

East Penn School District
Secondary Curriculum

A Planned Course Statement
for
Advanced Placement United States History

Course #	Grades	Department
260	10th and 12th	Social Studies

Length of Period (mins): 41 min periods

Total Clock Hours: 123 hours

Periods per Cycle: 6

Length of Course (years): 1.0

Type of Offering: Elective

Credit: 1.0

Adopted: 2014

Developed by:

Pam Hunter and Melissa Moxley

Description of Course:

Course Title: AP United States History - #260

Description: Advanced Placement United States History is a full year course which is the equivalent of an introductory college course. The ninth and tenth grade survey courses, American Studies I and American Studies II, prepare students to examine United States History in a conceptual and analytical manner. Chronological reasoning, comparing and contextualizing, crafting historical arguments with historical evidence, and interpreting and synthesizing historical narratives will be emphasized.

This course explores America's History from 1491 to the present. Throughout the year, students examine relevant primary source documents relating to each unit's big ideas. Additionally, students will develop their note taking, essay writing, and test taking skills. They will also present oral reports and submit papers relating to those topics at various times during the year.

Emmaus High School offers the opportunity for students to take the AP United States History exam in the spring. Students have the option to take the exam, a high score on the exam will equivate to college credit at most colleges and universities.

This course is structured around the nine-part period framework, as well as thematic learning objectives, created by the College Board. Each part is divided into thematic understanding using the learning objectives while exploring the material in fourteen units during the year.

Learning Objective Codes:

ID - Identity

WXT - Work, exchange and technology

PEO - Peopling

POL - Politics and power

WOR - America in the world

ENV - Environment and geography (physical and human)

CUL - Ideas, beliefs and culture

Goals: AP US History is designed to provide students conceptual and analytical skills to evaluate critically events and issues in American History. Students will develop their skills in order to gain a deeper understanding of vital events that impacted America as mandated by the College Board.

Requirements:

Text: Heneretta, James A., *et al.* America's History for the AP Course. 8th ed. New York: Bedford/St. Martin's, 2014

[CR1]

Additional Resources:

Bailey, Thomas A. and David M. Kennedy. The American Spirit: Volume I. Lexington, Massachusetts: D.C. Heath and Company, 1994. **[CR1b, CR3]**

Bailey, Thomas A. and David M. Kennedy. The American Spirit: Volume II. Lexington, Massachusetts: D.C. Heath and Company, 1994. **[CR1b, CR3]**

ONE of the following:

Woodward, Bob and Carl Bernstein. All the President's Men. Riverside, New Jersey: Simon & Shuster, 1994. **[CR1c]**

X. Malcolm, Alex Haley, Attallah Shabazz. Autobiography of Malcolm X: As told to Alex Haley. New York, NY: Ballantine Books, Inc, 1987. **[CR1b, CR3]**

Key to Levels of Achievement
(Listed with each learning objective)

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| Awareness (A) | Students are introduced to concepts, forms, and patterns. |
| Learning (L) | Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process. |
| Understanding (U) | Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level. |
| Reinforcement (R) | Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication. |

Big Ideas	Standard	Concepts What students should know (key knowledge) Essential Questions	Competencies What students should be able to do (key skills) Students will:	Assessment	Possible Learning Activities	Duration
Period 1: (1491 - 1607) On a North American Continent controlled by Native Americans, contact among peoples of Europe, the Americas and West Africa created a new world.	CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I	<ul style="list-style-type: none"> • (1.1) North American native populations developed a vast variety of social, economic and political structures based partly on their interactions with the environment and each other before the Europeans arrived. • (1.2) The Columbian Exchange was a result of European overseas expansion. • (1.3) The world views of Europeans, Africans and Native Americans were challenged by their contact with each other. 	<ul style="list-style-type: none"> • The students will identify how Native American, European and African empires and kingdoms secured and sustained their power. (WXT-1) • The students will cite how ordinary people benefitted from or suffered under the Native American, European and African empires and kingdoms' rule. (POL-1, CUL-1) • The students will describe the role religion and spirituality shaped the experience of ordinary people on all three continents. (WXT-1) • The students will understand why exotic goods contributed to the development of trade among North America, Europe and Africa. (WXT-1) • The students will compare and contrast plantation colonies versus Neo-Europes. (WXT-4) • The students will identify how European competition in the Americas was shaped by Spain's conquest of Central Mexico and the 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned readings. [CR5, CR9]	<ul style="list-style-type: none"> • Chapter 1 (pages 30-39) <u>America's History</u> discussion. • Chapter 2 <u>America's History</u> discussion. • Primary source readings: Fact Sheet List • Analysis of Bernal Diaz del Castillo's <u>Cortes and Montezuma Meet</u> and Friar Bernardino de Sahagun's <u>Aztec Elders Describe the Behavior of Montezuma</u> (p. 32-33) [CR3] • Columbian Exchange Map Analysis (p.44) [CR3, CR7] • Historical interpretation of "Who was Pocahontas?" using primary sources such as Robert Vaughn's engraving of Pocahontas saving Smith's life, from John Smith's <u>Generall Historie of Virginia</u>, (1624) and the <u>Portrait of Pocahontas</u> by 	10 days

			<p>Andes. (POL-1)</p> <ul style="list-style-type: none"> • The students will explain why the Protestant Reformation affected European competition.(PEO-1) • The students will identify the “push factors”, why people departed England in the 17th as well as the “pull factors”, to American regions. (PEO-1) • The students will describe how ecological and environmental factors shaped colonial expansion. (WOR-1, ENV-4)) • The students will identify the impact expansion had on ecology and the environment in America.(ENV-1) • The students will list the factors for European dominance in America over Native Americans and Africans. (CUL-1) <p>[CR4]</p>		<p>Somon Van De Pass (p. 50-51). [CR3, CR6, CR7, CR12, CR13]</p> <ul style="list-style-type: none"> • Examine the map of river plantations (p. 54).[CR7] • Discussion of similarities & differences of plantation life using <u>Henry Whistler’s Journal</u>, 1655 and William Wood’s <u>New England’s Prospect</u>, 1634 (p. 57). [CR3, CR6, CR11, CR12, CR13] • Discuss causes of Metacom’s War (p. 68). [CR3, CR8] <p>[CR2]</p>	
<p>Period 2: (1607 - 1754) Europeans and American Indians maneuvered and fought for dominance, control and security in North America, and</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B</p>	<ul style="list-style-type: none"> • (2.1) Differences in imperial goals, cultures and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization. • (2.2) European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples. • (2.3) The increasing political, economic and cultural exchanges within the “Atlantic World” had a profound impact on the 	<ul style="list-style-type: none"> • The students will identify the strategies used by Charles II and James II to try to gain more centralized control over England’s American colonies. (ID-1, ENV-4) • The students will cite the goal in the creation of the Dominion of New England.(ID-1) 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes 	<ul style="list-style-type: none"> • Chapter 3 <u>America’s History</u> discussion. • Chapter 4 <u>America’s History</u> discussion. • Primary Source Readings: Fact Sheet List. • Navigation Acts chart examination.[CR7] 	<p>Duration: 13 days.</p>

<p>distinctive colonial and native societies emerged.</p>	<p>CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I</p>	<p>development of colonial societies in North America.</p>	<ul style="list-style-type: none"> • The students will discuss the effect on the colonies and Native Americans due to England’s warfare beginning in 1689.(PEO-4, POL-1) • The students will describe the South Atlantic System and its impact on colonial society. (WXT-4, WXT-1) • The students will explain how the institution of slavery developed as well as the regional differences in its development.(WXT-4, WXT-1) • The students will compare the lives of those living in the south, the middle colonies, the backcountry and New England.(ID-1, POL-1) • The students will cite how poorer colonists maintained their autonomy from the powerful landlords and institutions as well as the formation of regional identities. (WXT-4) • The students will understand how to create and will write a DBQ response. [CR5] • The students will explain the role the print and transportation revolutions had on transforming the colonial economy and culture in the 18th century. (CUL-4) 	<p>on one of the assigned readings. [CR5, CR9]</p>	<ul style="list-style-type: none"> • African Slave Trade Map impact.[CR7] • Olaudah Equiano excerpt from <u>The Interesting Narrative of the Life of Olaudah Equiano</u> discussion (p. 95). [CR3, CR6] • Population Increase Chart form South Carolina, 1700-1740 discussion (p.97). [CR3, CR7, CR9, CR10] • Group analysis of Servitude v. Slavery using slave advertising, <u>The Penitential Tyrant</u> print, and other primary sources (p.98-99). [CR3, CR6, CR7, CR13] • Triangle Trade Map analysis (p.104). [CR3, CR7] • Rise of Colonial Self-Government discussion using “Confronting the House of Burgesses” and “A Plea for Assistance” (p. 98-99). [CR3, CR6, CR8, CR10]
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			<ul style="list-style-type: none"> • The students will discuss why the British success in the Seven Years' War affected everyday colonists. (ENV-4) • The students will discuss the impact on Native Americans' strategies to coexist with the British. (CUL-1, CUL-4, PEO-4) • The students will explain how colonial economic developments influenced the formation of new cultural identities. (CUL-1) • The students will identify the types of charters. (PEO-1) • The students will cite the goods transported in the Triangle Trade.(WXT-1) [CR4] 		<ul style="list-style-type: none"> • Art analysis; John Collet's <u>Georgia White Field Preaching</u> (p. 115). [CR3, CR6] • Small group discussion on women's labor using primary sources (p. 118-119). [CR3] • Ethnic and Religious Diversity discussion using maps from 1775 and 1750 respectively (p. 125-126). [CR3, CR7, CR9, CR12, CR13] • Transatlantic Migration 1500-1760 chart analysis. [CR3, CR7, CR9, CR11] 	
<p>Period 3: (1754 - 1800) British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E</p>	<ul style="list-style-type: none"> • (3.1) Britain's victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists and Native Americans, culminating in the creation of a new nation: the United States. • (3.2) In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic and cultural ideas, challenged traditional imperial systems across the Atlantic world. • (3.3) Migration within North America, cooperative interaction and competition for resources raised questions about 	<ul style="list-style-type: none"> • The students will identify why the British resorted to increasing colonial revenue and increasing colonial control. (POL-1) • The students will cite the various colonial protests that resulted from British action, and explain why they happened.(ID-1, POL-1, WOR-2) • The students will discuss the impact republican ideas, the Enlightenment and common law had on 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned readings. 	<ul style="list-style-type: none"> • Chapter 5 <u>America's History</u> discussion. • Chapter 6 <u>America's History</u> discussion. • Chapter 7 <u>America's History</u> discussion. • Chapter 8 <u>America's History</u> discussion. • Primary source readings: Fact Sheet List. 	20 days

<p>American republic, along with struggles over the new nation's social, political and economic identity.</p>	<p>CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I</p>	<p>boundaries and policies, intensified conflicts among the peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.</p>	<p>compromises. (ID-1, WXT-1, WOR-2)</p> <ul style="list-style-type: none"> • The students will identify the compromises suggested as alternatives to independence.(POL-1, CUL-4, WOR-2) • The students will cite the main reasons the British lost the war for Independence.(ID-1) • The students will compare and contrast the Federalist and Anti-federalist vision for the new nation. (ID-1, WXT-1) • The students will contrast the VA plan and the NJ plan at the Constitutional Convention.(CUL-4) • The students will identify the role war debt and inflation had on the development of political institutions.(CUL-4) • The students will explain why Alexander Hamilton promoted the creation of a permanent national debt and a national bank.(CUL-4, ID-1) • The students will discuss why Republicans opposed Hamilton's economic plan. (CUL-4, ID-1) • The students will identify the significance of the French and Haitian Revolution and its effects on the United States economy, politics and 	<p>[CR5, CR9]</p>	<ul style="list-style-type: none"> • Small group primary source analysis of Proclamation Line Patterns including the painting "Indians Giving a Talk to Colonel Bouquet." [CR3, CR7] • Paul Revere Boston Massacre engraving discussion. [CR3, CR7] • Reading and discussion of the Declaration of Independence. • Discussion of Thomas Paine's <u>Common Sense</u>. [CR3, CR7] • <u>Marbury v. Madison</u> synopsis reading and discussion. [CR3] • Small group discussion of 18th & 19th century married life using secondary sources. [CR3, CR6, CR9, CR11, CR12, CR13] <p>[CR2]</p>
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			<p>westward expansion.(ID-4)</p> <ul style="list-style-type: none"> • The students will identify the significance of the Supreme Court Case, Marbury v. Madison. (POL-5) • The students will cite the roles American republican culture and increased evangelism had on the Second Great Awakening. (ID-1, CUL-2, WOR-2) • The students will compare and contrast republican culture and evangelism.(ID-1, CUL-2, CUL-4) • The students will trace the changes in women’s private and public lives in 179 and 1820. (ID-1, CUL-2, CUL-4) <p>[CR4]</p>			
<p>Period 4: (1800 - 1848) The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial and demographic changes.</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F</p>	<ul style="list-style-type: none"> • (4.1) The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them. • (4.2) Developments in technology, agriculture and commerce precipitated profound changes in U.S. settlement patterns, regional identities, gender and family relations, political power and distribution of consumer goods. 	<ul style="list-style-type: none"> • The students will identify the impact of the economic revolution on various social classes and groups. (POL-3, ID-1) • The students will cite the various reform movements as well as their purposes and strategies.(ID-1, CUL-2, CUL-4, POL-3) 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned readings. <p>[CR5, CR9]</p>	<ul style="list-style-type: none"> • Chapter 9 America’s History discussion. • Chapter 10 America’s History discussion. • Chapter 11 America’s History discussion. • Chapter 12 America’s History discussion. • Primary source readings: Fact Sheet List. 	<p>20 days.</p>

CC.8.6.11-12.G
CC.8.6.11-12.H
CC.8.6.11-12.I

- (4.3) U.S. interest in increasing foreign trade, expanding its national borders and isolating itself from European conflicts shaped the nation's foreign policy and spurred government and private initiatives.

- The students will discuss the short and long term impact of Andrew Jackson and the Democratic party.(POL-5)
- The students will cite the issues surrounding the tariff crisis.(POL-5)
- The students will identify the Constitutional debates relating to internal improvements, the tariff and nullification.(POL-5)
- The students will discuss the federal and state government's policies toward Native Americans between the 1790's and 1850's.(PEO-5)
- The students will cite the reasons for the rise and fall of the Anti-Masonic and Whig parties.(POL-2)
- The students will identify the various reform societies and cite their purposes.(POL-2)
- The students will discuss why Southerners resisted ending slavery and sought to expand it.(POL-2)
- The students will compare and contrast the Northern and Southern societies by 1860.(ENV-3)

[CR4]

- Analysis of "Railroads in the North and South" map from 1850 & 1861. [CR3, CR7]
- Small group primary source analysis of technological innovation risks and rewards using lyrics from "The Waggoner's Curse", "Most Beautiful Streets" poster and various other excerpts. [CR3, CR6, CR7, CR13]
- Debate Catholic immigration using Lyman Beecher's "Catholicism Is Incompatible with Republicanism" and Orestes Brownson's "Catholicism as a Necessity for Popular Government" [CR3, CR6, CR11, CR13]
- "Tariff of Abominations" political cartoon analysis. [CR3, CR7]
- Small group discussion on Andrew Jackson's policies. [CR3]

					<ul style="list-style-type: none"> Analyze “Something More of Bloomerism” cartoon. [CR3, CR6] Small group analysis of Antebellum dance and social identity through art and primary source excerpts. [CR3, CR7] Discussion of the arguments for and against temperance. [CR3, CR12] Debate on the topic of free versus slave labor. [CR3] [CR2] 	
<p>Period 5: (1844 - 1877) As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war - the course and aftermath of which transformed American</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H</p>	<ul style="list-style-type: none"> (5.1) The United States became more connected with the world as it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries. (5.2) Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural and political issues led the nation into civil war. (5.3) The Union victory in the civil war and the contested Reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights. 	<ul style="list-style-type: none"> The students will identify why the Manifest Destiny ideology influenced the events during the 1840’s and 1850’s. The students will cite the constitutional arguments in slavery being expanded into the territories. (ID-2, WOR-5) The students will discuss the significance of the Dred Scott v. Sandford Supreme Court case.(POL-5) The students will identify the importance of the Compromise of 1850, 	<ul style="list-style-type: none"> Evaluation of class discussion. Primary source evaluation. Unit Test (multiple choice, identification and essay sections) Weekly quizzes on one of the assigned readings. [CR5, CR9] 	<ul style="list-style-type: none"> Chapter 13 America’s History discussion. Chapter 14 America’s History discussion. Chapter 15 America’s History discussion. Chapter 16 America’s History discussion. Primary source readings: Fact Sheet List. 	22 days

Society.	CC.8.6.11-12.I		<p>Kansas-Nebraska Act, and Dred Scott decision and their impact. (POL-6, WOR-5)</p> <ul style="list-style-type: none"> ● The students will compare and contrast the advantages and disadvantages of the North and South during the Civil War.(POL-1, ENV-3)) ● The students will identify the significance of the battles of Antietam, Gettysburg and Vicksburg.(ID-2, ENV-3) ● The students will write their second quarter DBQ essay. [CR5] ● The students will discuss and read orally the Gettysburg Address.(ID-2,WOR-2, CUL-5) ● The students will cite the importance of the Emancipation Proclamation and its timing.(ID-2,CUL-5) ● The students will identify the importance of the 13th Amendment.(ID-5) ● The students will cite the plans to reintegrate the Confederacy in the United States.(POL-2, POL-3) ● The students will compare and contrast Reconstruction plans.(POL-2, POL-3) 		<ul style="list-style-type: none"> ● Small group discussion on the Mexican War using primary sources. [CR3, CR6, CR8] ● “House Divided” speech discussion. [CR3] ● Discussion of Freedmen using primary sources. [CR3, CR6] ● Small group discussion on Western women’s rights using primary sources. [CR3, CR6, CR10] ● Analysis of stereotypes from Buffalo Bill’s Wild West posters. [CR3, CR6, CR7] <p>[CR2]</p>	
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			<ul style="list-style-type: none"> • The students will identify the successes and failures of reconstruction.(POL-2, POL-3) • The students will cite the purposes of the 14th and 15th Amendments.(CUL-2, CUL-5, ID-2) • The students will identify the policies and goals of Republicans during the Civil War and Reconstruction for economic growth. (CUL-2, CUL-5, POL-6,ID-2) • The students will discuss the development of the West and the policies which encouraged it.(ID-2, WXT-5, WXT-7, PEO-2, PEO-3) • The students will cite Native American policies and conflicts in the latter 19th century. (PEO-4, PEO-5, ENV-3) [CR4] 			
<p>Period 6: (1865 - 1898) The transfer of the United States from an agricultural to an increasingly industrialized and urbanized society brought about</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D</p>	<ul style="list-style-type: none"> • (6.1) The rise of big business in the United States encouraged massive migrations and urbanization sparked government and popular efforts to reshape the U.S. economy and environment and renewed debates over U.S. national identity. • (6.2) The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on immigrants, minorities and women. • (6.3) The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies. 	<ul style="list-style-type: none"> • The students will identify the impact American big business had on the economy and working class.(WXT-5, WXT-6, WXT-7) • The students will discuss the U.S. immigration patterns between the 1840’s and 1910’s.(PEO-2, PEO-3, ID-5) 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned 	<ul style="list-style-type: none"> • Chapter 17 America’s History discussion. • Chapter 18 America’s History discussion. • Chapter 19 America’s History discussion. • Chapter 20 America’s History discussion. 	20 days

<p>significant economic, political, diplomatic, social, environmental and cultural changes.</p>	<p>CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I</p>		<ul style="list-style-type: none"> ● The students will cite examples of the immigration process to enter the U.S. at the turn of the century.(ID-5, POL-3) ● The students will identify the various labor unions in the latter half of the 19th century.(WXT-5) ● The students will compare and contrast the labor unions.(WXT-5) ● The students will identify the significance of John D. Rockefeller and Andrew Carnegie.(WXT-5), ID-2, CUL-5) ● The students will cite the significance of the Plessy v. Ferguson decision.(POL-5, CUL-5) ● The students will identify examples of early conservation and preservation in U.S. History.(ENV-4, ENV-5) ● The students will discuss the changes in women’s private and public lives post Civil War.(POL-3,, CUL-4, ID-7) ● The students will identify the significance of Booker T. Washington and his beliefs.(CUL-5) ● The students will name the leading industrial cities at the turn of the twentieth century as well as cite their features and common innovations.(WXT-6, 	<p>readings. [CR5, CR9]</p>	<ul style="list-style-type: none"> ● Primary source readings: Fact Sheet List. ● New Freedom v. New Nationalism activity. ● Victorian Era advertisement analysis. [CR3, CR7] ● Small group discussion of Social Darwinism using primary sources. [CR3, CR6] ● Small group analysis using primary sources from the Triangle Shirtwaist Fire. [CR3, CR6] ● Class discussion of the role of the president from 1880 - 1917 as well as the techniques used to win elections. [CR3, CR6, CR9, CR10, CR12, CR13] ● Political cartoon analysis “Elephant + Bull = Donkey” [CR, CR73] <p>[CR2]</p>	
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WXT-7, ENV-3)

- The students will cite the purpose and problems of political machines.(POL-2, POL-3)
- The students will identify the purpose of Settlement Houses and their impact on American society.(POL-3, CUL-5)
- The students will describe tenement houses and contrast it with Settlement Houses.(CUL-5, POL-3, PEO-6)
- The students will discuss the role of muckrakers, cite specific muckrakers and list the causes they championed.(POL-3, CUL-5, CUL-3, PEO-6)
- The students will compare and contrast W.E.B. DuBois and Booker T. Washington.(CUL-5)
- The students will cite the causes of the economic recession of the 1890's.(WXT-6, WXT-7)
- The students will cite the impact of Vaudeville.(CUL-3)
- The students will compare and contrast New Freedom and New Nationalism.(WXT-6, WXT-7, WXT-8)
- The students will list progressive ideologies still present in American society. (WXT-7, POL-7)

			<ul style="list-style-type: none"> • The students will cite the far-reaching impact of the Pendleton Act.(WXT-7, POL-3) • The students will identify the long-term importance of Louis Brandeis on the Supreme Court. (POL-5) • The students will discuss the significance of the 16th and 17th Amendments.(POL-5) • The students will discuss the purpose of yellow journalism.(CUL-3) <p>[CR4]</p>			
<p>Period 7: (1890 - 1945) An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism and sought to define its international role.</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I</p>	<ul style="list-style-type: none"> • (7.1) Governmental, political and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. • (7.2) A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars and economic distress. • (7.3) Global conflicts over resources, territories and ideologies renewed debates over the nation’s values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural and economic position. 	<ul style="list-style-type: none"> • The students will cite the reasons for imperialism and where and why American expansion occurred.(WOR-6, WOR-7) • The students will identify the long-term impact of the Roosevelt Corollary.(WOR-6, WOR-7) • The students will discuss the purpose and perception of the open door policy.(WOR-6, wor-7) • The students will cite the imperialist and anti-imperialist positions over Hawaii.(WOR-6, WOR-7) • The students will identify the policies of Chinese and Japanese immigration at the turn of the century.(PEO-6) 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned readings. <p>[CR5, CR9]</p>	<ul style="list-style-type: none"> • Chapter 21 America’s History discussion. • Chapter 22 America’s History discussion. • Chapter 23 America’s History discussion. • Chapter 24 America’s History discussion. • Primary source readings: Fact Sheet List. • Watch segments from The Secret History of the KKK. • Discussion of the causes of WW I[CR8] • Propaganda discussion. [CR3] • Discussion of the causes of the 	22 days

- The students will name the reasons for America's entry into World War I.(WOR-4, WOR-7)
- The students will identify government organization and acts during the war, as well as their purposes.(POL-6, CUL-6)
- The students will write their 3rd Quarter DBQ response. [CR5]
- The students will cite the reasons for the controversy over the Treaty of Versailles. (WOR-3, WOR-4, WOR-7)
- The students will identify the economic and political impact of the United States' role in World War I had and the world perception that resulted. (WOR-3, WOR-4, WOR-7)
- The students will cite reasons for the Red Scare, and the government policies that resulted.(POL-7, ID-3)
- The students will discuss the impact of the Emergency Quota Act and National Origins Act.(POL-7, CUL-5, CUL-6, ID-3)
- The students will discuss the scandals surrounding President Harding's administration.(POL-2)

Great Depression [CR8]

- Great Depression photo discussion. [CR3, CR7]
- Photo analysis from Hiroshima and Nagasaki [CR3, CR7]
- Small group analysis using primary sources of the treatment of German-Americans in WW and Japanese-Americans in WWII. [CR3, CR6, CR11, CR12, CR13]
- "Dear Mrs. Roosevelt" letters discussion. [CR3, CR6, CR7]
- Class discussion of the causes of WWII [CR8]
- Small group analysis of WWII propaganda. [CR3, CR7]
- WWII Interactive PowerPoint of the European Theater with audio and animation.
- Listen to songs from WWI and WWII.[CR7]

[CR2]

- The students will cite the cultural impact of the Harlem Renaissance and Lost Generation. (CUL-3)
- The students will identify the factors which contributed to the 1920's economic boom.(WXT-6, WXT-8)
- The students will cite the leading causes of the Great Depression.(WXT-6, WXT-8)
- The students will identify the human toll the Great Depression had in the United States. (WXT-6)
- The students will discuss why the election of 1932 was so significant. (POL-4)
- The students will list and identify the purpose of New Deal programs.(POL-4, CUL-5)
- The students will identify how the New Deal programs helped most Americans.(POL-4, CUL-5)
- The students will cite New Deal critics and their reasons for the criticism.(POL-4, CUL-5)
- The students will discuss the reasons for World War II.(POL-6, WOR-4)
- The students will identify the social changes in the United States. (POL-6,

			<p>CUL-6, CUL-7)</p> <ul style="list-style-type: none"> • The students will name American neutrality policies and their purposes. (PEO-4) • The students will identify the discrimination of Japanese and Japanese-Americans during World War II as well as the government's policies toward those groups. (ID-6, POL-5) • The students will compare and contrast the treatment of German Americans in WWI w/Japanese Americans in WWII. (ID-6, POL-5, CUL-5) • The students will name significant battles of WWII. (POL-6, WOR-7) • The students will compare and contrast the Fourteen Points with the Atlantic Charter. (WOR-7, WOR-4) • The students will discuss the reasoning and later controversy of the use of atomic bombs. (WXT-3, WOR-4) • The students will identify the atrocities of the Holocaust. (WOR-7, ID-3) <p>[CR4]</p>			
Period 8: (1945 - 1980)	CC.8.5.11-12.A CC.8.5.11-12.B	<ul style="list-style-type: none"> • (8.1) The United States responded to an uncertain and unstable postwar world by 	<ul style="list-style-type: none"> • The students will identify the causes and events 	<ul style="list-style-type: none"> • Evaluation of class 	<ul style="list-style-type: none"> • Chapter 25 America's History 	25 days

CC.8.5.11-12.C
CC.8.5.11-12.D
CC.8.5.11-12.E
CC.8.5.11-12.F
CC.8.5.11-12.G
CC.8.5.11-12.H
CC.8.5.11-12.I
CC.8.5.11-12.J
CC.8.6.11-12.A
CC.8.6.11-12.B
CC.8.6.11-12.C
CC.8.6.11-12.D
CC.8.6.11-12.E
CC.8.6.11-12.F
CC.8.6.11-12.G
CC.8.6.11-12.H
CC.8.6.11-12.I

asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.

- (8.2) Liberalism, based on anti-communism abroad and firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid-1960's and generated a variety of political and cultural responses.
- (8.3) Postwar economic, demographic and technological changes had a far-reaching impact on American Society, politics and the environment.

leading to the Cold War.(WOR-,7, POL-6)

- The students will discuss the meaning of Churchill's "Iron Curtain" speech.(WOR-7, POL-6)
- The students will cite US foreign policy legislation during the Cold War.(POL-6, WOR-7)
- The students will identify the significance of the Bay of Pigs and Cuban Missile Crisis.(WOR-7, POL-6, WOR-8)
- The students will discuss the domestic impact of the anti-communist crusade had post WWII and through the 1950's.(POL-6, WOR-8, IC-3)
- The students will identify the role of the United States in Vietnam.(WOR-7, POL-6)
- The students will cite the factors that led to the economic prosperity of post WWII. The students will describe the 1950's suburban life and middle-class consumption.(CUL-6, CUL-8, ID-7)
- The students will identify the period of the Baby Boom and its long-term impact.(ID-7, CUL-6, CUL-7)

discussion.

- Primary source evaluation.
 - Unit Test (multiple choice, identification and essay sections)
 - Weekly quizzes on one of the assigned readings.
- [CR5, CR9]**

discussion.

- Chapter 26 America's History discussion.
- Chapter 27 America's History discussion.
- Chapter 28 America's History discussion.
- Primary source readings: Fact Sheet List.
- Watch "Duck and Cover"
- Class discussion of the results of the Bay of Pigs invasion and the impact on JFK's "flexible response". [CR3, CR6, CR8, CR9, CR13]
- Read orally JFK's "Quarantine Speech"
- Show political cartoons from the Berlin Airlift. [CR7]
- Show "Dear America: Letters Home from Vietnam"
- Autobiography of Malcolm X and summer reading discussion groups shared with class.[CR6, CR10]
- Roe v. Wade

- The students will cite the origins of the Civil Rights Movement.(ID-8, CUL-5)
- The students will explain the increase in Civil Rights protests and non-violent tactics. after the Montgomery Bus Boycott.(ID-8, CUL-5)
- The students will identify the shift from non-violent protest to violent means by the 1960's.(ID-8, CUL-5, CUL-6)
- The students will list government policies and actions that were in support of the Civil Rights Movement.(ID-8, CUL-5, CUL-6)
- The students will name Great Society programs and identify those that remain today.(POL-4)
- The students will identify the role television played in the 1960 election. (CUL-7)
- The students will cite key decisions of the Warren Court.(POL-5)
- The students will cite examples of feminism.(CUL-5, CUL-6, CUL-7, ID-7)
- The students will name ways the government addressed environmental issues.(ENV-5, CUL-7, WXT-8)
- The students will identify reasons for the 1970's

debate. [CR, CR63]

- Small group analysis using primary sources of the suburban lifestyle post WWII. [**CR3, CR7, CR9**]
- Small group discussion of the ERA debate. [CR3, CR6]

[CR2]

			<p>stagnated economy.(WXT-8, WXT-3)</p> <ul style="list-style-type: none"> • The students will discuss the impact of the Watergate scandal.(POL-2) • The students will identify leading foreign policy events of the Carter Administration.(WOR-3, WOR-4, WOR-8) <p>[CR4]</p>			
<p>Period 9: (1980 - present) As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in</p>	<p>CC.8.5.11-12.A CC.8.5.11-12.B CC.8.5.11-12.C CC.8.5.11-12.D CC.8.5.11-12.E CC.8.5.11-12.F CC.8.5.11-12.G CC.8.5.11-12.H CC.8.5.11-12.I CC.8.5.11-12.J CC.8.6.11-12.A CC.8.6.11-12.B CC.8.6.11-12.C CC.8.6.11-12.D CC.8.6.11-12.E CC.8.6.11-12.F CC.8.6.11-12.G CC.8.6.11-12.H CC.8.6.11-12.I</p>	<ul style="list-style-type: none"> • (9.1) A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government. • (9.2) The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role. • (9.3) Moving into the 21st century, the nation continued to experience challenges stemming from social, economic and demographic changes. 	<ul style="list-style-type: none"> • The students will identify the role of the New Right.(POL-4, CUL-7) • The students will discuss the domestic and international policies of Ronald Reagan.POL-4) • The students will identify the events that led to the fall of the Soviet Union.(WOR-4, WOR-7, WOR-8) • The students will discuss the long-term significance of the 1991 Persian Gulf War. (WOR-3, WOR04, POL-6) • The students will discuss America's international role since the end of the Cold War.(WOR-3, WOR-4) • The students will cite the role technology played since the 1990s.(WXT-3) 	<ul style="list-style-type: none"> • Evaluation of class discussion. • Primary source evaluation. • Unit Test (multiple choice, identification and essay sections) • Weekly quizzes on one of the assigned readings. <p>[CR5, CR9]</p>	<ul style="list-style-type: none"> • Chapter 30 America's History discussion. • Chapter 31 America's History discussion. • Primary source readings: Fact Sheet List. • Small group discussion of American immigration policies since 1965 using primary sources. [CR3, CR6, CR7] • Political Ideology survey to define "conservative" and "liberal" ideologies. • Viewing of 9/11, containing footage of the attacks. 	10 days

science and technology.

- The students will identify domestic and international events of Clinton's presidency. (WOR-7, WOR-8, POL-6)
 - The students will identify the significance of 9/11 and its long-term impact. (CUL-5, WOR-8)
 - The students will cite the significance of the 2008 election and the issues ahead. (POL-4, WOR-8)
- [CR4]**

- Class discussion regarding America's role in global politics in the future. [CR3, CR6, CR12, CR13]
- [CR2]**