

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown High School
Social Studies Department*

*Advanced Placement-US History
Grade 10*

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	35
<u>Units Scope and Sequence</u>	38

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Course Description and Fundamental Concepts

Advanced Placement U.S. History

H09-46 Grades: 10 5 Crs/Year

Advanced Placement U.S. History covers the entire scope of American History from Colonial times until the present. Students cover significant intellectual, political, diplomatic, economic, and social developments, which have shaped the growth of the United States. This course is for able and ambitious students. It provides a strong background in American history, preparing students for the AP American History Examination, which they are encouraged to take in May, and also for the SAT II in US History. In the process, students read extensively from an advanced textbook and write critical essay responses to historical questions. This course is open to sophomores and takes the place of U.S. History I.

Course Textbook: Kennedy, David M., Lizabeth Cohen, and Thomas A. Bailey. *The American Pageant: A History of the Republic*. 15th ed. Boston: Houghton Mifflin Company, 2001. **CB Curricular Requirement 2**

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

AP US History is focused on the first of the three Social Studies standards designed by the NJ State Department of Education: • 6.1 U.S. History: America in the World: In this standard, students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Below are the For more information on the Learning Standards, please review the state’s Introduction & Summary: [NJ Student Learning Standard for Social Studies](#)

The Content Standards, broken into 16 historical eras, are listed below.

Era 1. Colonization and Settlement (1585–1763)

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	• 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	• 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Era 2. Revolution and the New Nation (1754–1820s)

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Core Idea	Performance Expectations
<p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. • 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.
<p>Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
<p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<ul style="list-style-type: none"> • 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. • 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	<ul style="list-style-type: none"> • 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. • 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
<p>Resources impact what is produced and employment opportunities.</p>	<ul style="list-style-type: none"> • 6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. • 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. • 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> • 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Era 3. Expansion and Reform (1801–1861)

Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. • 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance). • 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. • 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
<p>Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</p>	<ul style="list-style-type: none"> • 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
<p>Resources impact what is produced and employment opportunities.</p>	<ul style="list-style-type: none"> • 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
<p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	<ul style="list-style-type: none"> • 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
<p>To better understand the historical perspective, one must consider historical context.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
<p>Complex interacting factors influence people’s perspective.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Era 4. Civil War and Reconstruction (1850–1877)

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Core Idea	Performance Expectations
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	<ul style="list-style-type: none"> 6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African American’s ability to participate in influencing governmental policies. 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<ul style="list-style-type: none"> 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
Resources impact what is produced and employment opportunities.	<ul style="list-style-type: none"> 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
Complex interacting factors influence people’s perspective.	<ul style="list-style-type: none"> 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Era 5. The Development of the Industrial United States (1870–1900)

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none"> 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	<ul style="list-style-type: none"> 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> 6.1.12.GeoPP.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.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	<ul style="list-style-type: none"> 6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	<ul style="list-style-type: none"> • 6.1.12.EconEM.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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> • 6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
Multiple economic indicators are used to measure the health of an economy.	<ul style="list-style-type: none"> • 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
Complex interacting factors influence people's perspective.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none"> • 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement). • 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

Political and economic decisions throughout time have influenced cultural and environmental characteristics.	<ul style="list-style-type: none"> • 6.1.12.GeoHE.6.a: 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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	<ul style="list-style-type: none"> • 6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	<ul style="list-style-type: none"> • 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.6.a: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power. • 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Era 7. The Emergence of Modern America: World War I (1890–1930)

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none"> 6.1.12.CivicsDP.7.a: 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).
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	<ul style="list-style-type: none"> 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country. 6.1.12.HistoryCA.7.b: 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.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Era 8. The Emergence of Modern America: Roaring Twenties (1890–1930)

The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Core Idea	Performance Expectation
Human rights serve as a foundation for democratic beliefs and practices.	<ul style="list-style-type: none"> 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.

Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	<ul style="list-style-type: none"> 6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.	<ul style="list-style-type: none"> 6.1.12.EconET.8.a: 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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.8.a: Make evidence-based inferences to 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.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Era 9. The Great Depression and World War II: The Great Depression (1929–1945)

The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.

Core Idea	Performance Expectations
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	<ul style="list-style-type: none"> 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
Multiple economic indicators are used to measure the health of an economy.	<ul style="list-style-type: none"> 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit). 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.

	<ul style="list-style-type: none"> • 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
Complex interacting factors influence people’s perspective.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.

Era 10. The Great Depression and World War II: New Deal (1929–1945)

Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. • 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	<ul style="list-style-type: none"> • 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	<ul style="list-style-type: none"> • 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. • 6.1.12.EconNE.10.b: Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.

<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt). • 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment. • 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
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Era 11. The Great Depression and World War II: World War II (1929–1945)

The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.

Core Idea	Performance Expectations
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsDP.11.a: Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
<p>Governments around the world support universal human rights to varying degrees.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsHR.11.a: 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.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them.
<p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>	<ul style="list-style-type: none"> • 6.1.12.EconET.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.
<p>Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.11.a: Analyze how scientific advancements, including advancements in agricultural technology, impacted the national and global economies and daily life.
<p>There are multiple and complex causes and effects of historical events.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.11.a: Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.11.a: 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.

	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.11.b: Evaluate the effectiveness of international agreements following World War I in preventing international disputes (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.11.b: Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.11.a: 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.HistoryUP.11.b: Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

Era 12. Postwar United States: Cold War (1945 to early 1970s)

Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.

Core Idea	Performance Expectations
Advancements in technology, investments in capital goods, and human capital increase productivity, economic growth, and standards of living.	<ul style="list-style-type: none"> • 6.1.12.EconNE.12.a: Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	<ul style="list-style-type: none"> • 6.1.12.EconGE.12.a: Assess the impact of agricultural innovation on the world economy.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	<ul style="list-style-type: none"> • 6.1.12.EconEM.12.a: Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.

<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.12.a: 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.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East. • 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties. • 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations. • 6.1.12.HistoryCC.12.e: 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.
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<ul style="list-style-type: none"> • 6.1.12.HistorySE.12.a: Explain the reasons for the creation of the United Nations and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. • 6.1.12.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

The Civil Rights movement marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.

Core Idea	Performance Expectations
<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.13.a: Craft an argument as to 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 laws in eliminating segregation and discrimination.
<p>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</p>	<ul style="list-style-type: none"> • 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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).
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<ul style="list-style-type: none"> • 6.1.12.GeoPP.13.a: Make evidence-based inferences to determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s and describe how this movement impacted cities.

	<ul style="list-style-type: none"> • 6.1.12.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	<ul style="list-style-type: none"> • 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government’s environmental protection agencies and laws.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> • 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	<ul style="list-style-type: none"> • 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none"> • 6.1.12.EconNE.13.b: Evaluate the effectiveness of economic policies that sought to combat post-World War II inflation. • 6.1.12.EconNE.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).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.13.a: 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.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans. • 6.1.12.HistoryCC.13.d: 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.
Complex interacting factors influence people’s perspective.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.13.a: 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.
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> • 6.1.12.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government’s role in social and economic issues led to greater partisanship in government decision-making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	<ul style="list-style-type: none"> 6.1.12.CivicsPI.14.a: Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.	<ul style="list-style-type: none"> 6.1.12.CivicsPI.14.b: Use case studies and evidence to 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.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights. 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.	<ul style="list-style-type: none"> 6.1.12.CivicsCM.14.a: Use a variety of evidence, including quantitative data, to evaluate the impact community groups and state policies have had on increasing the youth vote.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	<ul style="list-style-type: none"> 6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.
Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.	<ul style="list-style-type: none"> 6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<ul style="list-style-type: none"> • 6.1.12.GeoPP.14.a: Use data and other evidence to 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.GeoPP.14.b: Use evidence to document how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.
<p>Political and economic decisions throughout time have influenced cultural and environmental characteristics.</p>	<ul style="list-style-type: none"> • 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
<p>Governments and financial institutions influence monetary and fiscal policies.</p>	<ul style="list-style-type: none"> • 6.1.12.EconNE.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.EconNE.14.b: Use financial and economic data to determine the causes of the financial collapse of 2008 and evaluate the effectiveness of the government's attempts to alleviate the hardships brought on by the Great Recession.
<p>Societies make decisions about how to produce and distribute goods and services and these decisions are influenced by the control of the means of production.</p>	<ul style="list-style-type: none"> • 6.1.12.EconET.14.a: Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy. • 6.1.12.EconET.14.b: Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.
<p>The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.</p>	<ul style="list-style-type: none"> • 6.1.12.EconEM.14.a: Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased. • 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

<p>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.14.a: Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates’ rhetoric was inclusive, expansive, stereotypical or biased. • 6.1.12.HistoryCA.14.b: Create an evidence-based argument that assesses the effectiveness of actions taken to address the causes of continuing racial tensions and violence. • 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.14.a: Develop an argument based on a variety of sources that compares George HW Bush’s Iraqi policy with George W. Bush’s.
<p>Historical sources and evidence provide an understanding of different points of view about historical events.</p>	<ul style="list-style-type: none"> • 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. • 6.1.12.HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals. • 6.1.12.HistorySE.14.c: Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
<p>Complex interacting factors influence people’s perspective.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.14.a: Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.14.b: Make evidenced-based inferences about the role of partisan politics in presidential impeachments and trials. • 6.1.12.HistoryCC.14.c: Evaluate the decisions to wage war in Iraq and Afghanistan after the 9/11 attacks. • 6.1.12.HistoryCC.14.d: Evaluate the role of religion on cultural and social norms, public opinion, and political decisions.

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

Scientific and technological changes have dramatically affected the economy, the nature of work, education, and social interactions.

Core Idea	Performance Expectations
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	<ul style="list-style-type: none"> • 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none"> • 6.1.12.CivicsPR.16.a: 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.
Long-term climate variability has influenced human migration and settlement patterns, resource use, and land uses at local-to-global scales.	<ul style="list-style-type: none"> • 6.1.12.GeoHE.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 and climate change.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	<ul style="list-style-type: none"> • 6.1.12.EconGE.16.a: Use quantitative data and other sources to assess the impact of international trade, global business organizations, and overseas competition on the United States economy and workforce.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> • 6.1.12.EconNE.16.a: Make evidenced-base inferences regarding the impact of technology on the global workforce and on entrepreneurship. • 6.1.12.EconNE.16.b: Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.16.a: 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.HistoryCC.16.b: 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.

English Companion Standards

List grade-level appropriate companion standards for **History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12**. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Unit III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	WHST.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. 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.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	WHST.9-10.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

		<p>C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>E. 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.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented.</p>
Unit III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Unit III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
	WHST.9-10.6.	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
Post AP Work -- Research Project	WHST.9-10.7.	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.
Post AP Work -- Research Project	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Unit I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII, XIII	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.

	WHST.9-10.10.	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.
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Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

The AP Curriculum does not directly address individual students potential careers, but does offer historical examples and process that, in general, address the factors that affect future student careers. Instances are cited below.

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Intro/Course: AP coursework addresses college and career readiness skills and continuing education opportunities. (CAP.2 & CAP.3)	There are strategies to improve one’s professional value and marketability.	<i>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</i> <i>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</i> <i>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</i>
Intro/Course: AP Coursework yields potential cost saving credit acquisition (CAP.10)	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<i>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</i> <i>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</i> <i>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</i> <i>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</i>

		<p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
Units X and XII (CAP.12) and Units I, IV, V, and VI--XII (CAP.13)	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	<p>9.2.12.CAP.14: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</p>
Units V, XIII -- X, and XII (CAP.17)	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</p> <p>9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</p> <p>9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</p> <p>9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</p>

		<p>9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</p> <p>9.2.12.CAP.20: Analyze a Federal and State Income Tax Return.</p>
Unit VIII (CAP.21 -- CAP.23)	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: Explain low-cost and low-risk ways to start a business.</p> <p>9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</p> <p>9.2.12.CAP.23: Identify different ways to obtain capital for starting a business</p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
Units I thru XII (CI.1)	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
Units I thru XII (CI.3)	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	<p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p>
Units I thru XII	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>

		<p>9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).</p> <p>9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.</p>
Intro & Post AP Test Work (DC.1)	<p>Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another’s original works without permission or appropriate credit.</p>	<p>9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).</p> <p>9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics</p>
Unit XII (DC.3)	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people’s rights.</p>	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>
	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>

	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p><i>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</i></p>
Units XI and XII	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p><i>9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</i></p>
	<p>Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.</p>	<p><i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i></p> <p><i>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i></p>
	<p>Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully</p>	<p><i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i></p> <p><i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i></p>

	<p>Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.</p>	<p><i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i></p> <p><i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i></p>
	<p>Information and Media Literacy: Accurate information may help in making valuable and ethical choices.</p>	<p><i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i></p>
Units I thru XII	<p>Information and Media Literacy: Media have embedded values and points of view.</p>	<p><i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i></p> <p><i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i></p>
	<p>Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.</p>	<p><i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6).</i></p> <p><i>9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i></p>
	<p>Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p>	<p><i>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</i></p> <p><i>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i></p>

Interdisciplinary Connections ([2020 NJSL](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
Units I, II, V, VIII, X (Standard 11)	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
Unit III	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
Units I, II, V, VIII, and X	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
Units I, II, III, IV, V, VI, VII, VIII, IX, X, XI, XII	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout</p>

	<p>its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
VIII, IX, X, XI	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12) Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>
VIII, IX, X, XI	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12) A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
XI, XII	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12) Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
VI, VII, XI	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12) A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

The units themselves are broken down chronologically, targeting the annual College Board AP Exam given in the beginning of May. The units, with brief summary, are as follows:

Unit/ Topic
Unit I: American Beginnings: <i>The discovery and founding of the United States, with emphasis on the emergence and development of the British colonies in North America. (Text, Ch 1-4)</i>
Unit II: Revolution: <i>Chronicles the key events that led to the American break from England and the course of the Revolution itself. (Text, Ch5-8)</i>
Unit III: Crafting a Constitution: <i>Analyzes the American effort to create a republican government from the early effort under the Articles of Confederation to the creation of the Constitution and the early years of the American Republic under the Constitution. From early debate over use of the Constitution (Hamilton v. Jefferson), through emergence of mass democracy and “King” Andrew Jackson, this unit traces America’s effort to figure out her new government. (Text, Ch 9-13)</i>
Unit IV: American Dreaming: <i>Traces the economic and social changes that surged through the country after the War of 1812. Initially founded on the “good feelings” produced by the success in the war, the unit primarily focuses on increased economic opportunity (due to invention and innovation connected to the market revolution and westward expansion) and the cultural changes associated with the 2nd Great Awakening and the subsequent era of reform, as Americans begin to openly confront injustice in their midst. (Text, Ch.14-16)</i>
Unit V: Impending Crisis: <i>Examines the role of slavery in antebellum America and its increasing divisive impact on the social and cultural fabric of the nation, starting with the Missouri Compromise and tracing the debate through the onset of the Civil War. (Text, Ch.17-19)</i>
Unit VI: The Civil War & Reconstruction: <i>Chronicles the four years our nation fought itself, highlighting key battles and events during the war and the political & social issues that paralleled them. Examines post-war efforts to rebuild the nation, highlighting the debate over how to reconstruct and the struggle to define the role of the freedmen in the republic. (Text, Ch20-22)</i>
Unit VII: The Gilded Age: <i>Examines post-war economic opportunity as many Americans put the strife of the Civil War & Reconstruction behind them and seek to improve their individual lives. Opportunity lies in the west, in the burgeoning industrial revolution, and in American’s teeming cities. For many, however, the land of opportunity brings misfortune and struggle following the Civil War. From farmers to factory laborers, as others find the American dream, these individuals find the dream more myth. This unit also chronicles their struggle and their efforts to remedy their plight. (Text, Ch23-26)</i>
Unit VIII: Emergence of Modern America: <i>The nation – growing more economically successful and politically powerful – begins to resemble life today. Economically, the country begins to respond to the plight of those struggling within the nation with the Progressive movement and its influence on the role of government. The nation also turns its focus overseas seeking economic opportunity and increase global power. Starting with efforts to “control” their Latin American neighbors, America will ultimately find itself immersed in the Great War and emerging as a global power. (Text, Ch27-29)</i>

Unit IX: Boom, Bust, and a Big Government?: *The aftermath of the Great War pushes the US back into isolation and a desire to “return to normalcy,” prompting an economic boom as the twenties “roar”. The expansion ends with the onset of the Great Depression, prompting the nation to reconsider the role of government in dire economic times. (Text, Ch.30-32)*

Unit X: America, the World Power: *Chronicles America’s turn from isolationism towards intervention in the global struggle, examining the course of the war; its impact on the nation at home and around the world, and the roots of the Cold War that follows.(Text, Ch33-36)*

Unit XI: Modern America: *As the Cold War continues, America grapples with the notion of building a “Great Society,” attempting to address the social, economic, and political problems still plaguing otherwise prosperous America. The unit continues to present day, (Text Chapters 37-39)*

Unit XII: America Today: *Explores the challenges facing America as the Cold War comes to an end, as the “sole” superpower in the world comes to grips with its limitations even as it tries to maintain its global economic and political supremacy. (Text, Chapters 40-42)*

Pacing Guide

Unit	AP Historical Time Period	Approximate Length	Time Frame
Intro: Thinking Like a Historian		2 Days	September
I: American Beginnings	1: 1491-1607 2: 1607-1754	10 Days	September
II: Revolution	3: 1754-1800	10 Days	September-October
Writer’s Workshop		2 Days	October
III: Crafting a Constitution	3: 1754-1800 4: 1800-1848	15 Days	October
IV: American Dreaming	4: 1800-1848	10 Days	November
V: Impending Crisis	5: 1844-1877	10 Days	November-December
VI: Civil War & Reconstruction	5: 1844-1877	10 Days	December
VII: Gilded Age	6: 1865-1898	10 Days	January
VIII: Emergence of Modern America	7: 1890-1945	10 Days	February
IX: Boom, Bust, and “Big” Government	7: 1890-1945	10 Days	February

X: WWII & the Onset of the Cold War	7: 1890-1945 8: 1945-1980	10 Days	March
XI: “Perfecting” America	8: 1945-1980	10 Days	March
XII: America Today	9: 1980-present	8 Days	April
XIII: AP Review		10 Days	April-May
AP Exam: Typically Week 2 of May			
XIV: Post-Test Work		15 Days	May-June

Units Scope and Sequence

Unit I: American Beginnings

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Beginnings/First Time Efforts; Cultural Diffusion

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.

ID5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

WXT1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial era societies.

WXT2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18 th century.

PEO1: Explain how and why people moved within the Americas (before contact) and to and within the Americas (after contact and colonization).

PEO4: Analyze the effects that migration, disease, and warfare had on the American Indian population after contact with Europeans.

PEO5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending , and political and social conflicts through the 19 th century.

POL1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.

WOR1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

WOR2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19 th century.

ENV1: Explain how the introduction of new plants, animals, and technologies altered the natural environment of North America and affected interactions among various groups in the colonial period.

ENV2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the precontact period through the independence period.

ENV4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.

CUL4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early republic.

Key Content Concepts (from College Board AP US Framework):

Period 2: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

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 development of colonial societies in North America.

Unit II: Revolution

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Revolution/Upset Stories

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial period through the antebellum periods.

ID-4: Explain how conceptions of group identity and autonomy emerged out of cultural interactions between colonizing groups, Africans, and American Indians in the colonial era.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century.

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period.

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early republic.

Key Content Concepts (from College Board AP US Framework):

Period 2 (1607-1754): Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

2.3: The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies within North America.

Period 3 (1754-1800): British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation’s social, political, and economic identity.

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 American Indians, culminating in the creation of a new nation, the United States.

3.2 In the late 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures.

3.3 Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Unit III: Crafting a Constitution

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.EconET.3.a: 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.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Political Compromise; Federalism; Mass Democracy

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial period through the antebellum periods.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-1: Explain how patterns of exchanging commodities, peoples, diseases, and ideas around the Atlantic World developed after European contact and shaped North American colonial-era societies.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and worker's lives.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.

POL-1: Analyze the factors behind competition, cooperation, and conflict among different societies and social groups in North America during the colonial period.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution affected US policies since 1787.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-1: Explain how imperial competition and the exchange of commodities across both sides of the Atlantic Ocean influenced the origins and patterns of development of North American societies in the colonial period.

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century.

WOR-5: Analyze the motives behind, and the results of, economic, military, and diplomatic initiatives aimed at expanding US power and territory in the Western Hemisphere in the years between independence and the Civil War.

WOR-6: Analyze the major aspects of domestic debates over US expansionism in the 19th and early 20th century.

ENV-2: Explain how the natural environment contributed to the development of distinct regional group identities, institutions, and conflicts in the pre-contact period through the independence period.

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL-1: Compare the cultural values and attitudes of different European, African American, and native peoples in the colonial period and explain how contact affected intergroup relationships and conflicts.

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

CUL-4: Analyze how changing religious ideals, Enlightenment beliefs, and republican thought shaped the politics, culture, and society of the colonial era through the early republic.

Key Content Concepts (from College Board AP US Framework):

Period 3 (1754-1800): British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

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 American Indians, culminating in the creation of a new nation, the United States.

3.2 In the late 18th century, new ideas about politics and society led to debates about religion and governance and ultimately inspired experiments with new governmental structures.

3.3 Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

Period 4 (1800-1848): The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic change.

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 institutions to match them.

4.2 Developments in technology, agriculture, and commerce precipitated profound changes in US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

4.3 US 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.

Unit IV: American Dreaming

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.EconET.3.a: 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.EconGE.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.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Opportunity; American Dream; Rugged Individualism

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial period through the antebellum periods.

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT-4: Explain the development of labor systems such as slavery, indentured servitude, and free labor from the colonial period through the end of the 18th century.

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and worker's lives.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, *particularly organized labor*, Populist and the Progressive movement.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution affected US policies since 1787.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-2: Explain how the exchange of ideas among different parts of the Atlantic World shaped belief systems and independence movements into the early 19th century.

WOR-5: Analyze the motives behind, and the results of, economic, military, and diplomatic initiatives aimed at expanding US power and territory in the Western Hemisphere in the years between independence and the Civil War.

WOR-6: Analyze the major aspects of domestic debates over US expansionism in the 19th and early 20th century.

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

Period 4 (1800-1848): The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic change.

- 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 institutions to match them.
- 4.2** Developments in technology, agriculture, and commerce precipitated profound changes in US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
- 4.3** US 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.

Unit V: Impending Crisis

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Nationalism vs Sectionalism; Political Compromise; Slavery

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-1: Analyze how competing conceptions of national identity were expressed in the development of political institutions and cultural values from the late colonial period through the antebellum periods.

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution affected US policies since 1787.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-5: Analyze the motives behind, and the results of, economic, military, and diplomatic initiatives aimed at expanding US power and territory in the Western Hemisphere in the years between independence and the Civil War.

WOR-6: Analyze the major aspects of domestic debates over US expansionism in the 19th and early 20th century.

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

Period 4 (1800-1848): The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic change.

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 institutions to match them.

4.2 Developments in technology, agriculture, and commerce precipitated profound changes in US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.

4.3 US 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.

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 society.

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.

Unit VI: Civil War & Reconstruction

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Nationalism vs Sectionalism; Civil War; Total War; Freedom vs Equality

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-2: Analyze how innovations in markets, transportation, and technology affected the economy and the different regions of North America from the colonial period to the end of the Civil War.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution affected US policies since 1787.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-5: Analyze the motives behind, and the results of, economic, military, and diplomatic initiatives aimed at expanding US power and territory in the Western Hemisphere in the years between independence and the Civil War.

WOR-6: Analyze the major aspects of domestic debates over US expansionism in the 19th and early 20th century.

ENV-3: Analyze the role of environmental factors in contributing to regional economic and political identities in the 19th century and how they affected conflicts such as the American Revolution and the Civil War.

ENV-4: Analyze how the search for economic resources affected social and political developments from the colonial period through Reconstruction.

CUL-2: Analyze how emerging conceptions of national identity and democratic ideals shaped value systems, gender roles, and cultural movements in the late 18th century and the 19th century.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

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 society.

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.

Unit VII: The Gilded Age

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.5.a: 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.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.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.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
- 6.1.12.EconEM.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.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
- 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
- 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Industrial Revolution; Cultural Ferment; American Identity & Dream

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and workers' lives.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-4: Analyze the effects that free migration, disease, and warfare had on the American Indian population after contact with Europeans.

PEO-5: Explain how free and forced migration to and within different parts of North America caused regional development, cultural diversity and blending, and political and social conflicts through the 19th century.

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

WOR-3: Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

Period 6 (1865-1898): The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the US economy and environment, and renewed debates over US national identity.

6.2: The emergence of an industrial culture in the US 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.

Unit VIII: The Emergence of Modern America

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- 6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- 6.1.12.GeoHE.6.a: 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.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.HistoryCC.6.a: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
- 6.1.12.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCC.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
- 6.1.12.CivicsDP.7.a: 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.EconNM.7.a: 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.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: 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.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

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- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Modern America (Domestic & Foreign Perspectives) including Industrialized Capitalism, Role of Government (Progressivism) and Isolation & Intervention

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-2: Assess the impact of Manifest Destiny, territorial expansion, the Civil War, and industrialization on popular beliefs about progress and the national destiny of the United States in the 19th century.

ID-3: Analyze how US involvement in international crises such as the **Spanish-American War**, World Wars I and II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

ID-8: Explain how civil rights activism in the 20th century affected the growth of African-American and other identity-based political and social movements.

WXT-3: Explain how changes in transportation, technology, and the integration of the US economy into world markets have influenced US society since the Gilded Age.

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and workers' lives.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.

POL-2: Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected US politics since 1787.

POL-6: Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

WOR-3: Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.

WOR-4: Explain how the US involvement in global conflicts in the 20th century set the stage for domestic social changes.

WOR-6: Analyze the major aspects of domestic debates over US expansionism in the 19th as well as early 20th century.

WOR-7: Analyze the goals of US policymakers in major international conflicts, such as the Spanish-American War, World Wars I and II, and the Cold War, and explain how US involvement in these conflicts has altered the US role in world affairs.

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

CUL-7: Explain how and why "modern" culture values and popular culture have grown since the early 20th century and how they have affected American politics and society.

Key Content Concepts (from College Board AP US Framework):

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.

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.

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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 US into a dominant international military, political, cultural, and economic position.

Unit IX: Boom, Bust, and Big Government

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.GeoHE.6.a: 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.EconNE.6.a: 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.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.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.EconET.8.a: 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.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to 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.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- 6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period

in combating the Great Depression.

- 6.1.12.EconNE.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.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

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- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Industrialized Capitalism, Role of Government (Laissez-Faire vs. New Deal)

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

WXT-3: Explain how changes in transportation, technology, and the integration of the US economy into the world market has influenced US society since the Gilded Age.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in US political, social, and economic life.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected US politics since 1787.

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

WOR-3: Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.

WOR-4: Explain how the US involvement in global conflicts in the 20th century set the stage for domestic social change.

WOR-7: Analyze the goals of US policy makers in major international conflicts, such as the Spanish-American War, World Wars I & II, and the Cold War, and explain how US involvement in these conflicts has altered the US role in world affairs.

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

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.

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 US into a dominant international military, political, cultural, and economic position.

Unit X: America the World Power

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -

- 6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).
- 6.1.12.GeoHE.6.a: 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.EconNE.6.a: 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.HistoryCC.6.b: Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
- 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
- 6.1.12.CivicsHR.8.a: Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
- 6.1.12.GeoHE.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.EconET.8.a: 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.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 6.1.12.HistoryCC.8.a: Make evidence-based inferences to 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.HistoryCC.8.b: Relate government policies to the prosperity of the country during the 1920s and determine the impact of these policies on business and the consumer.
- 6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
- 6.1.12.GeoHE.9.a: Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
- 6.1.12.EconNE.9.a: Explain how economic indicators are used to evaluate the health of the economy (i.e., gross domestic product, the consumer price index, the national debt, and the trade deficit).
- 6.1.12.EconNE.9.b: Compare and contrast the causes and outcomes of the stock market crash in 1929 with other periods of economic instability.
- 6.1.12.EconNE.9.c: Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
- 6.1.12.EconNE.9.d: Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
- 6.1.12.HistoryCC.9.a: Analyze how the actions and policies of the United States government contributed to the Great Depression.
- 6.1.12.HistoryCA.9.a: Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
- 6.1.12.HistoryUP.9.a: Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
- 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPR.10.b: Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals (i.e., FDIC, NLRB, and Social Security).
- 6.1.12.GeoHE.10.a: Use primary and secondary sources to explain the effectiveness of New Deal programs designed to protect the environment.
- 6.1.12.EconEM.10.a: Construct a claim that evaluates short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.

- 6.1.12.EconNE.10.a: Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
- 6.1.12.EconNE.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.HistoryCA.10.a: Explain how Franklin Roosevelt and other key individuals, including minorities and women, shaped the core ideologies and policies of the New Deal (i.e., Mary McLeod Bethune, Frances Perkins, and Eleanor Roosevelt).
- 6.1.12.HistoryCA.10.b: Use a variety of sources from multiple perspectives to determine the extent to which New Deal public works and arts programs impacted New Jersey, the nation, and the environment.
- 6.1.12.HistoryCA.10.c: Analyze how other nations responded to the Great Depression.
- 6.3 Active Citizenship in the 21st Century (**Civics 6.3.12.EconGE.1**) and **Civics 6.3.12.HistorySE.1**)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

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- NJSA 18A: 35-28: Holocaust and Genocides (**Holocaust**)
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities (**LGBTQ/PWD**)
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: (**DEI**)
- NJ S3764: Asian American and Pacific Islanders: (**AAPI**)
- Climate Change: (**Climate**)

Fundamental Concepts / Big Ideas

Big Idea: Isolation vs Interventionism; Industrialized Total War; Communism vs Democratic Capitalism

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-5: Analyze the role of economic, political, social, and ethnic factors on the formation of regional identity in what would become the United States from the colonial period through the 19th century.

ID-6: Analyze how migration patterns to, and migration within, the United States have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

WXT-3: Explain how changes in transportation, technology, and the integration of the US economy into the world market has influenced US society since the Gilded Age.

WXT-6: Explain how arguments about market capitalism, the growth of corporate power, and government policies influenced economic policies from the late 18th century through the early 20th century.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-6: Analyze the role of both internal and international migration on changes to urban life, cultural developments, labor issues, and reform movements from the mid-19th century through the mid-20th century.

PEO-7: Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes in state institutions and US society.

POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in US political, social, and economic life.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected US politics since 1787.

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

WOR-3: Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.

WOR-4: Explain how the US involvement in global conflicts in the 20th century set the stage for domestic social change.

WOR-7: Analyze the goals of US policy makers in major international conflicts, such as the Spanish-American War, World Wars I & II, and the Cold War, and explain how US involvement in these conflicts has altered the US role in world affairs.

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

CUL-3: Explain how cultural values and artistic expression changed in response to the Civil War and the postwar industrialization of the United States.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

Key Content Concepts (from College Board AP US Framework):

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.

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 US into a dominant international military, political, cultural, and economic position.

Period 8 (1945-1980): After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far reaching domestic and international consequences.

8.2 Liberalism, based on anticommunism abroad and a firm belief in the efficiency of the government and especially federal power to achieve social goals at home, reached its apex in the middle 1960s and generated a variety of political and social responses.

Unit XI: A Perfect America?

Learning Goals: What do I want my students to learn?

Standards

[NJSL](#) -

- 6.1.12.EconNE.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.HistoryCC.12.a: 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.HistoryCC.12.b: Analyze the impact of American governmental policies on independence movements in Africa, Asia, Latin America and the Middle East
- 6.1.12.HistoryCC.12.c: Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
- 6.1.12.HistoryCC.12.d: Explain how the development and proliferation of nuclear weapons affected international relations.
- 6.1.12.HistoryCC.12.e: 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.HistorySE.12.b: Use a variety of sources to explain how the Arab-Israeli conflict influenced American foreign policy.
- 6.1.12.CivicsPI.13.a: Craft an argument as to 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 laws in eliminating segregation and discrimination.
- 6.1.12.CivicsDP.13.a: Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (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).
- 6.1.12.GeoPP.13.a: Make evidence-based inferences to 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.GeoPP.13.b: Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
- 6.1.12.GeoHE.13.a: Construct an argument on the effectiveness of environmental movements, their influence on public attitudes, and the efficacy of the government's environmental protection agencies and laws.
- 6.1.12.EconNE.13.a: Relate American economic expansion after World War II to increased consumer demand.
- 6.1.12.EconEM.13.a: Explain how individuals and organizations used economic measures as weapons in the struggle for civil and human rights (e.g., the Montgomery Bus Boycott, sit downs).
- 6.1.12.EconNE.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.HistoryCC.13.a: 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.HistoryCC.13.b: Explore the reasons for the changing role of women in the labor force in post-WWII America and determine its impact on society, politics, and the economy.
- 6.1.12.HistoryCC.13.c: Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans.
- 6.1.12.HistoryCC.13.d: 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.HistoryUP.13.a: 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.HistorySE.13.a: Use a variety of sources to explain the relationship between the changing role of women in the labor force and changes in family structure.
- 6.1.12.CivicsPI.14.b: Use case studies and evidence to 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.CivicsPI.14.c: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
- 6.1.12.CivicsPI.14.d: Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
- 6.1.12.GeoHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
- 6.1.12.EconNE.15.a: Assess economic priorities related to international and domestic needs, as reflected in the national budget.
- 6.1.12.HistoryCC.15.c: Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.HistorySE.15.a: Explain how and why religious tensions, historic differences, and a western dependence on oil 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.
- 6.3.12.HistoryCA.12:** Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. **(6.3.12.HistoryCA.12)**

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

NJ Administrative Codes and Statutes -- Key

- NJSA 18A:35-4.43: History and Contributions of African-American: **(Amistad)**
- NJSA 18A: 35-28: Holocaust and Genocides **(Holocaust)**
- NJSA 18A: 35-4.35: LGBTQ+ and People with Disabilities **(LGBTQ/PWD)**
- NJSA 18A: 35-41: Diversity, Equity, and Inclusion: **(DEI)**
- NJ S3764: Asian American and Pacific Islanders: **(AAPI)**
- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: American Dream? Role of Government; Cold War

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

- ID-3:** Analyze how US involvement in international crises such as the Spanish-American War, World Wars I & II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.
- ID-6:** Analyze how migration patterns to, and migration within, the US have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.
- ID-7:** Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.
- ID-8:** Explain how civil rights activism in the 20th century affected the growth of African American and other identity-based political and social movements.
- WXT-3:** Explain how changes in transportation, technology, and the integration of the US economy into the world market has influenced US society since the Gilded Age.
- WXT-5:** Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and workers' lives.
- WXT-8:** Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.
- PEO-2:** Explain how the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.
- PEO-3:** Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.
- PEO-7:** Explain how and why debates over immigration to the United States have changed since the turn of the 20th century.
- POL-2:** Explain how and why major party systems and political alignments arose and have changed from the early Republic through the end of the 20th century.

[Back to Table of Contents](#)

- POL-3:** Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and US society.
- POL-4:** Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in US political, economic, and social life.
- POL-5:** Analyze how arguments over the meaning and interpretation of the Constitution have affected US politics since 1787.
- POL-6:** Analyze how debate over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the ideological clashes and military conflicts of the 19th century and the early 20th century.
- POL-7:** Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.
- WOR-3:** Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.
- WOR-4:** Explain how the US involvement in global conflicts in the 20th century set the stage for domestic social changes.
- WOR-7:** Analyze the goals of US policymakers in major international conflicts, such as ... World War II, and the Cold War, and explain how US involvement in these conflicts has altered the US role in world affairs.
- WOR-8:** Explain how US military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed US foreign policy goals since the middle of the 20th century.
- ENV-5:** Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.
- CUL-5:** Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.
- CUL-6:** Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.
- CUL-7:** Explain how and why "modern" cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

Key Content Concepts (from College Board AP US Framework):

Period 8 (1945-1980): After World War II, the United States grappled with prosperity and unfamiliar international responsibilities while struggling to live up to its ideals.

8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far reaching domestic and international consequences.

8.2 Liberalism, based on anticommunism abroad and a firm belief in the efficiency of the government and especially federal power to achieve social goals at home, reached its apex in the middle 1960s and generated a variety of political and social responses.

8.3 Postwar economic, demographic, and technological changes had a far reaching impact on American society, politics, and the environment.

Unit XII: America Today

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) -

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Differing views on government's role in social and economic issues led to greater partisanship in government decision-making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.

Era 15. Contemporary United States: International Policies (1970–Today)

The United States has used various methods to achieve foreign policy goals that affect the global balance of power, national security, other national interests, and the development of democratic societies.

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

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- Climate Change: **(Climate)**

Fundamental Concepts / Big Ideas

Big Idea: Role of Government; Partisanship; American Identity

Learning Objectives

Learning Objectives (College Board AP US Curriculum Framework): Students will be able to...

ID-3: Analyze how US involvement in international crises such as the Spanish-American War, World Wars I & II, the Great Depression, and the Cold War influenced public debates about American national identity in the 20th century.

ID-6: Analyze how migration patterns to, and migration within, the US have influenced the growth of racial and ethnic identities and conflicts over ethnic assimilation and distinctiveness.

ID-7: Analyze how changes in class identity and gender roles have related to economic, social, and cultural transformations since the late 19th century.

WXT-3: Explain how changes in transportation, technology, and the integration of the US economy into world markets have influenced US society since the Gilded Age.

WXT-5: Explain how and why different labor systems have developed, persisted, and changed since 1800 and how events such as the Civil War and industrialization shaped US society and workers' lives.

WXT-7: Compare the beliefs and strategies of movements advocating changes to the US economic system since industrialization, particularly the organized labor, Populist, and Progressive movements.

WXT-8: Explain how and why the role of the federal government in regulating economic life and the environment has changed since the end of the 19th century.

PEO-2: Explain how changes in the numbers and sources of international migrants in the 19th and 20th centuries altered the ethnic and social make-up of the US population.

PEO-3: Analyze the causes and effects of major internal migration patterns such as urbanization, suburbanization, westward movement, and the Great Migration in the 19th and 20th centuries.

PEO-7: Explain how and why debates over immigration to the US have changed since the turn of the 20th century.

POL-3: Explain how activist groups and reform movements, such as antebellum reformers, civil rights activists, and social conservatives, have caused changes to state institutions and US society.

POL-4: Analyze how and why the New Deal, the Great Society, and the modern conservative movement all sought to change the federal government's role in US political, social, and economic life.

POL-5: Analyze how arguments over the meaning and interpretation of the Constitution have affected US politics since 1787.

POL-7: Analyze how debates over civil rights and civil liberties have influenced political life from the early 20th century through the early 21st century.

WOR-3: Explain how the growing interconnection of the United States with worldwide economic, labor, and migration systems affected US society since the late 19th century.

WOR-4: Explain how the US involvement in global conflicts in the 20th century set the stage for domestic social changes.

WOR-7: Analyze the goals of US policy makers in major international conflicts, such as ... World War II, and the Cold War, and explain how US involvement in these conflicts has altered the US role in world affairs.

WOR-8: Explain how US military and economic involvement in the developing world and issues such as terrorism and economic globalization have changed US foreign policy goals since the middle of the 20th century.

ENV-5: Explain how and why debates about and policies concerning the use of natural resources and the environment more generally have changed since the late 19th century.

CUL-5: Analyze the ways that philosophical, moral, and scientific ideas were used to defend and challenge the dominant economic and social order in the late 19th and 20th centuries.

CUL-6: Analyze the role of culture and the arts in the 19th and 20th century movements for social and political change.

CUL-7: Explain how and why "modern" cultural values and popular culture have grown since the early 20th century and how they have affected American politics and society.

Key Content Concepts (from College Board AP US Framework):

Period 9: 1980 to the 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 science and technology.

Key Concept 9.1: A new conservatism grew to prominence in US culture and politics, defending traditional social values and rejecting liberal views about the role of government.

Key Concept 9.2: The end of the Cold War and new challenges to US leadership in the world forced the nation to redefine its foreign policy and its global role.

Key Concept 9.3: Moving into the 21st century, the nation continued to experience challenges stemming from social, economic, and demographic changes.

Please contact the content supervisor for any questions.