.</p> <p>6.1.12.D.15.c: 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.</p> <p>6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.</p> <p>6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.</p> <p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11-12.4 - Determine the meaning of words and phrases as they are used in a text, including</p>	<p>The U.S. led a massive air assault, known as Operation Desert Storm, when Iraq's President Saddam Hussein invaded Kuwait.</p> <p>In 1992, despite the serious challenges from Ross Perot, the third party candidate, the Democrats were able to capture the majority of elderly and blue collar workers that had previously voted Republican which ultimately led to the election of William Jefferson Clinton.</p> <p>Deficit reduction was the key element of Clinton's economic plan which included increased appropriations for education and job training as well as the signing of NAFTA.</p> <p>Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.</p> <p>KEY TERMS: New Right, affirmative action, reverse discrimination, Conservative Coalition, New Conservatism, moral majority, Ronald Reagan, Reaganomics, supply-side economics, Strategic Defense Initiative, Sandra Day O'Connor, deregulation, Geraldine Ferraro, George H. W. Bush, Operation Desert Storm, HIV & AIDS, pay equity, L. Douglas Wilder, Jesse Jackson, Lauro Cavazos, Antonia Coello Novello, Mikhail Gorbachev, Glasnost, Perestroika, INF Treaty, Tiananmen Square, Sandinistas, Contras, Operation Desert Storm, William Jefferson Clinton, Hillary</p>	<p>Evaluate the causes of the Persian Gulf War and its impact on American society.</p> <p>Explain the significance of the presidential election of 1992.</p> <p>Describe William Clinton's personal and political background and his political, social and economic views.</p> <p>Analyze and evaluate current challenges facing the United States and their possible solutions.</p>
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<p>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).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific</p>	<p>Rodham Clinton, H. Ross Perot, NAFTA, Newt Gingrich, Contract with America, Al Gore, George W. Bush, September 11, Barack Obama, War on Terror, Osama Bin Laden, Bill Gates, NASDAQ, dotcom, General Agreement on Tariffs and Trade (GATT), internet, Telecommunications Act of 1996, Genetic Engineering, urban flight, gentrification, Proposition 187</p>	
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<p>procedures/experiments, or technical processes.</p> <p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Comparing and discussing the Patriot Act to other limits on civil liberties during times of national crisis, such as the Alien and Sedition Acts. • Discuss whether the government was justified in each of the instances. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will research the foreign and domestic policies of Reagan, Bush, Clinton, and Bush along with the key social issues of the late 20th century and present them in small groups. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT IX: The Age of Change (1980-Present)

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT IX: The Age of Change (1980-Present) <ul style="list-style-type: none"> ● Reagan and the Revival of Conservatism ● Societal Issues at the End of the 20th Century ● The End of the Cold War ● Persian Gulf War ● The Clinton Era ● Current Issues 	<p>Ronald Reagan: “Evil Empire Speech” (1983)</p> <p>Ronald Reagan: “Tear Down This Wall Speech” (1987)</p> <p>Mikhail Gorbachev: “Perestroika” (1987)</p> <p>Maya Angelou: “On the Pulse of Morning” (1993)</p> <p>The National Security Strategy of the United States of America (2002)</p>

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT X: Post-Exam Unit

TRANSFER: Students will synthesize their knowledge of United States history to formulate their opinions on the current state of the nation.		
STANDARDS/GOALS:	ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
6.3.12.D.1: Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy.	The United States has seen both immense change and revival of trends in its foreign and domestic policies over the last 241 years.	<ul style="list-style-type: none"> To what extent is the perception of America changing?
6.3.12.D.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	Innovations in technology and advancements in social issues have changed the landscape of American pop culture.	<ul style="list-style-type: none"> What cultural trends have had the biggest impact on our society over the past 50 years?
	KNOWLEDGE	SKILLS
<p>RH.11-12.1 - Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>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</p>	<p>Students will know:</p> <p>A variety of topics are constantly changing and evolving in American society, including international issues, world health issues/epidemics, women's issues, health care, LGBT+ issues, constitutional rights, and climate change.</p> <p>The innovations in the television, music, film, theater, and the internet have allowed for a diverse popular culture to thrive in the last part of the 20th century.</p> <p>VOCABULARY & KEY TERMS: Vocabulary and key terms will vary depending on student choice of project topics.</p>	<p>Students will be able to:</p> <p>Identify the hot button issues that have captured our nation's attention and examine the points of view associated with those issues.</p> <p>Research, critique, and present findings on a major pop culture movement/genre.</p>

<p>meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>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.</p> <p>RH.11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.</p> <p>WHST.11-12.1.A-E - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.2.A-E - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p>		
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<p>WHST.11-12.4.A - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11-12.10.A - 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>		
<p>ASSESSMENT EVIDENCE: Students will show their learning by:</p> <ul style="list-style-type: none"> • Creating an analytical and opinion-based research project and accompanying artistic representation. <p>KEY LEARNING EVENTS AND INSTRUCTION:</p> <ul style="list-style-type: none"> • Students will research and present a pop culture movement or trend from the second half of the 20th century. • Students will present their opinion-based project and artistic representation. 		

RANDOLPH TOWNSHIP SCHOOL DISTRICT
Advanced Placement United States History II
UNIT X: Post-Exam Unit

SUGGESTED TIME ALLOTMENT	CONTENT-UNIT OF STUDY	SUPPLEMENTAL UNIT RESOURCES
4 Weeks	UNIT X: After Exam Unit <ul style="list-style-type: none"> Content will depend on student's chosen topic. 	<p>Barack Obama: "The Audacity of Hope: Thoughts on Reclaiming the American Dream" (2007)</p> <p>George W. Bush: "Decision Points" (2010)</p> <p>David McCullough: "The American Spirit: Who We Are and What We Stand For" (2017)</p>

APPENDIX A

Resources:

Brinkley, Alan. American History: A Survey. McGraw-Hill, 13th Edition, 2008. ISBN 978-07-891697-7

AP Achiever. McGraw-Hill.