

## Pine Hill Public Schools Curriculum

Content Area:		<b>AP US History</b>	
Course Title/ Grade Level:		US History I AP; Grade 12	
Unit 1:	<b>Colonial History to 1763</b>	Month:	<b>September</b>
Unit 2:	<b>The Revolutionary Period</b>	Month:	<b>September/October</b>
Unit 3:	<b>The Early Republic</b>	Month:	<b>October</b>
Unit 4:	<b>The Age of Jackson</b>	Month:	<b>October</b>
Unit 5:	<b>Manifest Destiny and the Mexican War</b>	Month:	<b>November</b>
Unit 6:	<b>The Civil War and Reconstruction</b>	Month:	<b>December</b>
Unit 7:	<b>Industrialism, the West, Progressivism, Imperialism</b>	Month:	<b>January</b>
Unit 8:	<b>World War I</b>	Month:	<b>February</b>
Unit 9:	<b>The 1920s</b>	Month:	<b>February</b>
Unit 10:	<b>Great Depression and the New Deal</b>	Month:	<b>February</b>
Unit 11:	<b>World War II</b>	Month:	<b>February/March</b>
Unit 12:	<b>The Cold War &amp; Containment</b>	Month:	<b>March</b>
Unit 13:	<b>Civil Rights and Vietnam</b>	Month:	<b>March</b>
Unit 14:	<b>America From 1960-93</b>	Month:	<b>April</b>
Unit 15:	<b>America Today</b>	Month:	<b>April-June</b>
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title:</b> Colonial History to 1763		<b>Unit #: 1</b>
<b>Course or Grade Level:</b> AP US History I- 12th		<b>Length of Time:</b> 1 ½ weeks
<b>Date Created:</b> June 20, 2012		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Spanish, French, and British discoveries 1 day – Native American interaction 2 days – Colonial lifestyles (New England, Middle, Southern Colonies)	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Who were the first European explorers of America and why did they seek new trade routes?</li> <li>• What was the impact of the Columbian Exchange after the discovery?</li> <li>• What was the status of the American Indian before and after the discovery?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Reasons why Europeans sought new trade routes (economic, political, religious)</li> <li>• Explorers and their discoveries</li> <li>• Impact of the European invasion of America (i.e. Native American interaction, environmental influences)</li> <li>• Columbian Exchange</li> <li>• Indentured servitude and the African slave trade</li> <li>• Colonial identity</li> <li>• Topics 1, 2, and 3 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globes (locate trade routes and originating countries)</li> <li>• Describe the evolution of the Native American culture through researching the interaction between European and Native American people</li> <li>• Explain the importance of major European explorers and evaluate the impact of their discoveries, conquests and colonization</li> <li>• Compare and contrast the differences in the Spanish, French and English colonies</li> <li>• Analyze the slave trade and its impact on African and American History</li> </ul>	
<b>Assessments</b>	Formative <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• Rough Draft 1<sup>st</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiate d instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> Modifications/Accommodations <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> </ul>	

	<ul style="list-style-type: none"> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>					
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapters 1-3</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>	<ul style="list-style-type: none"> <li>•</li> </ul>					
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b>21<sup>st</sup> Century Themes</b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b>21<sup>st</sup> Century Skills</b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> The Revolutionary Period	<b>Unit #:</b> 2
<b>Course or Grade Level:</b> AP US History I- 12th	<b>Length of Time:</b> 1 ½ week
<b>Date Created:</b> June 20, 2012	<b>BOE Approval Date:</b>
<b>Pacing</b>	3 days – British policies/Colonial Reaction 2-3 days – Revolutionary War 1-3 days – Research paper/Test
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the economic and political reasons for the French and Indian War and the American Revolution?</li> <li>• What were the major colonial protests that lead to the Revolutionary War?</li> <li>• What philosophical and economic ideas led to the formulation of the Declaration of Independence and the U.S. Constitution?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Slavery in the 18<sup>th</sup> Century</li> <li>• Causes and effects the French and Indian War</li> <li>• Causes of the American Revolution in relation to the French and Indian War</li> <li>• Different view points during the Revolutionary period (Loyalist vs. Patriot, Federalist vs. Antifederalists)</li> <li>• Major battles of the Revolution and the Franco-American Alliance</li> <li>• Impacts, both domestically and internationally, of the American Revolution</li> <li>• The Articles of Confederation in comparison to the U.S. Constitution</li> <li>• Varying viewpoints of the U.S. Constitution</li> <li>• George Washington’s Presidency</li> <li>• Topic 4 on AP test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (locate 13 colonies and influential countries on world map)</li> <li>• Asses New Jersey’s role in the Revolution</li> <li>• Debate the justification for the American rebellion for economic and political reasons</li> <li>• Assess the impact of George Washington and others on American/World History</li> <li>• Analyze different viewpoints and the basic framework of the US Constitution</li> <li>• List and analyze the inconsistencies between slavery and US democratic principles as outlined in the Declaration of Independence and the US Constitution</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• 1<sup>st</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 4</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:</b>							
<b>Strand(s):</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
<b>21<sup>st</sup> Century Themes</b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b>21<sup>st</sup> Century Skills</b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> The Early Republic	
<b>Unit #: 3</b>	
<b>Course or Grade Level:</b> AP History I Grade 12	<b>Length of Time:</b> 2 week
<b>Date Created:</b> June 20, 2012	<b>BOE Approval Date:</b>
<b>Pacing</b>	1-2 days – Washington’s presidency 4 days – Adams’ and Jefferson’s presidencies 2 days – War of 1812, Monroe Doctrine
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did Washington help establish a viable, workable presidency?</li> <li>• How did Presidents Adams and Jefferson handle the growing international crises?</li> <li>• What enabled a true American culture to develop?</li> <li>• Why was freedom of the seas an issue in the War of 1812 and subsequent American conflicts?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The growing importance of cotton in the South</li> <li>• States Rights vs. Federalism and the debate over the ratification of the Constitution</li> <li>• The Industrial Revolution in the US and economic/transportation improvements</li> <li>• The Louisiana Purchase</li> <li>• Federalist and Democratic-Republican political parties and different viewpoints</li> <li>• Causes and impacts of the War of 1812</li> <li>• Native Americans and the impact of Tecumseh</li> <li>• The domestic and international impacts of the Monroe Doctrine</li> <li>• Topics 5 and 6 on AP Test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (locate Louisiana, the Rockies, Canada on a map of North America)</li> <li>• Compare Washington’s, Adams’, Jefferson’s, Madison’s, and Monroe’s presidencies</li> <li>• Assess the impact of the Louisiana Purchase on US History</li> <li>• Compare and contrast the causes of the War of 1812 with other major US wars (Freedom of the Seas)</li> <li>• Debate the relationship between the new political parties and their beliefs on states rights versus federal government rights</li> <li>• Describe the entrenchment of slavery due to the cultivation of cotton</li> <li>• Analyze US foreign policy from Adams through Monroe</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>
<b>Interventions / differentiate d instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>						
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 5-10</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:</b>							
<b>Strand(s):</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title:</b> The Age of Jackson	<b>Unit #: 4</b>
<b>Course or Grade Level:</b> AP History I Grade 12	<b>Length of Time:</b> 1 week
<b>Date Created:</b> June 20, 2012	<b>BOE Approval Date:</b>
<b>Pacing</b>	3-4 days – Jackson’s major policies 1 day – American System
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did Americans relate to Andrew Jackson and how did this affect his presidential policies?</li> <li>• What were the successes and limitations of Andrew Jackson’s presidency?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Andrew Jackson’s major political policies (spoils system, Nullification, Bank War, Indian Removal Act)</li> <li>• The impact of the Indian Removal Act on Native American culture</li> <li>• Topic 7 on AP Test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe</li> <li>• Analyze the ideals of federal authority versus state rights</li> <li>• Debate Andrew Jackson’s Bank, Nullification, and spoils system policies</li> <li>• Analyze Jackson’s justification for the Indian Removal Act, his defiance of the Supreme Court Worcester vs. Georgia ruling, and its historical impacts</li> <li>• Topic 7 on AP test</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>
<b>Interventions / differentiate instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>



<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 10-11</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

**Pine Hill Public Schools  
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<b>Unit Title: Manifest Destiny and the Mexican War</b>		<b>Unit #: 5</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 1 week</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	3-4 days – Manifest Destiny, Texas Independence, War with Mexico 1 day – Reform movements	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What was Manifest Destiny and how did it affect US History?</li> <li>• What were the reasons for Texas’ desire for independence</li> <li>• What were the major causes and effects of the Mexican War?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Manifest Destiny defined and the impact it had on American territorial growth</li> <li>• Manifest Destiny’s impact on the expansion of slavery and the start of the Civil War</li> <li>• Henry Clay’s impact</li> <li>• The Mexican War (lands acquired by the U.S.) and the impact of President Polk on US History</li> <li>• Topics 8 and 9 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globes (locate Mexico and lands acquired by the U.S. in the Mexican Cession and Gadsden Purchase)</li> <li>• Analyze factors that lead to the Mexican War</li> <li>• Identify the thoughts, beliefs, and impacts of major reformers and reform movements (education, abolition, temperance, women’s rights)</li> </ul>	
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• Rough draft of 2<sup>nd</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 12-13</li> <li>• “The American Spirit” - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ’s and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b>21<sup>st</sup> Century Themes</b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b>21<sup>st</sup> Century Skills</b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

**Pine Hill Public Schools  
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<b>Unit Title: The Coming of the Civil War, the Civil War, and Reconstruction</b>		<b>Unit #: 6</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 4 weeks</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1-1 ½ weeks – Coming of the Civil War (abolitionist movements, western slave expansion) 1-1 ½ weeks – Civil War (major battles, people involved, outcomes) 2-3 days – Reconstruction plans, New South	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the major beliefs of abolitionists versus Northerners versus Southerners?</li> <li>• What were the major causes, themes, and effects of the Civil War?</li> <li>• What were the immediate and long lasting impacts of Reconstruction?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How did manifest destiny become a major cause of the Civil War?</li> <li>• Major abolitionists and their differing actions</li> <li>• Major political policies (compromise of 1850, Kansas-Nebraska Act, popular sovereignty, etc.)</li> <li>• Lincoln vs. Douglas</li> <li>• The long term (political policies) versus immediate causes (1860 election, Ft. Sumter) of the Civil War</li> <li>• Major battles of the Civil War and new war technology</li> <li>• Various Reconstruction plans and their success or failure</li> <li>• Impeachment of Andrew Johnson</li> <li>• Topics 10, 11, 12, and 13 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (locate U.S. states and territories and identify as slave or free, locate routes of the Underground Railroad, locate major Civil War battle sites)</li> <li>• Assess the successes and failures of the Kansas-Nebraska Act, the Compromise of 1850, and Stephen Douglas as a political figure</li> <li>• Compare lifestyles, advantages and disadvantages of the North and South</li> <li>• Analyze major beliefs, success of generals, and major political figures of the Union versus the Confederacy</li> <li>• Compare various Reconstruction acts and criticize their strengths and weaknesses</li> <li>• Debate the grounds for Johnson’s impeachment</li> </ul>	
<b>Assessments</b>	Formative <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• 2<sup>nd</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> Modifications/Accommodations <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> </ul>	

	<ul style="list-style-type: none"> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 14-16</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>

**2009 NJCCCS**

**Standard:**

**Strand(s):**

**Content Statement(s):**

**CPI # / CPI(s):**

**21<sup>st</sup> Century Themes**

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Industrialization, the West, the Progressives, Imperialism</b>	
<b>Unit #: 7</b>	
<b>Course or Grade Level: US History I-AP, 12<sup>th</sup> Grade</b>	<b>Length of Time: 3 ½ weeks</b>
<b>Date Created: June 20, 2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	2 weeks – The Gilded Age (settling the West, industrialization, big business, labor movements, immigration, sports and leisure, Teddy Roosevelt, Spanish-American War) 1 ½ weeks – Progressivism
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What factors gave impetus to the rise of American industry?</li> <li>• How widespread was corruption in all levels of government and how did it get that way?</li> <li>• How did the railroad and the U.S. government help the settlement of the Plains?</li> <li>• What was the United States’ Native American policy in the 19<sup>th</sup> and 20<sup>th</sup> century?</li> <li>• How did the U.S. develop into a world power in the 20<sup>th</sup> century?</li> <li>• What were the major causes and effects of the Spanish American War?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The rise of the steel industry, the railroad, and how their development helped settle the Great Plains</li> <li>• The West – cowboys, miners, the western identity</li> <li>• Government corruption – Boss Tweed and lower levels of government corruption</li> <li>• Muckrakers and other progressives</li> <li>• Women’s Suffrage – major political figures and their methods</li> <li>• Teddy Roosevelt, William H. Taft &amp; Woodrow Wilson’s impact on this time period</li> <li>• Spanish-American War and yellow journalism</li> <li>• The building of the Panama Canal and its international effects</li> <li>• Topics 14, 15, 16, and 17 on AP Test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globes</li> <li>• Identify the first transcontinental railroads and its impact</li> <li>• Identify the Plains Native American tribes and the wars fought against them</li> <li>• Assess how mining helped settle the west</li> <li>• Describe the cowboy culture in the West and the African-American influences</li> <li>• Describe the silver/gold economic issue</li> <li>• Identify the problems the muckrakers attacked and what was later done about them on the local, state and national levels</li> <li>• Identify the women’s suffragettes and describe their methods</li> <li>• Compare and contrast the progressive records of presidents Roosevelt, Taft and Wilson.</li> <li>• Assess the role of yellow journalism as a cause of the Spanish-American War</li> <li>• Examine the nature of the Spanish-American War and explain why it is an example of US Imperialism</li> <li>• Describe the paternalism of US foreign policy as regards Latin America under Teddy Roosevelt, Taft and Wilson</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• Rough draft 3<sup>rd</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>

<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 17-23</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>

**2009 NJCCCS**

**Standard:**

**Strand(s):**

**Content Statement(s):**

**CPI # / CPI(s):**

**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: World War I</b>	<b>Unit #: 8</b>
<b>Course or Grade Level: AP US History, Grade 12</b>	<b>Length of Time: 1 week</b>
<b>Date Created: June 20, 2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – World War I
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How did the US get involved in World War 1?</li> <li>• How did the Treaty of Versailles help set up World War 2?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• Causes of World War 1</li> <li>• Freedom of the Seas as a factor on US involvement</li> <li>• Submarine warfare on the part of Germany</li> <li>• Major Battles of World War 1, specifically those with US involvement</li> <li>• Total War (poison gas warfare)</li> <li>• The Treaty of Versailles- its imperfections and its lead-in to World War 2</li> <li>• The League of Nations and US foreign policy, 1919-1939</li> <li>• Topic 18 on AP Test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (Europe from 1914 -1919, locate major WWI battles with U.S. involvement)</li> <li>• Assess the morality of poison-gas warfare and analyze its effects on the War</li> <li>• Explain the reasons for the U.S. involvement in World War 1</li> <li>• Debate isolationism vs. active involvement in world affairs</li> <li>• Describe the major ideas of the Treaty of Versailles</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> </ul>



	<ul style="list-style-type: none"> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>					
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 24-25</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: The 1920s</b>	<b>Unit #9</b>
<b>Course or Grade Level: AP US History, Grade 12</b>	<b>Length of Time: 1 week</b>
<b>Date Created: June 20, 2012</b>	<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Roaring 20’s, Age of Normalcy
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the characteristics of American life in the 1920s?</li> <li>• Why did the US follow a course of isolationism in the 1920s and 1930s?</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The social and cultural aspects of US life in the 1920s (Jazz Age, Harlem Renaissance, businesses, the KKK)</li> <li>• The positives and negatives of the US economy in the 1920s</li> <li>• Topic 19 on AP Test</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• List and describe the dynamics in the US economy in the 1920s</li> <li>• Describe 1920s U.S. culture and lifestyle</li> <li>• Identify the prejudices brought about by immigration, specifically the Sacco and Vanzetti trial</li> </ul>
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>
<b>Interventions / differentiate instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>

<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 26</li> <li>• “The American Spirit” - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ’s and multiple choice questions</li> </ul>
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**2009 NJCCCS**

**Standard:**

**Strand(s):**

<b>Content Statement(s):</b>	<b>CPI # / CPI(s):</b>
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**21<sup>st</sup> Century Themes**

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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**21<sup>st</sup> Century Skills**

Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: The Great Depression &amp; New Deal</b>		<b>Unit #10</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 1 week</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Great Depression, Hoover, Roosevelt, New Deal	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the major causes of the Great Depression?</li> <li>• What were the major political differences between Hoover and Roosevelt?</li> <li>• What was the New Deal and how did it forever change the role of the federal government in the lives of its citizens?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Causes of the Great Stock Market Crash</li> <li>• Comparison of 1920's economy to today</li> <li>• Major policies listed in the New Deal</li> <li>• The political policies of Franklin Roosevelt</li> <li>• The Dust Bowl</li> <li>• Topic 20 on Apt Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the immediate and long term causes and effects of the Great Depression</li> <li>• Assess the New Deal and its departure from the past</li> <li>• Compare and contrast the economic policies of the 1920's to today</li> </ul>	
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• 3<sup>rd</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Testing based on student pace and class level</li> </ul>					
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 27 and 28</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

## Pine Hill Public Schools Curriculum

<b>Unit Title: World War II</b>		<b>Unit #11</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 2 weeks</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Isolationism, European war, neutrality 1 week – World War II and America’s involvement	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• Why did the U.S. policy of isolationism change in the early 1940’s?</li> <li>• What were the major causes and international effects of World War II?</li> <li>• How did the atomic bomb forever alter US foreign policy?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• The rise of dictatorships in Europe and Japan</li> <li>• The start of World War II; US neutrality and Pearl Harbor</li> <li>• Major battles of World War II</li> <li>• The atomic bomb and the Atomic Age</li> <li>• Topics 21 and 22 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (locate European countries and major World War II battles)</li> <li>• Examine the rise of the dictators in Europe and Japan</li> <li>• Examine America’s policy of neutrality and elaborate how it changed after Pearl Harbor</li> <li>• Describe the start of World War II</li> <li>• Describe the major battles of World War 2 and the development of the atomic bomb</li> </ul>	
<b>Assessments</b>	Formative <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiate instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> Modifications/Accommodations <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 29</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

## Pine Hill Public Schools Curriculum

<b>Unit Title: The Cold War &amp; Containment</b>		<b>Unit #12</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 2 weeks</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Cold War in Europe	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the origins of the Cold War?</li> <li>• What were the major philosophies of major political figures of the time?</li> <li>• How were the wars in Korea and Vietnam an example of containment?</li> <li>• What factors gave rise to the youth culture in the 1950s and 1960s?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Roots of the Cold War</li> <li>• Senator McCarthy and McCarthyism</li> <li>• US life and culture in the 1950s.</li> <li>• JFK, The Bay of Pigs and the Cuban Missile Crisis</li> <li>• Topic 23 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (locate various European and Asian countries)</li> <li>• Assess the changes brought about in foreign policy in the Nuclear Age</li> <li>• Describe the causes of the Cold War and the roots of McCarthyism</li> <li>• Describe the Eisenhower years and American culture in the 1950s</li> <li>• Assess the impact of pop culture (rock and roll) on American youth, the generation gap, etc.</li> </ul>	
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	



<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 30 and 31</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

## Pine Hill Public Schools Curriculum

<b>Unit Title: Civil Rights and Vietnam</b>		<b>Unit #13</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 2 weeks</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Civil Rights movement 1 week – Vietnam War	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the major causes of the Vietnam War and America’s Asian involvement?</li> <li>• What were the major anti-war and civil rights protests of the time?</li> <li>• How was the civil rights movement organized, what were the major goals and who were the major personalities involved?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• Causes of the Vietnam War and reasons for America’s occupancy of Vietnam</li> <li>• Anti-war movement</li> <li>• The Civil Rights movement and the work of various key figures of the time (Martin Luther King, Rosa Parks, Malcolm X, etc.)</li> <li>• Topics 24, 25, 26 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Analyze maps and globe (location of U.S. stations in Vietnam)</li> <li>• Describe various anti-war protests</li> <li>• Compare the Vietnam war to the Iraq war</li> <li>• Describe the Civil Rights Movement, its techniques, its goals, and personalities</li> </ul>	
<b>Assessments</b>	Formative <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> Summative <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> Modifications/Accommodations <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapters 31-34</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

## Pine Hill Public Schools Curriculum

<b>Unit Title: America from 1960-93</b>		<b>Unit #14</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 1 week</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Nixon’s, Ford’s, Carter’s, Reagan’s presidency	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What was Watergate and how did it affect the presidency?</li> <li>• What were the major political policies of Nixon, Ford, Carter, and Reagan?</li> <li>• What was the Space Race and what countries had major involvement?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• The rise of the 1960s counterculture and the role of music.</li> <li>• The Space Race and the moon landings</li> <li>• Nixon and Watergate- its cause and effects on the Presidency</li> <li>• The rise of Reagan</li> <li>• Stagflation and America’s economic condition in the 1970s</li> <li>• The collapse of the Soviet Union</li> <li>• Topics 27 and 28 on AP Test</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Describe the rise and fall of Nixon</li> <li>• Analyze the causes of the 1970s economic problems in comparison to today</li> <li>• Describe the rise of Reagan and assess his presidency</li> <li>• List and describe the reasons of the demise of the Cold War and the collapse of the Soviet Union.</li> </ul>	
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiated instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 35</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> <li>• AP DBQ's and multiple choice questions</li> </ul>					
<b>2009 NJCCCS</b>						
<b>Standard:</b>						
<b>Strand(s):</b>						
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>		
<b><u>21<sup>st</sup> Century Themes</u></b>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>						
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration	Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills	

## Pine Hill Public Schools Curriculum

<b>Unit Title: America Today</b>		<b>Unit #15</b>
<b>Course or Grade Level: AP US History, Grade 12</b>		<b>Length of Time: 2 weeks</b>
<b>Date Created: June 20, 2012</b>		<b>BOE Approval Date:</b>
<b>Pacing</b>	1 week – Reagan, Soviet Union, foreign policy 1 week – Bush, Clinton, Bush, Obama, 9/11, America today	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What were the foreign policies of Presidents Reagan, Bush, Clinton, G. W. Bush, Obama?</li> <li>• How did the collapse of the Soviet Union affect the goals of US foreign policy?</li> <li>• What impact did 9/11 have on the US on the foreign and domestic fronts?</li> </ul>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• The Clinton years and his legacy</li> <li>• The impact of 9-11 on US foreign and domestic policy</li> <li>• The Bush years, both domestic and foreign interaction</li> <li>• The impact of the 2008-09 U.S. recession</li> <li>• Congressional and Executive Bail-out Plans of Bush &amp; Obama</li> </ul>	
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Evaluate presidential policies of Bush, Clinton, Bush, and Obama</li> <li>• Analyze the economy of the late 20<sup>th</sup>, early 21<sup>st</sup> century</li> <li>• Debate the idea of war and its success and failure in American history</li> </ul>	
<b>Assessments</b>	<p>Formative</p> <ul style="list-style-type: none"> <li>• Cues and Questions</li> <li>• Oral Review</li> <li>• Homework review and check</li> <li>• Classroom assignments (primary source analysis, group outlines)</li> <li>• Flashcards</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Chapter/Unit Tests</li> <li>• Oral Reports</li> <li>• Group projects</li> <li>• 4<sup>th</sup> marking period research paper</li> <li>• AP multiple choice tests/DBQ tests</li> </ul>	
<b>Interventions / differentiate instruction</b>	<ul style="list-style-type: none"> <li>• Pairing/Group work</li> <li>• Individual assignments</li> <li>• Debates</li> </ul> <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> <li>• Extended time for completion of tests/quizzes/assignments</li> <li>• Additional time for review/test preparation</li> <li>• Visual materials (maps, timelines)</li> <li>• Small groups</li> <li>• Shortened assignments</li> <li>• Study guides/outlines of important events and people</li> <li>• Visual demonstrations</li> <li>• Summarizing</li> <li>• Credit for class participation/effort</li> <li>• Test directions read aloud and explained thoroughly</li> <li>• Graphic organizers/KWL charts</li> <li>• Tutoring assistance (peer/teacher)</li> <li>• Testing based on student pace and class level</li> </ul>	

<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Map Activities</li> <li>• Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)</li> </ul>						
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• History of a Free Nation, Chapter 36</li> <li>• "The American Spirit" - Primary Source Reading</li> <li>• Political Cartoons</li> </ul>						
<b>2009 NJCCCS</b>							
<b>Standard:</b>							
<b>Strand(s):</b>							
<b>Content Statement(s):</b>				<b>CPI # / CPI(s):</b>			
<b><u>21<sup>st</sup> Century Themes</u></b>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<b><u>21<sup>st</sup> Century Skills</u></b>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		