

Pine Hill Public Schools Curriculum

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

**Pine Hill Public Schools
Curriculum**

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

	<ul style="list-style-type: none"> • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapters 1-3 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions 						
2009 NJCCCS	<ul style="list-style-type: none"> • 						
Standard:							
Strand(s):							
Content Statement(s):				CPI # / CPI(s):			
<u>21st Century Themes</u>							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	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	
Unit Title: The Revolutionary Period	Unit #: 2
Course or Grade Level: AP US History I- 12th	Length of Time: 1 ½ week
Date Created: June 20, 2012	BOE Approval Date:
Pacing	3 days – British policies/Colonial Reaction 2-3 days – Revolutionary War 1-3 days – Research paper/Test
Essential Questions	<ul style="list-style-type: none"> • What were the economic and political reasons for the French and Indian War and the American Revolution? • What were the major colonial protests that lead to the Revolutionary War? • What philosophical and economic ideas led to the formulation of the Declaration of Independence and the U.S. Constitution?
Content	<ul style="list-style-type: none"> • Slavery in the 18th Century • Causes and effects the French and Indian War • Causes of the American Revolution in relation to the French and Indian War • Different view points during the Revolutionary period (Loyalist vs. Patriot, Federalist vs. Antifederalists) • Major battles of the Revolution and the Franco-American Alliance • Impacts, both domestically and internationally, of the American Revolution • The Articles of Confederation in comparison to the U.S. Constitution • Varying viewpoints of the U.S. Constitution • George Washington’s Presidency • Topic 4 on AP test
Skills	<ul style="list-style-type: none"> • Analyze maps and globe (locate 13 colonies and influential countries on world map) • Asses New Jersey’s role in the Revolution • Debate the justification for the American rebellion for economic and political reasons • Assess the impact of George Washington and others on American/World History • Analyze different viewpoints and the basic framework of the US Constitution • List and analyze the inconsistencies between slavery and US democratic principles as outlined in the Declaration of Independence and the US Constitution
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • 1st marking period research paper • AP multiple choice tests/DBQ tests
Interventions / differentiated instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments

	<ul style="list-style-type: none"> • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 						
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric) 						
Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapter 4 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions 						
2009 NJCCCS							
Standard:							
Strand(s):							
Content Statement(s):				CPI # / CPI(s):			
21st Century Themes							
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
21st 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	
Unit Title: The Early Republic	Unit #: 3
Course or Grade Level: AP History I Grade 12	Length of Time: 2 week
Date Created: June 20, 2012	BOE Approval Date:
Pacing	1-2 days – Washington’s presidency 4 days – Adams’ and Jefferson’s presidencies 2 days – War of 1812, Monroe Doctrine
Essential Questions	<ul style="list-style-type: none"> • How did Washington help establish a viable, workable presidency? • How did Presidents Adams and Jefferson handle the growing international crises? • What enabled a true American culture to develop? • Why was freedom of the seas an issue in the War of 1812 and subsequent American conflicts?
Content	<ul style="list-style-type: none"> • The growing importance of cotton in the South • States Rights vs. Federalism and the debate over the ratification of the Constitution • The Industrial Revolution in the US and economic/transportation improvements • The Louisiana Purchase • Federalist and Democratic-Republican political parties and different viewpoints • Causes and impacts of the War of 1812 • Native Americans and the impact of Tecumseh • The domestic and international impacts of the Monroe Doctrine • Topics 5 and 6 on AP Test
Skills	<ul style="list-style-type: none"> • Analyze maps and globe (locate Louisiana, the Rockies, Canada on a map of North America) • Compare Washington’s, Adams’, Jefferson’s, Madison’s, and Monroe’s presidencies • Assess the impact of the Louisiana Purchase on US History • Compare and contrast the causes of the War of 1812 with other major US wars (Freedom of the Seas) • Debate the relationship between the new political parties and their beliefs on states rights versus federal government rights • Describe the entrenchment of slavery due to the cultivation of cotton • Analyze US foreign policy from Adams through Monroe
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • AP multiple choice tests/DBQ tests
Interventions / differentiate instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments

	<ul style="list-style-type: none"> • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)
Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapter 5-10 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions

2009 NJCCCS

Standard:

Strand(s):

Content Statement(s):

CPI # / CPI(s):

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st 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	
Unit Title: The Age of Jackson	Unit #: 4
Course or Grade Level: AP History I Grade 12	Length of Time: 1 week
Date Created: June 20, 2012	BOE Approval Date:
Pacing	3-4 days – Jackson’s major policies 1 day – American System
Essential Questions	<ul style="list-style-type: none"> • How did Americans relate to Andrew Jackson and how did this affect his presidential policies? • What were the successes and limitations of Andrew Jackson’s presidency?
Content	<ul style="list-style-type: none"> • Andrew Jackson’s major political policies (spoils system, Nullification, Bank War, Indian Removal Act) • The impact of the Indian Removal Act on Native American culture • Topic 7 on AP Test
Skills	<ul style="list-style-type: none"> • Analyze maps and globe • Analyze the ideals of federal authority versus state rights • Debate Andrew Jackson’s Bank, Nullification, and spoils system policies • Analyze Jackson’s justification for the Indian Removal Act, his defiance of the Supreme Court Worcester vs. Georgia ruling, and its historical impacts • Topic 7 on AP test
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • AP multiple choice tests/DBQ tests
Interventions / differentiate instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level

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

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

Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric) 					
Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapter 12-13 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions 					
2009 NJCCCS						
Standard:						
Strand(s):						
Content Statement(s):				CPI # / CPI(s):		
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	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**

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

	<ul style="list-style-type: none"> • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
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Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)
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Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapter 14-16 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions
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2009 NJCCCS

Standard:

Strand(s):

Content Statement(s):	CPI # / CPI(s):

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st 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	
Unit Title: Industrialization, the West, the Progressives, Imperialism	
Unit #: 7	
Course or Grade Level: US History I-AP, 12th Grade	Length of Time: 3 ½ weeks
Date Created: June 20, 2012	BOE Approval Date:
Pacing	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
Essential Questions	<ul style="list-style-type: none"> • What factors gave impetus to the rise of American industry? • How widespread was corruption in all levels of government and how did it get that way? • How did the railroad and the U.S. government help the settlement of the Plains? • What was the United States' Native American policy in the 19th and 20th century? • How did the U.S. develop into a world power in the 20th century? • What were the major causes and effects of the Spanish American War?
Content	<ul style="list-style-type: none"> • The rise of the steel industry, the railroad, and how their development helped settle the Great Plains • The West – cowboys, miners, the western identity • Government corruption – Boss Tweed and lower levels of government corruption • Muckrakers and other progressives • Women's Suffrage – major political figures and their methods • Teddy Roosevelt, William H. Taft & Woodrow Wilson's impact on this time period • Spanish-American War and yellow journalism • The building of the Panama Canal and its international effects • Topics 14, 15, 16, and 17 on AP Test
Skills	<ul style="list-style-type: none"> • Analyze maps and globes • Identify the first transcontinental railroads and its impact • Identify the Plains Native American tribes and the wars fought against them • Assess how mining helped settle the west • Describe the cowboy culture in the West and the African-American influences • Describe the silver/gold economic issue • Identify the problems the muckrakers attacked and what was later done about them on the local, state and national levels • Identify the women's suffragettes and describe their methods • Compare and contrast the progressive records of presidents Roosevelt, Taft and Wilson. • Assess the role of yellow journalism as a cause of the Spanish-American War • Examine the nature of the Spanish-American War and explain why it is an example of US Imperialism • Describe the paternalism of US foreign policy as regards Latin America under Teddy Roosevelt, Taft and Wilson
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • Rough draft 3rd marking period research paper • AP multiple choice tests/DBQ tests

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

2009 NJCCCS

Standard:

Strand(s):

Content Statement(s):

CPI # / CPI(s):

[21st Century Themes](#)

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
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[21st 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**

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

	<ul style="list-style-type: none"> • Tutoring assistance (peer/teacher) • Testing based on student pace and class level 					
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric) 					
Lesson resources / Activities	<ul style="list-style-type: none"> • History of a Free Nation, Chapter 24-25 • "The American Spirit" - Primary Source Reading • Political Cartoons • AP DBQ's and multiple choice questions 					
2009 NJCCCS						
Standard:						
Strand(s):						
Content Statement(s):				CPI # / CPI(s):		
<u>21st Century Themes</u>						
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	Health Literacy
<u>21st Century Skills</u>						
	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	
Unit Title: The 1920s	Unit #9
Course or Grade Level: AP US History, Grade 12	Length of Time: 1 week
Date Created: June 20, 2012	BOE Approval Date:
Pacing	1 week – Roaring 20’s, Age of Normalcy
Essential Questions	<ul style="list-style-type: none"> • What were the characteristics of American life in the 1920s? • Why did the US follow a course of isolationism in the 1920s and 1930s?
Content	<ul style="list-style-type: none"> • The social and cultural aspects of US life in the 1920s (Jazz Age, Harlem Renaissance, businesses, the KKK) • The positives and negatives of the US economy in the 1920s • Topic 19 on AP Test
Skills	<ul style="list-style-type: none"> • List and describe the dynamics in the US economy in the 1920s • Describe 1920s U.S. culture and lifestyle • Identify the prejudices brought about by immigration, specifically the Sacco and Vanzetti trial
Assessments	<p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom assignments (primary source analysis, group outlines) • Flashcards <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Oral Reports • Group projects • AP multiple choice tests/DBQ tests
Interventions / differentiate instruction	<ul style="list-style-type: none"> • Pairing/Group work • Individual assignments • Debates <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level
Inter-disciplinary Connections	<ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric/AP Scoring Rubric)

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

Standard:

Strand(s):

Content Statement(s):	CPI # / CPI(s):
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21st Century Themes

Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st 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**

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

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

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

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

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

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

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

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

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

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

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

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