

COURSE TITLE

AP US History II

LENGTH

Full Year
Grade 11

DEPARTMENT

Social Studies

SCHOOL

Rutherford High School

DATE

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Initial BOE Approval Date (Born on): 6/15/2015

AP US History II

I. Introduction/Overview/Philosophy

Building upon the knowledge and skills developed and learned in previous social studies courses, students will continue their in-depth studies and preparation for the Advanced Placement examination. The course meets the New Jersey Student Learning Standards, the AP College Board requirements, the Consumer, Family, and Life Skills Standards, the New Jersey History, Holocaust, Genocide and Amistad Mandates.

The course is open to students who met the criteria found later in this document, have an A- average in social studies, and are recommended by the social studies teacher. Since it is taught at a college level, the students are expected to work at a high level, do extensive and intensive readings of primary and secondary sources, continue developing their analytical abilities, form accurate conclusions from available information, analyze various historians' views, and improve their skills with the available technology. Each student enrolled in this course is mandated to take the Advanced Placement United States History Examination and do well so as to earn full college credit.

II. Objectives

Course Outline:

Unit 1– The Last Frontier and New Imperialism (1865 – 1914)

A. The Last Frontier: How the West was Won

1. Cattle Kingdom: open-range ranching
2. Frontier & Cowboy Myths: Nationalism & Popular Culture
3. Building the Transcontinental Railroad
4. Subordination & dispersal of Native Americans (Wounded Knee, Dawes Act)
5. Farming the plains; problems in agriculture; agrarian discontent
6. Mining, immigration, and federal involvement

B. New Developments in American Foreign Policy

1. Capt. Mahon – Influence of Sea Power Upon History
2. Industrial Revolution – Need for markets and resources
3. Social Darwinism – missionaries, nationalism, economic imperialism
4. Debate over isolationism v. interventionism
 - Monroe Doctrine
 - Blaine and Pan-Americanism
 - Seward's purchase of Alaska; annexation of Hawaii
 - Olney Doctrine
 - Roosevelt Corollary
 - Dollar Diplomacy
 - Hay's Open Door Policy

C. Spanish American War

1. Cuban independence
2. Yellow Press
3. Debate over the *Maine* explosion

4. McKinley's Declaration of War
5. Debate on the Philippines

D. American Intervention in the World

1. Roosevelt Corollary and Latin America (American Pond, Banana Republics)
2. Panama Canal (Acquisition, Construction, Tolls, Return of the Canal)
3. Far East (Russo-Japanese War, Gentlemen's Agreement, Boxer Rebellion)
4. Gunboat, Dollar and Moral Diplomacy

Essential Questions:

1. How did intellectual, social, philosophical, and racial factors help to create a new nationalistic mood more receptive to overseas expansion in the late 19th century?
2. How did early American business and political interests in Cuba and the threats to those interests during Spanish rule of the island influence America's decision to go to war?
3. How did Teddy Roosevelt view America's role in the world, and how did sea power fit into his vision?

Unit 2 – Gilded Age and the Progressive Era 1870 – 1914

A. Agriculture

1. Transformation of agriculture (mechanized farming)
2. Grange Movement, Farmer's Alliance, Populism
3. Economic problems of farmers
4. Expansion of production and impact on price (supply/demand)
5. Gold standard v. silver and greenbacks

* McKinley vs. Bryan in the Election of 1896

B. Immigration

1. Melting pot v. Salad Bowl metaphors
2. "New" Immigrants and changing definitions of American "whiteness"
3. Growth of cities and urban living conditions (slums)
4. Political Machines – Tammany Hall

C. Industrial Expansion

1. Robber Barons v. Captains of Industry
2. Laissez-faire and Industrial Capitalism
3. Social Darwinism
4. Gospel of Wealth and 'self-made' man (Austrian School)
5. Horizontal and Vertical business models
6. 'Natural' monopolies

D. Challenge of Labor

1. Knights of Labor
2. Haymarket Square
3. Homestead Steel and Pullman Strike
4. Socialism & Anarchism
5. Collective v. individual bargaining
6. American Federation of Labor
7. IWW and "Big Bill" Haywood

E. Role of Government

1. Civil Service Act
2. Sherman Anti Trust Act
3. Interstate Commerce Act

F. Define “Progressives”

1. Progressive Amendments
2. Social Gospel
3. Municipal, state, and national reforms
4. Regulation

G. TR and the “Square Deal”

1. philosophy: regulation, “predatory wealth”
2. muckraking
3. regulating trusts
 - a. Northern Securities case [1903]
 - b. Hepburn Act; ICC [1906]
2. anthracite coal miners strike [1902]
3. western land policy/conservation
4. consumer protection
5. Eugene Debs & the socialist foil
6. Taft’s succession & the Election of 1912

H. Women’s Role

1. Traditional social roles; impact of industrialism
2. “Third” Great Awakening
3. Settlement Houses: Jane Addams & Lillian Wald
4. Temperance
5. Education & professionalism
6. Mental Health
7. Suffrage

Essential Questions

1. How did the relationship between employers and laborers evolve as a result of industrial expansion?
2. How did new social and intellectual movements buttress and/or challenge Gilded Age society?
3. How were businesses and their allies in government challenged by changing demographics, new regionalisms, and growing labor movements?
4. How did major legislation during the Progressive Era effectively expand the regulatory powers of the federal government?
5. How did Progressive reforms impact the operation and structure of both local and national government?

Unit 3 –World War I & the Roaring Twenties (1914 – 1929)

A. Wilson and “New Freedom”

1. philosophy
2. tariff reform (Underwood-Simmons Act)
3. banking reform (Federal Reserve Act [1913])
4. regulating trusts (FTC and Clayton Act)
5. political compromise (Federal Farm Loan Act, Adamson Act, 19th Amendment)
6. “Moral” Diplomacy and Latin America
7. 1916 Election

B. Causes of the Great War

1. Franz Ferdinand and the Alliance System
2. imperialism, industrialism, irredentism, militarism, nationalism, revanchism

C. Problems of U.S. Neutrality

1. naval warfare (submarines, blockades, Sussex Agreement)

2. economic & cultural ties
3. American perceptions of European governments

D. America Enters the War

1. resumption of unrestricted submarine warfare; Zimmerman Note
2. Fall of Tsarist government in Russia
3. U.S. government propaganda
4. debt issue

E. Resolution of the War

1. 14 Points & Treaty of Versailles
2. League of Nations
3. Reparations
4. Senate ratification fight

F. Consequences of the War

1. Red Scare, Palmer Raids (rise of J Edgar Hoover)
2. Labor Unrest
3. isolationism & unilateralism
4. disarmament
5. rescheduling war reparations & debts (Dawes Plan 1924)

G. Cultural Changes

1. Consumerism, automobile, marketing
2. Radio, mass media, entertainment: rise of Hollywood
3. Modernism in art & literature, art deco
4. Jazz Age & Harlem Renaissance: new American music & dance
5. Literary Themes – religious beliefs, alienation
6. Changing roles of women and the family (flappers)
7. Urban/Rural tensions – Scopes Trial
8. Immigration issues and legislation (Sacco/Vanzetti)
9. Revival of Ku Klux Klan and racial discrimination
10. Religious fundamentalism vs modernism

H. Voices for the Disfranchised

1. Washington; political connections, TBCU, respectability politics
2. duBois; Niagara Movement, NAACP
3. Garvey; Black Star & Black Nationalism

I. Economic Changes

1. Business cycles – Causes of the economic boom
2. Business productivity – mass production, advertising, management, tax cuts
3. Prohibition, bootlegging, rise of the mobs (Murder Inc)

Essential Questions:

1. How did President Wilson's philosophy on America's role in the European conflagration evolve?
2. How did Wilson's diplomatic philosophy affect the outcome of the Paris Peace Conference?
3. Why did economic expansion and recovery begin in 1922?
4. Why did the attitudes of the youth of the 1920s differ from earlier generations?
5. How did Darwinism and the Scopes trial symbolize the conflict between modernism and fundamentalism?
6. Why is the Federal Reserve System considered to be one of the most important domestic achievements of Wilson's administration?

Unit 4 - Depression/New Deal (1929 – 1940)**A. Economic Landscape**

1. Republican governments; Harding & Coolidge
 - a. Business Creed
 - b. Harding Scandals
1. labor & agricultural problems
2. housing costs
3. private debt; class inequity
4. overproduction / inventory
5. stock market, tariff policy, war debts

B. Wall Street Crash

1. Depression Indicators: stock market averages, GNP, CPI, Unemployment
2. Hoover's responses; Hovertowns, Bonus March
3. National despair: Dust Bowl

C. FDR & the New Deal

1. 1932 Election; Hoover v FDR, philosophical clashes
2. First New Deal
 - a. 100 Days, 'alphabet agencies'
 - b. immediate relief acts
3. Second New Deal; reform legislation
4. Criticism of the New Deal, from left & right
5. Rise of Organized Labor: CIO, labor strikes
6. End of the New Deal
 - a. recession of 1937
 - b. Supreme Court fight (court-packing scandal)
7. Social Impact of the New Deal
 - a. social values, women ethnic groups
 - b. Indian Reorganization Act
 - c. Mexican-American deportation; shift in attitudes toward
 - d. Racial issues, the "Solid South", and the "Southern Way of Life"
 - e. Eleanor Roosevelt – *My Day* articles from the Eleanor Roosevelt Papers Project

Essential Questions:

1. How did FDR change the role of the federal government during his first term as president?
2. To what extent were the acts of the Second New Deal reactions to political agitation and Supreme Court rulings?
3. How did the New Deal impact organized labor?

Unit 5 – World War II (1931 – 1945)**A. US Foreign Policy in the 1930s**

1. Good Neighbor Policy
2. London Economic Conference
3. Isolationism, Neutrality Legislation

B. Rise of Fascist Dictatorships

1. Japan (Manchuria, Stimson Doctrine, Rape of Nanking, *Panay*, Far East)
2. Germany (Rhineland, Sudetenland, Austria, Blitzkrieg)
3. Italy (Ethiopia, Albania, Spanish Civil War)

C. Response to Aggression

1. Appeasement (Munich)
2. Neutrality Acts
3. Lend-Lease Act
4. Cash-Carry Act
5. Destroyer-Base Deal
6. Atlantic Charter

D. Attack on Pearl Harbor

1. Debate over isolationism and interventionism
2. Embargo against Japan
3. U.S. Intelligence and Security
4. Bombing of Pearl Harbor
5. Declaration of War and a State of War

E. Second World War

1. War in the Pacific; Midway, Guadalcanal, Island-Hopping
2. War in North Africa
3. D-Day, European Theater, Fall of Berlin
4. The Holocaust; US responses, Nuremberg Trials, American Zionism
5. War Conferences (Tehran, Yalta, Potsdam) and the establishment of the UN
6. Decision to use the atomic bomb (Hiroshima, Nagasaki)

F. The Homefront

1. Financing the war
2. War economy (rations, production, labor, etc.)
3. Impact on African Americans, Women, Mexican Americans, etc.
4. Internment of Japanese Americans

Essential Questions:

1. Why were Americans supporting a neutral position in the 1930s regarding the growing political and military tensions in Europe? How did the Nye Commission hearings add to this point of view?
2. Why could the attack on Pearl Harbor be considered a tactical victory but a political blunder by Japan?
3. How did the United States justify the internment of Japanese-Americans during World War II?
4. How did American involvement in World War II affect women, African Americans, Asians, and Hispanics?
5. Why did the United States drop the atomic bomb?

Unit 6 - Foreign Policy – Cold War: 1945 to the Present Day**A. Origins of the Cold War**

1. Capitalism vs Communism: philosophical differences (Marshall Plan v COMECON)
2. Iron Curtain divides Europe
3. Containment and Security (Truman Doctrine, UN, NATO, etc)

B. Asia

1. Revolution in China
2. Korean War; limited war and MacArthur

C. Eisenhower Administration

1. Massive Retaliation v. Covert Actions (John Foster Dulles)
2. Berlin crisis
3. Nationalism in Latin America, Middle East, and Asia

4. Domino Theory
5. Khrushchev and Peaceful Coexistence
6. Sputnik & Immigration Policy

D. Kennedy and Johnson Administrations

1. Atomic Threat and Space Race
2. Flexible Response
3. Bay of Pigs
4. Cuban Missile Crisis
5. Vietnam escalates 1963-1968

E. Nixon Administration

1. Invasion of Cambodia
2. Pentagon Papers and Kent State
3. Vietnamization and Fall of Saigon
4. Détente with Russia and China

F. Middle East since 1967

1. Arab oil embargo and Energy Crisis
2. Camp David accords
3. Palestinian Homeland & Infitada
4. Iranian hostage crisis
5. Persian Gulf Wars

G. Reagan and Bush Administrations

1. Defense build-up
2. Star Wars
3. Diplomacy with Gorbachev
4. START Treaties
5. Fall of Communism
6. Central America (Nicaragua, Panama)
7. Iran Contra Scandal

H. Clinton and G.W. Bush Administrations

1. Police-keeping: Somalia, former Yugoslavia
2. Middle East peace process
3. Terrorism
4. Iraq, Afghanistan and North Korea

Essential Questions:

1. How did the United States attempt to control global reorganization after World War II?
2. How was the Korean War significant, how did it predict the United States' future involvement in Asia, and how did it impact the American commitment to fighting the cold war?
3. How did the Kennedy – Johnson administrations deal with the Cold War and Vietnam?
4. How did détente impact United States dealings with Communist countries?
5. To what extent did Reagan's foreign policy lead to the end of the Cold War?

Unit 7- Beatniks & Hippies: Domestic Policies in 1950's and 1960's

A. Political Issues

1. Taft-Hartley Act
2. HUAC
3. Alger Hiss

4. McCarthyism
- B. American People: Social Issues in the 1950's
 1. Affluent society and the "other America"
 2. Consumer culture, youth culture
 3. Consensus of values
 4. Suburbanization & the Sunbelt
 5. Critics of American society
 6. Literature and the "beat" society
 7. Impact of changes in science, technology, and medicine
- C. New Domestic Programs
 1. JFK's "New Frontier", LBJ's "Great Society"
 2. Tax cuts
 3. War on poverty
 4. Affirmative action
- D. Civil Rights Movement
 1. Dixiecrats and the 1948 presidential election
 2. The Warren Court and *Brown v. Board of Education*
 3. Emmett Till
 4. Montgomery bus boycott (SCLC)
 5. Greensboro sit-in (youth participation)
- E. Civil Rights and Civil Liberties
 1. African Americans; political, cultural, and economic roles
 2. The leadership of Martin Luther King, Jr.
 3. Resurgence of feminism; La Raza, AIM
 4. The anti-war movement and the Counterculture
 5. Emergence of the Republican Party in the South (Southern Strategy)
 6. The Supreme Court and the *Miranda* decision

Essential Questions:

1. How did the 2nd Red Scare demonstrate the impact of the Cold War on domestic policy?
2. How did key developments in technology transform consumer and industrial products and pave the way for the computer revolution?
3. How did consumerism and economic growth impact the American standard of living?
4. How did *Brown v. Board of Education* impact the Civil Rights movement?
5. How did the New Frontier and Great Society programs tackle the war on poverty?
6. Why did the Civil Rights movement divide over tactics and goals in the 1960s?
7. Why did the American public turn against the Vietnam War?

Unit 8- Rise of the New Right: Nixon, Reagan, and Beyond

- A. Election of 1968
 1. The "Silent Majority"; Southern Strategy
 2. Democratic Convention and the Chicago Seven
- B. New Federalism
- C. Supreme Court and *Roe v. Wade*
- D. Watergate Crisis and Resignation
 1. Saturday Night Massacre
 2. Investigation
 3. The imperial presidency
- E. 25th Amendment and the Ford Administration
- F. Economic Issues

1. Stagflation
2. Energy crisis
3. Deindustrialization

G. Social Issues

1. urban blight
2. education (“thorough and efficient”), busing
3. immigrant populations

H. Carter

1. Deregulation
2. Energy and inflation

I. Reagan

1. The New Right & Conservative Social Agenda
2. Tax cuts and budget deficits
3. Supply-side economics
4. Decline in power of labor
5. “Reagan Democrats” and realignment; “Morning in America”
6. Defense buildup and the end of the Cold War
7. Savings & Loan

J. Society and Culture

1. Old and new urban problems; health issues (HIV/AIDS), War on Drugs
2. Politics in a multicultural society, equal rights struggle (women, Latinos, Asians)
3. Resurgent fundamentalism
4. Revolutions in biotechnology, mass communications, and computers
5. The graying of America

K. The United States in the Post-Cold War World

1. Domestic and foreign terrorism –1993 and 2001 WTC bombings, US embassy bombings
2. Environmental issues
3. Foreign policy

Essential Questions:

1. What were the causes and consequences of the creeping inflation of the late 1960s and 1970s?
2. How did Nixon’s personality contribute to his downfall?
3. How did the rise of the New Conservatives shape American domestic policy?
4. How did the rise in terrorism as a political tactic shape American foreign policy in North Africa and the Middle East?
5. How did new technology change American society?

Unit 9 – Post AP Exam

- A. Civil Rights Movements post-1960s
- B. Structural vs Individuated Racial and Gender Discrimination
- C. Globalization and the World Trade Organization
- D. World Bank and the International Monetary Fund
- E. Capitalism & Global Climate Change
- F. Insurance & Health Care
- G. Social Security, Medicare, and Entitlement Programs

Essential Questions:

1. How will federal programs, such as Medicare and Social Security, change to meet demographic and economic changes?

2. How will multilateral organizations, such as the World Bank, WTO, and IMF, affect United States domestic and foreign policy?

Student Outcomes:

To prepare for the AP examination, the teacher has the flexibility to emphasize certain time periods of United States history being studied. Additionally, students will be taking practice Advanced Placement tests, which include multiple choice, writing free response and document-based essays. Students will be deeply immersed in United States history studies. They are expected to do in-depth research, prepare oral reports using the available technology, read primary and secondary sources extensively, and write essays. The work requires a rigorous pace of study and independent preparation by the student. They are also expected to think critically, and discuss historical issues at a college level. This will result in an in-depth understanding and knowledge of how their nation developed and where it may go in the future. Advanced Placement students are expected to develop the skills of a first-year college student by the end of the program.

Historical Thinking Skills

- Chronological reasoning
 - historical causation
 - patterns of continuity and change over time
- Comparison and Contextualization
- Crafting Historical Arguments from historical evidence
 - historical argumentation
 - appropriate use of relevant historical evidence
 - Historical interpretation and synthesis

Students will be able to:

- Demonstrate a knowledge of American History comparing favorably to that of a college student who has completed two semesters' work in the same subject.
- Construct major research papers, properly delineated and documented, based on accepted techniques for doing such a paper.
- Identify the principal interpretations of the major events in American History.
- Prepare, in a timed period, a valid essay based on a given set of documents.
- Identify the principal sources of research available to American History students.
- Indicate a general knowledge of America's literary, artistic and intellectual history.
- Effectively use the available technology in the preparation of projects, oral reports, and research papers.
- Identify the importance of leadership in American society and history.
- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.

- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
- Compare and contrast points of view from multiple authors or sources
- Analyze differences in historical interpretation
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, globes, photos, timelines, etc.
- Understand and explain geographic settings of historical and current events
- Evaluate the influence of geography upon history and culture

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.

6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries.

- 6.1.12.C.3.a Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals
- 6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
- 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.
- 6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.
- 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.
- 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.
- 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
- 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 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.
- 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
- 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., *Plessy v. Ferguson*) and state and local governmental policies.
- 6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.B.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.

- 6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
- 6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.
- 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.
- 6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
- 6.1.12.D.6.b Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
- 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.
- 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.
- 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).
- 6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- 6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.
- 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.
- 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.
- 6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
- 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.
- 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.
- 6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- 6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
- 6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.
- 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.
- 6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
- 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.
- 6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.

- 6.1.12.B.9.a Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.C.9.a Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 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.
- 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).
- 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.
- 6.1.12.D.9.a Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.D.9.b Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.
- 6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- 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.
- 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.
- 6.1.12.B.10.a Assess the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.C.10.a Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 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.
- 6.1.12.D.10.a Analyze how other nations responded to the Great Depression.
- 6.1.12.D.10.b Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
- 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.
- 6.1.12.D.10.d Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
- 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.
- 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.
- 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.
- 6.1.12.A.11.d Analyze the decision to use the atomic bomb and the consequences of doing so.
- 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.
- 6.1.12.B.11.a Explain the role that geography played in the development of military strategies and weaponry in World War II.
- 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 costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
- 6.1.12.C.11.b Relate new wartime inventions to scientific and technological advancements in the civilian world

- 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.
- 6.1.12.D.11.b Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship *New Jersey*) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
- 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.
- 6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
- 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.
- 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.
- 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.
- 6.1.12.A.12.c Explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.B.12.a Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.
- 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.
- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.12.c Analyze how scientific advancements impacted the national and global economies and daily life.
- 6.1.12.C.12.d Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
- 6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.12.b Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.D.12.c Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.
- 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.
- 6.1.12.D.12.e Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.
- 6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., *Hedgepeth and Williams v. Trenton Board of Education*), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 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.
- 6.1.12.A.13.c Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.
- 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.
- 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.
- 6.1.12.C.13.b Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation.

- 6.1.12.C.13.c Evaluate the effectiveness of social legislation that was enacted to end poverty in the 1960s and today by assessing the economic impact on the economy (e.g., inflation, recession, taxation, deficit spending, employment, education).
- 6.1.12.C.13.d Relate American economic expansion after World War II to increased consumer demand.
- 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.
- 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.
- 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.
- 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.
- 6.1.12.D.13.e Explain why the Peace Corps was created and how its role has evolved over time.
- 6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.
- 6.1.12.A.14.a Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
- 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.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.14.d Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
- 6.1.12.A.14.e Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.
- 6.1.12.A.14.f Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.
- 6.1.12.A.14.g Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).
- 6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
- 6.1.12.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.B.14.b Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
- 6.1.12.C.14.a Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.
- 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.
- 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.
- 6.1.12.D.14.a Determine the relationship between United States domestic and foreign policies
- 6.1.12.D.14.b Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.
- 6.1.12.D.14.c Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

- 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.
- 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.
- 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.
- 6.1.12.A.15.c Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.
- 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.
- 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.
- 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.
- 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.
- 6.1.12.C.15.a Relate the role of America's dependence on foreign oil to its economy and foreign policy.
- 6.1.12.C.15.b Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.D.15.a Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.
- 6.1.12.D.15.b Compare the perspectives of other nations and the United States regarding United States foreign policy.
- 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.
- 6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.
- 6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.
- 6.1.12.A.16.b Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.
- 6.1.12.A.16.c Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 6.1.12.C.16.b Predict the impact of technology on the global workforce and on entrepreneurship
- 6.1.12.C.16.c Assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
- 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
- 6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide
- 6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society

6.3.4.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

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

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

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

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

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

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

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

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

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

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.

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

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

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

- A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. 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.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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 appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

WHST.11-12.10. 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.

II. Proficiency Levels

This is the Advanced Placement level of the 11th Grade US History II course.

III. Methods of Assessment

Student Assessment

- Homework
- Individual oral presentations
- Technology-based project
- Group projects and reports
- Alternate assessments
- Use of the Internet
- Research papers
- Tests and quizzes
- Document-Based Question essays and free-response essays
- Primary and secondary readings
- Class participation
- Summer reading and writing assignments
- Quarterly Benchmark Assessments
- Debates, Socratic Seminars, & class discussion
- Stimuli based Multiple Choice Questions
- Project Based Assessments

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

IV. Grouping

The Advanced Placement United States History is limited to students who are recommended by their social studies teacher, maintain a A- or better average in the previous course of study, and/or meet the criteria outlined below based upon teacher evaluation.

- Possesses curiosity, is a keen observer, gets involved
- Shows strong intellectual ability in functions such as conceptualizing and reasoning.
- Is self-directed and perseveres to meet classroom requirements.
- Learns easily and efficiently; retains and uses information.
- Student completes assignments accurately and on time.
- Is inquisitive, asks questions.
- Has a pronounced ability to concentrate for long periods of time.
- Can express oneself in writing.

- Is a frequent participant in class.
- Demonstrates maturity and responsible behavior in the classroom.
- Demonstrates motivation, interest, enthusiasm and effort in class.
- Demonstrates proficiency in using technology for research and oral presentation.

VI. Articulation/Scope & Sequence/Time Frame

This is an eleventh grade, full-year course which fulfills the third-year social studies requirement for high school graduation.

VII. Resources

Texts/Supplemental Reading/References

- *Speakers*- The teacher will work with the administration to obtain speakers that pertain to and enhance the curriculum. Community resources, such as parents and local organizations and businesses, may be potential sources. Also, the New Jersey Speakers Bureau can be contacted.
- DVD's – The social studies office and High School library maintain the DVD's for teacher/student use for the appropriate units.
- Teacher will develop and modify resources according to topics in the Advanced Placement test.
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- DVD's – the social studies office and the high school library maintains DVD's for teacher/ student use for the appropriate units.
- Rutherford High School online data-base and internet resources
- Primary, secondary and supplemental readings
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Cobbs, Elizabeth, Gjerde, Jon. Major Problems in American History Volume I: to 1877 and Volume II – Since 1865 Houghton Mifflin Company, New York, 2007
- Dinnerstein, Leonard, Jackson, Kenneth T. American Vistas Volume I 1607-1877 & Volume II 1877-Present Oxford University Press, New York, 1995
- Kennedy, David M., Cohen, Lizabeth, Bailey, Thomas A., The American Pageant Wadsworth Cengage Learning, Boston 2006
- Newman, John J., Schmalbach, John M. United States History: Preparing for the Advanced Placement Examination – Amsco School Publications, New York, 2006
- Ellis, Joseph J., Founding Brothers Random House, New York, 2000
- Hofstadter, Richard, The American Political Tradition, Vintage Press, 1989
- Remini, Robert V., A Short History of the United States, Harper Perennial, New York, 2009

VIII. Suggested Activities

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:

- Interdisciplinary and problem-based assignments with planned scope and sequence

- Internship, mentorship, and other forms of apprenticeship
- Advanced, accelerated, or compacted content
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests
- Assignments geared to development in areas of affect, creativity, cognition and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity

Specific instructional approaches and arrangements for gifted education include *acceleration*, *enrichment*, and *grouping*.

IX. Methodologies

This Advanced Placement course is for those who meet its standards and criteria. There will be a range of academic abilities and learning styles for which the teacher must use a variety of instructional methods. The following are suggestions, not limits, as to what a

Computer and technology use

- DVD's
- Differentiated instruction

X. Interdisciplinary Connections

The Advanced Placement United States History teacher will consult with the Advance Placement English teacher to develop cross-content connections such as writing assignments, cultural history, technology use, supplemental reading assignments, and research.

Additionally, the art and music departments can be consulted to provide information, teach classes, or develop other creative lessons to implement the social studies program and improve the scores of students taking the Advanced Placement exam.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Guided questioning and notetaking
- Pinpoint essential vocabulary

- Annotate and summarize texts
- Graphic organizers
- Reword essential questions
- AMSCO review
- Assessment review
- Small group jigsaw
- Scaffold assignments
- Chunking of material
- Outline writing assessments
- Multiple levels of questioning
- Multimedia approach to learning
- Online review materials
- Oral and written assignments
- Peer editing and review
- Allow for errors
- Use of assisted technology
- Rephrase questions and directions
- Pre-teaching material
- Authentic assessments
- Visual learning
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

Differentiation for Enrichment

- Essay re-writing
- Elevated vocabulary
- Recommended outside readings
- Elevated writing prompts
- Alternate reading/response option
- Individual presentations
- Student riven projects
- Multiple intelligence options
- Multiple levels of questions
- Varied work options and formats
- Compacted material based on mastery levels
- Tiered activities
- Supplemental class materials
- Extension activities
- Independent study
- Higher order thinking skills
- Supplemental online sites
- Critical and analytical thinking tasks
- Inquiry based instruction

- Interest based content

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
Unit 1: Imperialism & Westward Expansion <ul style="list-style-type: none"> ● Great Plains Wars ● Cuba & Philippines ● Open Door ● Panama Canal 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Written responses ● Graphic organizers ● Reword EQs to student-centered idea <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Recommended outside readings ● Elevated writing prompts 	6.1.12.A.3~D.3 6.1.12.A.5~D.5 6.1.12.D.6.b RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● AP-style Long Essay Question ● Primary Source Analysis Essay ● Imperialism Presentation <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● EQ Short Answer Essays ● AP-style unit exam (multiple choice Qs) ● Reflection Paper: Imperialism
Unit 2: Gilded Age and Progressive Era <ul style="list-style-type: none"> ● Populists ● Monopolists ● Gospel of Wealth ● Social Gospel ● Teddy and Taft 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Small group jigsaw ● Scaffolding assignments ● Chunking of material <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment 	6.1.12.A.5~D.5 6.1.12.A.6~D.6 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● AP-style Long Essay Question ● AP-style Multi-Choice Sample Exam (<i>review of US History 1 topics</i>) ● Secondary Source Analysis Essay

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
		Rewrites <ul style="list-style-type: none"> • Elevated vocabulary • Alternate reading/response options 	Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<i>Summative Assessment:</i> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Research & Analysis on US Labor

Unit 3: WW1 and Roaring Twenties <ul style="list-style-type: none"> • Great War & 14 Points • Consumerism • Sacco & Vanzetti • Bootlegging & Mob • Scopes Monkey Trial 	4 weeks	<i>For Support:</i> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Outline writing assessments • Multiple levels of questioning • Multimedia approach to learning styles <i>For Enrichment:</i> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Individual presentation • Student-driven projects 	6.1.12.A.7~D.7 6.1.12.A.8~D.8 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4	<i>Formative Assessment:</i> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • AP-style Long Essay Question • Guided DBQ Essay on WW1 <i>Summative Assessment:</i> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Response Paper: Wilsonian Politics
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<p>Unit 4: Jim Crow and Harlem Renaissance</p> <ul style="list-style-type: none"> • Jim Crow • Lost Cause • Great Migration • Modernism 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Use of review materials online • Oral and written assignments • Peer editing and review <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Multi-intelligence options • Multiple levels of questions 	<p>6.1.12.D.4.b/c/d 6.1.12.A.5.b, D.5.d 6.1.12.A.6.a/b/c 6.1.12.C.7.b 6.1.12.C.8.a, D.8.a/b 6.3.12.D.1 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • AP-style Long Essay Question • Mini-Research on US History (<i>review of US History I topics</i>) <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Reflection Paper: Blackness in USH • Individual Student Presentations
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<p>Unit 5: Great Depression and New Deal</p> <ul style="list-style-type: none"> • The Crash • 1st & 2nd New Deals • Eleanor & Fireside • New Deal Coalition 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Allow spelling/grammatical errors • Use of assisted technology • Rephrase questions, directions <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Varied work options • Varied formats of organizers 	<p>6.1.12.A.9~D.9 6.1.12.A.10~D.10 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4,7,8 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • AP-style Long Essay Question • Response Paper: 1920s Presidents • Peer Assessments • Mini-Research on New Deal Programs <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Individual Student Presentations
<p>Unit 6: World War II</p> <ul style="list-style-type: none"> • Rise of Fascism • Hitler & Germany • Japan & China • Hiroshima • Women at War 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Authentic assessments • Pre-teaching vocabulary & concepts • Visual learning <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Varied modalities of work • Compacted material based on mastery levels 	<p>6.1.12.A.7.c, D.7.c 6.1.12.A.11~D.11 6.3.12.D.1 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • AP-style Long Essay Question • Response Paper: Fascism <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Reflection Paper: Civil Rights • Individual Student Presentations

			8.1.12.E.1 8.2.12.B.4	
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<p>Unit 7: Cold War</p> <ul style="list-style-type: none"> ● Truman Doctrine ● Cold War Competition ● Domino Theory ● Korea and Vietnam 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Teacher modeling ● Pairing students with varied skills ● Scaffolding via sentence frames <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Tiered activities ● Supplemental class materials 	<p>6.1.12.A.12~D.12 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Holocaust CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● AP-style Long Essay Question ● Response Essay: Cold War Policies <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● EQ Short Answer Essays ● AP-style unit exam (multiple choice Qs) ● DBQ Essay: Vietnam War Songs ● Individual Student Presentations
<p>Unit 8: Baby Boom and Civil Rights Era</p> <ul style="list-style-type: none"> ● Suburbs & Baby Boom ● Montgomery & SCLC ● SNCC & Youth ● Malcolm & Panthers ● Race Riots 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● AMSCO Guide, Assessment Review ● Pinpointing essential vocabulary ● Annotated and summarized texts ● Partner/group activities <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> ● Essay & Assignment Rewrites ● Provide extension activities ● Curriculum compacting 	<p>6.1.12.A.13~D.13 6.3.12.D.1 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Unit Terminology Quiz & Essential Qs ● AP-style Long Essay Question ● Response Essay: Segregation in Ed ● Civil Rights Presentations <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> ● EQ Short Answer Essays ● AP-style unit exam (multiple choice Qs) ● Primary Source Analysis: Racism ● Reflection: Civil Rights Presentations ● Individual Student Presentations

<p>Unit 9: Reagan Revolution</p> <ul style="list-style-type: none"> • Southern Strategy • New Conservatives • Nixon and Reagan • End of Cold War 	4 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, Assessment Review • Guided questions & note-taking • Outline for writing assessments • Scaffolding via think-pair-share <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Independent study • Higher-order thinking skills 	<p>6.1.12.A.14~D.14 6.1.12.A.15~D.15 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Unit Terminology Quiz & Essential Qs • AP-style Long Essay Question <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • EQ Short Answer Essays • AP-style unit exam (multiple choice Qs) • Individual Student Presentations
<p>Exam Review</p> <ul style="list-style-type: none"> • Pre-colonial America • Colonial America • AWI & Constitution • 1812 & Good Feelings • Antebellum & War 	2 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • AMSCO Guide, online reviews • Crash Course, Adam Norris, Gilder Lehrman review videos • Graphic Organizers • Out-of-class study/review sessions <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Essay & Assignment Rewrites • Critical/analytical thinking tasks • Supplemental on-line sites 	<p>6.1.12.A.1~D.1 6.1.12.A.2~D.2 6.1.12.A.3~D.3 6.1.12.A.4~D.4 6.1.12.A.5~D.5 RH11-12.7, WHST11-12.1/2 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12 9.2.12.C.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • AP-style Practice Questions (<i>review of US History 1 topics</i>)

<p>Unit 10: Modern Era and Capstone Project</p> <ul style="list-style-type: none"> • Pop Culture as a reflection of history • Clinton, Bush, Obama, and Trump 	6 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Suggested Current Events Sources • Written responses • Notes and journal checks • Use of multimedia formats <p><i>For Enrichment:</i></p> <ul style="list-style-type: none"> • Inquiry-based instruction • Interest-based content 	<p>6.1.12.A.14~D.14 6.1.12.A.15~D.15 6.1.12.A.16~D.16 6.2.12.A.1 6.3.12.D.2 RH11-12.7, WHST11-12.1/2 RH11-12.1/2/4/8/10 WHST11-12.4/5/7/9 RH11-12.6 WHST11-12.6/8/9 Amistad Holocaust CRP1,2,4,5,6,7,8,9,10,11,12</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Current Events Analysis <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> • Pop Culture Research Paper • Individual Student Presentations
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