



**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
SOCIAL STUDIES DEPARTMENT CURRICULUM**

ADVANCED PLACEMENT UNITED STATES HISTORY

Grade Level: 11

Credits: 5

BOARD OF EDUCATION ADOPTION DATE: August 26, 2021

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FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Advanced Placement United States History		
Course Description		
In <i>Advanced Placement United States History</i> students investigate significant events, individuals, developments, and processes in 4 historical periods from approximately 1865 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.		
Course Sequence and Pacing		
Unit Title	Content Statement / Unit Focus OR Section Focus	Suggested Pacing
Unit 1: Period 6: 1865–1898	1.1 / CED 6.1 Contextualizing Period 6 1.2 / CED 6.2 Westward Expansion: Economic Development 1.3 / CED 6.4 The “New South” 1.4 / CED 6.5 Technological Innovation 1.5 / CED 6.6 The Rise of Industrial Capitalism 1.6 / CED 6.7 Labor in the Gilded Age 1.7 / CED 6.8 Immigration and Migration in the Gilded Age 1.8 / CED 6.9 Responses to Immigration in the Gilded Age 1.9 / CED 6.10 Development of the Middle Class 1.10 / CED 6.11 Reform in the Gilded Age 1.11 / CED 6.12 Controversies over the Role of Government in the Gilded Age 1.12 / CED 6.13 Politics in the Gilded Age 1.13 / CED 6.14 Continuity and Change in Period 6	25 Sessions
Unit 2: Period 7: 1890–1945	2.1 / CED 7.1 Contextualizing Period 7 2.2 / CED 7.2 Imperialism: Debates 2.3 / CED 7.3 The Spanish–American War 2.4 / CED 7.4 The Progressives 2.5 / CED 7.5 World War I: Military and Diplomacy 2.6 / CED 7.6 World War I: Home Front 2.7 / CED 7.7 1920s: Innovations in Communication and Technology 2.8 / CED 7.8 1920s: Cultural and Political Controversies 2.9 / CED 7.9 The Great Depression 2.10 / CED 7.10 The New Deal 2.11 / CED 7.11 Interwar Foreign Policy 2.12 / CED 7.12 World War II: Mobilization 2.13 / CED 7.13 World War II: Military 2.14 / CED 7.14 Postwar Diplomacy 2.15 / CED 7.15 Comparison in Period 7	31 Sessions
Unit 3: Period 8: 1945–1980	3.1 / CED 8.1 Contextualizing Period 8 3.2 / CED 8.2 The Cold War from 1945 to 1980 3.3 / CED 8.3 The Red Scare 3.4 / CED 8.4 Economy after 1945 3.5 / CED 8.5 Culture after 1945 3.6 / CED 8.6 Early Steps in the Civil Rights Movement (1940s and 1950s) 3.7 / CED 8.7 America as a World Power 3.8 / CED 8.8 The Vietnam War 3.9 / CED 8.9 The Great Society 3.10 / CED 8.10 The African American Civil Rights Movement (1960s) 3.11 / CED 8.11 The Civil Rights Movement Expands 3.12 / CED 8.12 Youth Culture of the 1960s	35 Sessions

	3.13 / CED 8.13 The Environment and Natural Resources from 1968 to 1980 3.14 / CED 8.14 Society in Transition 3.15 / CED 8.15 Continuity and Change in Period 8	
Unit 4: Period 9: 1980–Present	4.1 / CED 9.1 Contextualizing Period 9 4.2 / CED 9.2 Reagan and Conservatism 4.3 / CED 9.3 The End of the Cold War 4.4 / CED 9.4 A Changing Economy 4.5 / CED 9.5 Migration and Immigration in the 1990s and 2000s 4.6 / CED 9.6 Challenges of the 21st Century 4.7 / CED 9.7 Causation in Period 9	11 Sessions
Support Resources		
Supporting resources and appendices for this curriculum are available. These include a Resource Catalog of standards-aligned activities, common formative assessment and interdisciplinary items for performance expectations and objectives in this course. • AP United States History Resource Catalog • Appendix A: Accommodations and Modifications for Various Student Populations • Appendix B: Assessment Evidence • Appendix C: Interdisciplinary Connections		

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.1	Suggested Pacing: 0.5 Session
Section Focus: Contextualizing Period 6	
AP CED Learning Objectives	
LO.6.A Contextualization Explain the historical context for the rise of industrial capitalism in the United States.(required content: Impact of Civil War on economy)	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-1 [1] Explain the historical context for the rise of industrial capitalism in the United States. (Required content: Impact of Civil War on economy) Explain how a specific historical development or process is situated within a broader historical context.	

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.2	Suggested Pacing: 3 Sessions
Section Focus: Westward Expansion: Economic Development	
AP CED Learning Objectives	
LO.6.B Explain the causes and effects of the settlement of the West from 1877 to 1898. (Required content: Homestead Act, "closing of the frontier").	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
ADVUS5-3 [1] Determine why larger numbers of migrants moved to the West in search of land and economic opportunity,	

frequently provoking competition and violent conflict.
ADVUS5-3 [2] Describe how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. (Required content: mechanization of farming, bonanza farms, role of railroads). Explain a historical concept, development, or process.
ADVUS5-3 [3] Identify that large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. (Required content: Election of 1896, Gold Standard Act).
ADVUS5-3 [4] Show how the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. (Required content: mining industry, beef bonanza, railroads, mechanization of agriculture).
ADVUS5-3 [5] Examine how a variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (Required content: Panic of 1893, rise of big business).
ADVUS5-3 [6] Explain how new systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. (Required content: ranches, Farmers Alliance, The Grange).

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.3	Suggested Pacing: 3 Sessions
Section Focus: The “New South”	
AP CED Learning Objectives	
LO.6.C Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. (Required content: Birmingham (steel), Memphis (lumber), Richmond (tobacco)	
Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-3 [1] Describe how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. (Required content: mechanization of farming, bonanza farms, role of railroads).	
APUSH1-3 [2] Examine how a variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (Required content: Knights of Labor, American Federation of Labor, Pullman Strike).	
APUSH1-3 [3] Illustrate that, despite the industrialization of some segments of the Southern economy—a change promoted by Southern leaders who called for a “New South”—agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South. (Required content: Tenant Farming, Sharecropping).	
APUSH1-3 [4] Analyze how the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. (Required content: Jane Addams, Progressivism, Lincoln Steffens).	
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
APUSH1-3 [5] Identify how dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. (Required content: Boss Tweed, Samuel Tilden).	
APUSH1-3 [6] Describe how new cultural and intellectual movements both buttressed and challenged the social order of the Gilded Age. (Required content: Andrew Carnegie views, Social Darwinism, John Spargo).	

APUSH1-3 [7] Explain how the Supreme Court decision in Plessy v. Ferguson that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality. (Required content: Social Darwinism, NAACP, W.E.B DuBois, Booker T. Washington).

APUSH1-3 [8] Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.(required content: Birmingham (steel), Memphis (lumber), Richmond (tobacco)).

Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses in the United States the centuries of accomplishments by African Americans in the building and development of America.

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.4	Suggested Pacing: 1 Session
Section Focus: Technological Innovation	
AP CED Learning Objectives	
LO.6.D Explain the effects of technological advances in the development of the United States over time. (required content: 2nd Industrialization Revolution).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-4 [1] Recognize that businesses made use of technological innovations and greater access to natural resources to dramatically increase the production of goods. (Required content: Union and Central Pacific).	
Explain how a historical development or process relates to another historical development or process.	
APUSH1-4 [2] Explain the effects of technological advances in the development of the United States over time. (Required content: 2nd Industrialization Revolution).	

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.5	Suggested Pacing: 2.5 Sessions
Section Focus: The Rise of Industrial Capitalism	
AP CED Learning Objectives	
LO.6.E Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. (i.e., Growth of middle class, Child Labor, New Immigration).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-5 [1] Describe how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. (Required content: Bessemer Process, US Steel, Railroads).	
APUSH1-5 [2] Recognize that many business leaders sought increased profits by consolidating corporations into large trusts and holding companies, which further concentrated wealth. (Required content: Vertical/Horizontal Integration, Morganization). Explain how a specific historical development or process is situated within a broader historical context.	
APUSH1-5 [3] Identify how businesses made use of redesigned financial and management structures, advances in marketing, and a	

growing labor force to dramatically increase the production of goods. (Required content: Department Stores, factory wage earners, Eugene Debs).

APUSH1-5 [4] Describe how businesses increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. (Required content: Imperialism, Open Door Notes, Hawaiian Annexation).

APUSH1-5 [5] Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. (Required content: Growth of middle class, Child Labor, New Immigration).

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.6		Suggested Pacing: 2.5 Sessions
Section Focus: Labor in the Gilded Age		
AP CED Learning Objectives		
LO.6.E Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. (Required content: Growth of middle class, Child Labor, New Immigration).		
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
APUSH1-6 [1] Identify that large-scale industrial production— accompanied by massive technological change, expanding international communication networks, and pro-growth government policies—generated rapid economic development and business consolidation. (Required content: Laissez Faire Capitalism, Robber Barons).		
APUSH1-6 [2] Describe how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. (Required content: Laissez Faire Capitalism, Railroads, Robber Barons).		
Use historical reasoning to explain relationships among pieces of historical evidence.		
APUSH1-6 [3] Recognize that as the price of many goods decreased, workers’ real wages increased, providing new access to a variety of goods and services; many Americans’ standards of living improved, while the gap between rich and poor grew. (Required content: Social Darwinism, Expanding Middle Class).		
APUSH1-6 [4] Recognize that the industrial workforce expanded and child labor increased. (Required content: John Spargo).		
APUSH1-6 [5] Recognize that labor and management battled over wages and working conditions, with workers organizing local and national unions and/or directly confronting business leaders. (Required content: Pullman Strike, Haymarket Square Riot, Eugene Debs).		
APUSH1-6 [6] Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. (Required content: Growth of middle class, Child Labor, New Immigration).		
Common Assessment: SAQ (1) Answer the historiography SAQ in an in-class timed setting. Students will have no more than 15 minutes to complete this task (one question). In your response, be sure to address all parts (A, B, C) of the question. <i>Instructions and rubric should be reviewed well in advance of the assessment.</i>		

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.7	Suggested Pacing: 3 Sessions
Section Focus: Immigration and Migration in the Gilded Age	
AP CED Learning Objectives	
LO.6.F Explain how cultural and economic factors affected migration patterns over time. (Required content: Ethnic Enclaves, New Immigration vs. Old).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-7 [1] Show how the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. (Required content: Old Immigration Vs. New Immigration, Lure of Cities, Public Transportation).	
APUSH1-7 [2] Explain how, as cities became areas of economic growth featuring new factories and businesses, they attracted immigrants from Asia and southern and eastern Europe, as well as African American migrants within and out of the South. Many migrants moved to escape poverty, religious persecution, and limited opportunities for social mobility in their home countries or regions. (Required content: Reasons for New Immigration).	
APUSH1-7 [3] Explain how the industrial workforce expanded and became more diverse through internal and international migration. (Required content: Chinese, Irish, Railroad Workers).	
APUSH1-7 [4] Describe how urban neighborhoods based on particular ethnicities, races, and classes provided new cultural opportunities for city dwellers. (Required content: ethnic enclaves).	
APUSH1-7 [5] Explain how cultural and economic factors affected migration patterns over time. (Required content: Ethnic Enclaves, New Immigration vs. Old).	

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.8	Suggested Pacing: 2 Sessions
Section Focus: Responses to Immigration in the Gilded Age	
AP CED Learning Objectives	
LO.6.G Explain the various responses to immigration in the period over time.	
6.1.12.HistorySE.14.a. Explain the various responses to immigration in the period over time. (Required content: Chinese Exclusion Act, Immigration Act of 1882, American Protective Association).	
Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-8 [1] Show how social commentators advocated theories later described as Social Darwinism to justify the success of those at the top of the socioeconomic structure as both appropriate and inevitable. (Required content: Andrew Carnegie, Gospel of Wealth, Horatio Alger).	
APUSH1-8 [2] Explain the increasing public debates over assimilation and Americanization accompanied the growth of international migration. Many immigrants negotiated compromises between the cultures they brought and the culture they found in the United States. (Required content: Social Darwinism, Gospel of Wealth, American Protective Agency).	
Explain how a historical development or process relates to another historical development or process	

APUSH1-8 [3] Explain how many women, like Jane Addams, worked in settlement houses to help immigrants adapt to U.S. language and customs. (Required content: Hull House).

6.1.12.HistorySE.14.a. Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.

OBJECTIVE: Explain how women have historically been involved in reform movements throughout American history.

APUSH1-8 [4] Explain the various responses to immigration in the period over time (Required content: . Chinese Exclusion Act, Immigration Act of 1882, American Protective Association).

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.9		Suggested Pacing: 1.5 Sessions
Section Focus: Development of the Middle Class		
AP CED Learning Objectives		
LO.6.H Explain the causes of increased economic opportunity and its effects on society. (required content: Growth of Middle Class, Horatio Alger).		
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
APUSH1-9 [1] Show how the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. (Required content: Old Immigration Vs. New Immigration, Lure of Cities, Public Transportation).		
Explain how a specific historical development or process is situated within a broader historical context.		
APUSH1-9 [2] Explain that corporations' need for managers and for male and female clerical workers, as well as increased access to educational institutions, fostered the growth of a distinctive middle class. A growing amount of leisure time also helped expand consumer culture. (Required content: Coney Island, Growth of Middle Class, Rise of Sports).		
APUSH1-9 [3] Demonstrate that International and internal migration increased urban populations and fostered the growth of a new urban culture. (Required content: Department Stores, Ethnic Enclaves, Mass Transportation).		
APUSH1-9[4] Describe how some business leaders argued that the wealthy had a moral obligation to help the less fortunate and improve society, as articulated in the idea known as the Gospel of Wealth, and they made philanthropic contributions that enhanced educational opportunities and urban environments. (Required content: Andrew Carnegie).		
APUSH1-9 [5] Explain the causes of increased economic opportunity and its effects on society. (Required content: Growth of Middle Class, Horatio Alger).		

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.10		Suggested Pacing: 2 Sessions
Section Focus: Reform in the Gilded Age		
AP CED Learning Objectives		
LO.6.I Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age. (Required content: Knights of Labor, Samuel Gompers, American Federation of Labor).		
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
APUSH1-10 [1] Describe how new cultural and intellectual movements both buttressed and challenged the social order of the		

Gilded Age. (Required content: Andrew Carnegie views, Social Darwinism, John Spargo).
APUSH1-10 [2] Identify how dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. (Required content: Boss Tweed, Samuel Tilden, Political Machines).
APUSH1-10 [3] Identify a number of artists and critics, including agrarians, utopians, socialists, and advocates of the Social Gospel, championed alternative visions for the economy and U.S. society. (Required content: Samuel Gompers, American Federation of Labor, Knights of Labor). Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
APUSH1-10 [4] Describe how many women sought greater equality with men, often joining voluntary organizations, going to college, and promoting social and political reform. (Required content: Jane Addams, Suffragette Movement, Carrie Nation).
APUSH1-10 [5] Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age. (Required content: Knights of Labor, Samuel Gompers, American Federation of Labor).

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.11	Suggested Pacing: 1 Session
Section Focus: Controversies Over the Role of Government in the Gilded Age	
AP CED Learning Objectives	
LO.6.J Explain continuities and changes in the role of the government in the U.S. economy. (Required content: Laissez Faire Capitalism).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-11 [1] Explain why some argued that laissez-faire policies and competition promoted economic growth in the long run, and they opposed government intervention during economic downturns. (Required content: Robber Barons).	
APUSH1-11 [2] Describe how foreign policymakers increasingly looked outside U.S. borders in an effort to gain greater influence and control over markets and natural resources in the Pacific Rim, Asia, and Latin America. (Required content: Panic of 1873, Closing of the Frontier) Explain how a specific historical development or process is situated within a broader historical context.	
APUSH1-11 [3] Explain continuities and changes in the role of the government in the U.S. economy. (required content: Laissez Faire Capitalism).	

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.12	Suggested Pacing: 2 Sessions
Section Focus: Politics in the Gilded Age	
AP CED Learning Objectives	
LO.6.K Explain the similarities and differences between the political parties during the Gilded Age. (Required content: Election of 1876, Political Patronage, Voter Turnout).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-12 [1] Identify how dramatic social changes in the period inspired political debates over citizenship, corruption, and the proper relationship between business and government. (Required content: Boss Tweed, Tammany Hall, Laissez Faire Capitalism).	
APUSH1-12 [2] Examine how a variety of perspectives on the economy and labor developed during a time of financial panics and downturns. (Required content: Robber Baron's views vs. workers, Panic of 1907).	
APUSH1-12 [3] Outline how the major political parties appealed to lingering divisions from the Civil War and contended over tariffs and currency issues, even as reformers argued that economic greed and self-interest had corrupted all levels of government. (Required content: Waving the Bloody Flag).	
APUSH1-12 [4] Explain how, in an urban atmosphere where the access to power was unequally distributed, political machines thrived, in part by providing immigrants and the poor with social services. (Required content: Tammany Hall, Boss Tweed).	
APUSH1-12 [5] Explain how new systems of production and transportation enabled consolidation within agriculture, which, along with periods of instability, spurred a variety of responses from farmers. (Required content: Bonanza Farms).	
APUSH1-12 [6] Describe how and why economic instability inspired agrarian activists to create the People's (Populist) Party, which called for a stronger governmental role in regulating the American economic system. (Required content: The Grange, Panic of 1893, The Farmers Alliance)	
Explain how claims or evidence support, modify, or refute a source's argument.	
APUSH1-12 [7] Explain the similarities and differences between the political parties during the Gilded Age. (Required content: Election of 1876, Political Patronage, Voter Turnout).	

Advanced Placement United States History Unit 1: Period 6: 1865–1898 Section 1.13	Suggested Pacing: 0.5 Session
Section Focus: Continuity and Change in Period 6	
AP CED Learning Objectives	
LO.6.L Explain the extent to which industrialization brought change from 1865 to 1898. (Required content: Robber Barons, Growth of Middle Class, Child Labor).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH1-13 [1] Explain the extent to which industrialization brought change from 1865 to 1898. (Required content: Robber Barons, Growth of Middle Class, Child Labor).	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.1	Suggested Pacing: 0.5 Session
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Section Focus: Contextualizing Period 7
AP CED Learning Objectives
L.O.7.A Contextualization Explain the context in which America grew into its role as a world power. (Required content: Industrialization, Global Competition, Imperialism, Spanish American War, World War I, World War II).
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
APUSH2-1 [1] Explain the context in which America grew into its role as a world power. (Required content: Industrialization, Global Competition, Imperialism, Spanish American War, World War I, World War II).

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.2	Suggested Pacing: 2 Sessions
Section Focus: Imperialism: Debate	
AP CED Learning Objectives	
LO.7.B Explain the similarities and differences in attitudes about the nation’s proper role in the world. (required content: Imperialism vs. Anti Imperialism, White Man's Burden, Insular Cases).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-2 [1] Explain how Imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was “closed” to argue that Americans were destined to expand their culture and institutions to peoples around the globe. (Required content: Frederick Jackson Turner's thesis, Industrialization, Berlin Conference, Spheres of Influence in China, McKinley Tariff).	
APUSH2-2 [2] Explain why Anti-Imperialists cited principles of self-determination and invoked both racial theories and the U.S. foreign policy tradition of isolationism to argue that the United States should not extend its territory overseas. Explain the opposing viewpoint (Required content: Anti Imperialist League, Mark Twain, Brown Man's Burden).	
6.1.12.HistorySE.14.a:Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.	
APUSH2-2 [3] Justify America's new role as a colonizing nation by discussing how, in the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America’s role in the world (Required content: Alfred T. Mahan, Josiah Strong, Theodore Roosevelt, Great White Fleet, issues with Japan).	
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
APUSH2-2 [4] Identify how participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation’s proper role in the world. (Required content: Annexation of Hawaii, Philippines and Puerto Rico; dealings with Cuba, Panama Canal, Russo Japanese War).	
APUSH2-2 [5] Explain the similarities and differences in attitudes about the nation’s proper role in the world. (Required content: Imperialism vs. Anti Imperialism, White Man's Burden, Insular Cases).	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.3	Suggested Pacing: 0.5 Sessions
Section Focus: The Spanish-American War	
AP CED Learning Objectives	
LO.7.C Explain the effects of the Spanish–American War.	
Explain the point of view, purpose, historical situation, and/or audience of a source.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-3 [1] Explain the effects of the Spanish–American War.	
Explain the point of view, purpose, historical situation, and/or audience of a source.	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.4	Suggested Pacing: 4 Sessions
Section Focus: The Progressives	
AP CED Learning Objectives	
LO.7.D Compare the goals and effects of the Progressive reform movement.(Required content: Gilded Age, Industrial leaders, muckrakers, laissez-faire/ government regulation).	
LO.7.E Compare attitudes toward the use of natural resources from 1890 to 1945. (Required content: Preservation vs. Conservation, Roosevelt and John Muir, Sierra Club, Pinchot-Ballinger affair, Antiquities Act).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-4 [1] Describe how industrial growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. (Required content: Organized Labor forms, Pullman Strike, Homestead Strike, Haymarket Square riot, Interstate Commerce Act, Sherman Antitrust Act).	
APUSH2-4 [2] Explain what accounted for the United States's continued transition from a rural, agricultural economy to an urban, industrial economy which was led by large companies. (Required content: Transcontinental Railroad, Steel, Oil, Immigration).	
APUSH2-4 [3] In the Progressive Era of the early 20th century, demonstrate how Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures (required content: . Jacob Riis, Upton Sinclair, Lincoln Steffens, David Phillips, Progressive legislation).	
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
APUSH2-4 [4] Account for how some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations. (Required content: Ida Tarbell, Jane Addams, WEB DuBois, Booker T. Washington, Marcus Garvey).	

APUSH2-4 [5] Describe why the Progressives were divided over many issues. Some Progressives supported Southern segregation, while others ignored its presence. Some Progressives advocated expanding popular participation in government, while others called for greater reliance on professional and technical experts to make government more efficient. Progressives also disagreed about immigration restriction. (Required content: Referendum, initiative, recall, secret ballot, 17th Amendment, 19th Amendment, Jim Crow, voting restrictions for African Americans).

APUSH2-4 [6] Compare the goals and effects of the Progressive reform movement. (Required content: Gilded Age, Industrial leaders, muckrakers, laissez-faire/ government regulation).

APUSH2-4 [7] Compare attitudes toward the use of natural resources from 1890 to 1945. (Required content: Preservation vs. Conservation, Theodore Roosevelt and John Muir, Sierra Club, Pinchot-Ballinger Affair, Antiquities Act).

Common Assessment: DBQ

The following DBQ is based on the accompanying documents. The documents have been edited for the purpose of this assessment. Note: It is suggested that you spend 15 minutes reading the documents and 45 minutes writing your response.

Instructions and rubric should be reviewed well in advance of the assessment.

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.5	Suggested Pacing: 3 Sessions
Section Focus: World War I: Military and Diplomacy	
AP CED Learning Objectives	
LO.7.F Explain the causes and consequences of U.S. involvement in World War I.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-5 [1] Describe the events that, after initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson’s call for the defense of humanitarian and democratic principles. (Required content: Imperialism, Nationalism, Militarism, Alliances, U-Boat warfare, Zimmermann Telegram).	
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
APUSH2-5 [2] Demonstrate how although the American Expeditionary Forces played a relatively limited role in combat, the United States’ entry helped to tip the balance of the conflict in favor of the Allies. (Required content: Chateau Thierry, Black Jack Pershing).	
APUSH2-5 [3] Provide an argument for the reasons why the U.S. Senate refused to ratify the Treaty of Versailles or join the League of Nations despite Woodrow Wilson’s deep involvement in postwar negotiations. Summarize Wilson’s arguments why we needed to ratify the treaty and join the League of Nations. (Required content: Article X of the League of Nations, Irreconcilables, Lodge’s Reservationists and Wilson’s Democrats).	
APUSH2-5 [4] Describe how World War I and its aftermath intensified ongoing debates about the nation’s role in the world and how best to achieve national security and pursue American interests. (Required content: Treaty of Versailles, League of Nations, battle for ratification of the Treaty of Versailles/ League of Nations, Dawes Plan, Washington Naval Conference, Kellogg-Briand, Nye Commission).	
APUSH2-5 [5] Explain the causes and consequences of U.S. involvement in World War I.	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.6	Suggested Pacing: 2 Sessions
Section Focus: World War I: Home Front	
AP CED Learning Objectives	
LO.7.G Explain the causes and effects of international and internal migration patterns over time. (required content: WWI factory vacancies, Great Migration, Race Riots, support for and against involvement in WWI).	
Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-6 [1] Account for how the increased demand for war production and labor during World War I led many Americans to migrate to urban centers in search of economic opportunities. (Required content: Great Migration, War Industries Board, women working in the war factories).	
APUSH2-6 [2] Explain how immigration from Europe reached its peak in the years before World War I. During World War I, nativist campaigns against some ethnic groups led to the passage of quotas that restricted immigration, particularly from southern and eastern Europe, and increased barriers to Asian immigration (Required content: Immigration Laws 1921 and 1924, Red Scare, re-emergence of the KKK).	
APUSH2-6 [3] Describe how official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture. (Required content: Schenck Vs. US, Palmer Raids).	
Explain how claims or evidence support, modify, or refute a source’s argument.	
APUSH2-6 [4] Demonstrate how Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. (Required content: Radio, Harlem Renaissance).	
APUSH2-6 [5] Explain the causes and effects of international and internal migration patterns over time. (required content: WWI factory vacancies, Great Migration, Race Riots, support for and against involvement in WWI). Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.7	Suggested Pacing: 2 Sessions
Section Focus: 1920s: Innovations in Communication and Technology	
AP CED Learning Objectives	
LO.7.H: Explain the causes and effects of the innovations in communication and technology in the United States over time.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-7 [1] Explain how new technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.	

Describe the impact of said changes. (Required content: mass production of cars, Model T, Henry Ford, conveyor belt added to assembly line, side industries of the automobile, radio and popular culture).
Explain how a historical development or process relates to another historical development or process.
APUSH2-7 [2] Account for how new forms of mass media, such as radio and cinema, contributed to the spread of national culture as well as greater awareness of regional cultures. (Required content: D.W. Griffith's Birth of a Nation).
APUSH2-7 [3] Describe how popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. (Required content: Prohibition, radio, speakeasies).
APUSH2-7 [4] Demonstrate how innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. (Required content: radio, Harlem Renaissance).
APUSH2-7 [5] Explain the causes and effects of the innovations in communication and technology in the United States over time.

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.8	Suggested Pacing: 2 Sessions
Section Focus: 1920s: Culture and Political Controversies	
AP CED Learning Objectives	
LO.7.G Explain the causes and effects of international and internal migration patterns over time.	
Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-8 [1] Provide reasons why, by 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants (Required content: electricity, factory jobs/industrialization).	
APUSH2-8 [2] Describe how popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity. (Required content: Flappers, urban vs. rural values).	
APUSH2-8 [3] Articulate how internal migration gave rise to new forms of art and literature that expressed ethnic and regional identities, such as the Harlem Renaissance movement. (Required content: Langston Hughes, Louis Armstrong, jazz music).	
NJSLS - 6.1.12.HistoryDP.3.c Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	
APUSH2-8 [4] Describe the reasons why in the 1920s, cultural and political controversies emerged as Americans debated gender roles, modernism, science, religion, and issues related to race and immigration (Required content: Scopes Trial, Modernism vs. Fundamentalism, Flappers, birth control/Margaret Sanger, 19th Amendment).	
6.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
Explain how a specific historical development or process is situated within a broader historical context.	
APUSH2-8 [5] Explain the causes and effects of international and internal migration patterns over time.	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.9	Suggested Pacing: 2 Sessions
Section Focus: The Great Depression	
AP CED Learning Objectives	
LO.7.J Explain the causes of the Great Depression and its effects on the economy. (required content: economic policies of the 1920s, speculation, buying on credit/ margin and installment buying, consumer culture).	
Explain how a historical development or process relates to another historical development or process.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-9 [1] Explain how episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system. (Required content: Introduction of FDR, New Deal, Bank Holiday).	
APUSH2-9 [2] Explain the causes of the Great Depression and its effects on the economy. (required content: Economic policies of the 1920s, speculation, buying on credit/ margin and installment buying, consumer culture).	
Explain how a historical development or process relates to another historical development or process.	

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.10	Suggested Pacing: 3.5 Sessions
Section Focus: The New Deal	
AP CED Learning Objectives	
LO.7.K Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time (Required content: Relief, Recovery, Reform, limited welfare state, liberalism, role of government).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH2-10 [1] During the 1930s, describe how policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism. (Required content: CCC, TVA, PWA, WPA, AAA, Economic policies of Hoover vs. FDR).	
Explain how a historical development or process relates to another historical development or process.	
6.1.12.HistorySE.14.a:Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities including FDR have contributed to the American economy, politics and society.	
APUSH2-10 [2] Explain how radical, union, and populist movements pushed Roosevelt toward more extensive efforts to change the American economic system, while conservatives in Congress and the Supreme Court sought to limit the New Deal's scope. (Required content: Critics of the New Deal, merger of CIO-AFL).	
APUSH2-10 [3] Describe how industrial growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. (Required content: Glass Steagall Act, FDIC, SEC, Social Security).	
APUSH2-10 [4] Explain how although the New Deal did not end the Depression, it left a legacy of reforms and regulatory agencies	

and fostered a long-term political realignment in which many ethnic groups, African Americans, and working-class communities identified with the Democratic Party. (Required content: New Deal coalition, surviving New Deal programs, start of WWII).

APUSH2-10 [5] Describe how the increased demand for war production and labor during World War II and the economic difficulties of the 1930s led many Americans to migrate to urban centers in search of economic opportunities. (Required content: Neutrality Act of 1939, Lend-Lease, Non-aggression Pact, Nazi occupation of Western Europe, Quarantine Speech).

APUSH2-10 [6] Explain how the Great Depression and the New Deal impacted American political, social, and economic life over time (Required content: . 3 Rs, limited welfare state, liberalism, role of government).

Advanced Placement United States History
Unit 2: Period 7: 1890–1945
Section 2.11

Suggested Pacing: 1 Session

Section Focus: Interwar Foreign Policy

AP CED Learning Objectives

LO.7.B Explain the similarities and differences in attitudes about the nation's proper role in the world. (Required content: Lend Lease, isolation in interwar period, failure to join League of Nations, UN).

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

APUSH2-11 [1] Provide an argument, based on earlier events, why, in the 1930s, many Americans were concerned about the rise of fascism and totalitarianism, however, most opposed taking military action against the aggression of Nazi Germany and Japan until the Japanese attack on Pearl Harbor drew the United States into World War II. (required content: America First Committee, aftermath of WWI and lack of repayment of war debts).

Explain a historical concept, development, or process.

APUSH2-11 [2] Explain the similarities and differences in attitudes about the nation's proper role in the world. (Required content: Lend Lease, isolation in interwar period, failure to join League of Nations, UN).

Advanced Placement United States History
Unit 2: Period 7: 1890–1945
Section 2.12

Suggested Pacing: 2.5 Sessions

Section Focus: World War II: Mobilization

AP CED Learning Objectives

LO.7.L Explain how and why U.S. participation in World War II transformed American society. (required content: Planned economy, conscription, Japanese internment, segregated armed forces, double V, Rosie the Riveter, Bracero Program).

Explain a historical concept, development, or process.

Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

APUSH2-12 [1] Explain how migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration. (Required content: Bracero Program, Zoot Suit Riot).

APUSH2-12 [1] Explain how migration to the United States from Mexico and elsewhere in the Western Hemisphere increased, in spite of contradictory government policies toward Mexican immigration. (Required content: Bracero Program, Zoot Suit Riot).

APUSH2-12 [3] Explain how and why U.S. participation in World War II transformed American society. U Planned economy, conscription, Japanese Internment, segregated armed forces, double V, Rosie the Riveter, Bracero Program).

Explain a historical concept, development, or process.

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.13		Suggested Pacing: 3.5 Sessions
Section Focus: World War II: Military		
AP CED Learning Objectives		
LO.7.M Explain the causes and effects of the victory of the United States and its allies over the Axis powers. (required content: Manhattan Project, Arms Race, War Crimes Trials, Cold War).		
Use historical reasoning to explain relationships among pieces of historical evidence.		
Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.		
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
APUSH2-13 [1] Describe how military service provided opportunities for women and minorities to improve their socioeconomic positions for the war’s duration, while also leading to debates over racial segregation.		
APUSH2-13 [2] Defend the statement: Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.		
APUSH2-13 [3] Explain how the United States and its allies achieved military victory through Allied cooperation, technological and scientific advances, the contributions of servicemen and women, and campaigns such as Pacific “island-hopping” and the D-Day invasion. Describe how the use of atomic bombs hastened the end of the war and sparked debates about the morality of using atomic weapons. (Required content: Wartime Conferences, Manhattan Project).		
APUSH2-13 [4] Explain the causes and effects of the victory of the United States and its allies over the Axis powers. (Required content: Manhattan Project, Arms Race, War Crimes Trials, Cold War).		
Use historical reasoning to explain relationships among pieces of historical evidence.		

Advanced Placement United States History Unit 2: Period 7: 1890–1945 Section 2.14		Suggested Pacing: 2 Sessions
Section Focus: Postwar Diplomacy		
AP CED Learning Objectives		
LO.7.N Explain the consequences of U.S. involvement in World War II.		
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:		
APUSH2-14 [1] Provide examples of how the war-ravaged condition of Asia and Europe, and the dominant U.S. role in the Allied victory and postwar peace settlements, allowed the United States to emerge from the war as the most powerful nation on Earth.		

(Required content: Marshall Plan, Truman Doctrine, Containment, NSC-68, Long Telegram).

APUSH2-14 [2] Explain how U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership. Cite changes in post WWII American foreign affairs. (Required content: UN, occupation of Japan and Germany, NATO, SEATO).

Explain the point of view, purpose, historical situation, and/or audience of a source.

APUSH2-14 [3] Explain the consequences of U.S. involvement in World War II.

Advanced Placement United States History
Unit 2: Period 7: 1890–1945
Section 2.15

Suggested Pacing: 0.5 Session

Section Focus: Comparison in Period 7

AP CED Learning Objectives

LO.7.O Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

APUSH2-15 [1] Compare the relative significance of the major events of the first half of the 20th century in shaping American identity.

Advanced Placement United States History
Unit 3: Period 8: 1945–1980
Section 3.1

Suggested Pacing: 0.5 Session

Section Focus: Contextualizing Period 8

AP CED Learning Objectives

LO.8.A Contextualization

Explain the context for societal change from 1945 to 1980.

Explain how a specific historical development or process is situated within a broader historical context.

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

APUSH3-1 [1] Explain the context for societal change from 1945 to 1980.

Explain how a specific historical development or process is situated within a broader historical context.

Advanced Placement United States History
Unit 3: Period 8: 1945–1980
Section 3.2

Suggested Pacing: 4.5 Sessions

Section Focus: The Cold War from 1945 to 1980

AP CED Learning Objectives

LO.8.B Explain the continuities and changes in Cold War policies from 1945 to 1980. (Required content: global alliances, containment, brinkmanship, covert activity, Strategic Air Command, flexible response, proxy war).

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
APUSH3-2 [1] Explain how the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. (Required content: United Nations, NATO, Marshall Plan, Truman Doctrine, Eisenhower Doctrine, Korean War, Cuban Missile Crisis).
APUSH3-2 [2] Identify how the United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system. (ie: United Nations, NATO, Marshall Plan, Truman Doctrine, Eisenhower Doctrine, Korean War, Cuban Missile Crisis)
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
APUSH3-2 [3] Determine how as postwar tensions dissolved the wartime alliance between Western democracies and the Soviet Union, the United States developed a foreign policy based on collective security, international aid, and economic institutions that bolstered non-Communist nations. (Required content: NATO, Marshall Plan, Truman Doctrine, Eisenhower Doctrine, SEATO).
APUSH3-2 [4] Relate how concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Korea. (Required content: Korean War, General Douglas MacArthur).
APUSH3-2 [5] Summarize how the Cold War fluctuated between periods of direct and indirect military confrontation and periods of mutual coexistence (or détente). (Required content: Korean War, Cuban Missile Crisis, Test Ban Treaty, Detente).
APUSH3-2 [6] Explain the continuities and changes in Cold War policies from 1945 to 1980. (Required content: global alliances, containment, brinkmanship, covert activity, Strategic Air Command, flexible response, proxy war, Detente).

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.3	Suggested Pacing: 1 Session
Section Focus: The Red Scare	
AP CED Learning Objectives	
LO.8.C Explain the causes and effects of the Red Scare after World War II. (Required content: McCarthyism, HUAC, The Rosenbergs).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-3 [1] Explain how the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. (Required content: Second Red Scare).	
APUSH3-3 [2] Interpret how Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. (Required content: McCarthyism, Hollywood 10, Julius and Ethel Rosenberg).	
APUSH3-3 [3] Describe how Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism. (Required content: McCarthyism, Blacklists, HUAC, The Crucible).	
APUSH3-3 [4] Explain the causes and effects of the Red Scare after World War II. (Required content: McCarthyism, HUAC, The Rosenbergs).	

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.4	Suggested Pacing: 2 Sessions
Section Focus: Economy after 1945	
AP CED Learning Objectives	
LO.8.D Explain the causes of economic growth in the years after World War II. (Required content: Technology, GI Bill, Sunbelt).	
LO.8.E Explain the causes and effects of the migration of various groups of Americans after 1945.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-4 [1] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. (Required content: Sunbelt, Baby Boom, Levittown, Dixiecrats, GI Bill).	
APUSH3-4 [2] Relate how rapid economic and social changes in American society fostered a sense of optimism in the postwar years. (Required content: NSC-68, GI Bill).	
APUSH3-4 [3] Determine how a burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.	
APUSH3-4 [4] Explain the causes of economic growth in the years after World War II. (Required content: Technology, GI Bill Sunbelt).	
APUSH3-4 [5] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	
APUSH3-4 [6] Cite how as higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force. (required content: GI Bill, Levittown).	
Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
APUSH3-4 [7] Explain the causes and effects of the migration of various groups of Americans after 1945.	

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.5	Suggested Pacing: 2 Sessions
Section Focus: Culture after 1945	
AP CED Learning Objectives	
LO.8.F Explain how mass culture has been maintained or challenged over time. (Required content: Television, Literature, Beats).	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-5 [1] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture. (Required content: Baby Boom, Dr. Spock).	
APUSH3-5 [2] Relate how rapid economic and social changes in American society fostered a sense of optimism in the postwar years.	
APUSH3-5 [3] Describe how new demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.	
APUSH3-5 [4] Determine how as mass culture became increasingly homogeneous in the postwar years, inspiring challenges to	

conformity by artists, intellectuals, and rebellious youth. (Required content: Television, The Beat Generation).

Explain how a specific historical development or process is situated within a broader historical context.

APUSH3-5 [5] Explain how mass culture has been maintained or challenged over time. (Required content: Television, Literature, Beats).

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.6	Suggested Pacing: 1 Session
Section Focus: Early Steps in the Civil Rights Movement (1940s and 1950s)	
AP CED Learning Objectives	
LO.8.G Explain how and why the civil rights movements developed and expanded from 1945 to 1960. (required content: NAACP, SCLC, SNCC, Brown v. Board of Ed, Bus Boycotts, Sit-Ins, Jackie Robinson).	
Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses on the United States the centuries of accomplishments by African Americans in the building and development of America.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-6 [1] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. (Required content: Brown v. Board of Education, Montgomery Bus Boycotts, Desegregation of the Military).	
APUSH3-6 [2] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. (required content: Dixiecrats, NAACP, SCLC, SNCC, Non-Violence).	
Identify patterns among or connections between historical developments and processes.	
APUSH3-6 [3] Explain how the three branches of the federal government used measures including desegregation of the armed services and Brown v. Board of Education (1954) to promote greater racial equality.	
APUSH3-6 [4] Explain how and why the civil rights movements developed and expanded from 1945 to 1960. (Required content: NAACP, SCLC, SNCC, Brown v. Board of Ed, Bus Boycotts, Sit Ins, Jackie Robinson).	
Common Assessment: SAQ (3) Answer the three SAQs in an in-class timed setting. Students will have no more than 40 minutes to complete this task. In your response, be sure to address all parts (A, B, C) of the question. <i>Instructions and rubric should be reviewed well in advance of the assessment.</i>	

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.7	Suggested Pacing: 2 Sessions
Section Focus: America as a World Power	
AP CED Learning Objectives	
LO.8.H Explain the various military and diplomatic responses to international developments over time.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	

APUSH3-7 [1] Explain how the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. (Required content: Realpolitik, detente)
APUSH3-7 [2] Describe how the United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.
APUSH3-7 [3] Describe how Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy. (Required content: Guatemala, Cuba, Alliance for Progress).
APUSH3-7 [4] Interpret how Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. (Required content: Imperial Presidency, J. Edgar Hoover).
Compare the arguments or main ideas of two sources.
APUSH3-7 [5] Identify how Americans debated the merits of a large nuclear arsenal and the military-industrial complex. (required content: Eisenhower's Farewell Address, Brinkmanship, Flexible Response, Test-Ban Treaty).
Compare the arguments or main ideas of two sources.
APUSH3-7 [6] Summarize how postwar decolonization and the emergence of powerful nationalist movements in Africa and the Middle East led both sides in the Cold War to seek allies among new nations, many of which remained non aligned. (Required content: Iran, Suez Crisis, OPEC, Eisenhower Doctrine).
APUSH3-7 [7] Explain the various military and diplomatic responses to international developments over time.

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.8	Suggested Pacing: 2 Sessions
Section Focus: The Vietnam War	
AP CED Learning Objectives	
LO.8.I Explain the causes and effects of the Vietnam War.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-8 [1] Describe how the United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.	
APUSH3-8 [2] Explain how the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences. (Required content: The Vietnam War,)	
APUSH3-8 [3] Explain when concerned by expansionist Communist ideology and Soviet repression, the United States sought to contain communism through a variety of measures, including major military engagements in Vietnam.	
Explain a historical concept, development, or process.	
APUSH3-8 [4] Relate how postwar decolonization and the emergence of powerful nationalist movements in Asia led both sides in the Cold War to seek allies among new nations, many of which remained non aligned.	
APUSH3-8 [5] Interpret how Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties. (Required content: War Powers Act,	

Pentagon Papers)
APUSH3-8 [6] Describe how Americans debated the appropriate power of the executive branch in conducting foreign and military policy. (Required content: War Powers Act, Pentagon Papers, US v. NY Times)
APUSH3-8 [7] Explain the causes and effects of the Vietnam War.

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.9	Suggested Pacing: 2 Sessions
Section Focus: The Great Society	
AP CED Learning Objectives	
LO.8.J Explain the causes and effects of continuing policy debates about the role of the federal government over time.	
LO.8.K Explain the continuities and changes in immigration patterns over time. (required content: Quota System, Immigration Reform)	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-9 [1] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	
APUSH3-9 [2] Responding to social conditions and the African American civil rights movement, describe how a variety of movements emerged that focused on issues of identity, social justice, and the environment.	
APUSH3-9 [3] Identify how Despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem. causes and effects of continuing policy debates about the role of the federal government over time. (Required content: War on Poverty, Conservatism)	
APUSH3-9 [4] Interpret how liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement. (Required content: Warren Court Decisions, Students for a Democratic Society, Barry Goldwater, Moral Majority)	
APUSH3-9 [5] Explain how Liberalism, based on anti-communism abroad and a firm belief in the efficacy of government power to achieve social goals at home, reached a high point of political influence by the mid-1960s. (Required content: War on Poverty, Civil Rights, Environmental Reform)	
6.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
APUSH3-9 [6] Explain with evidence how Liberal ideas found expression in Lyndon Johnson’s Great Society, which attempted to use federal legislation and programs to end racial discrimination, eliminate poverty, and address other social issues. (required content: Medicare, Medicaid, Civil Rights Act (1964), Voting Rights Act (1965), ESEA, 24th Amendment)	
Explain how a historical development or process relates to another historical development or process.	
APUSH3-9 [6] Explain the causes and effects of continuing policy debates about the role of the federal government over time.	
APUSH3-9 [7] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.	
APUSH3-9 [8] Relate how rapid economic and social changes in American society fostered a sense of optimism in the postwar years.	
APUSH3-9 [9] Infer how Immigrants from around the world sought access to the political, social, and economic opportunities in the United States, especially after the passage of new immigration laws in 1965.	
6.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	

Explain how a historical development or process relates to another historical development or process.

APUSH3-9 [10] Explain the continuities and changes in immigration patterns over time. (required content: Quota System, Immigration Reform)

Advanced Placement United States History
Unit 3: Period 8: 1945–1980
Section 3.10

Suggested Unit Section Pacing
4 Sessions

Section Focus: The African American Civil Rights Movement

AP CED Learning Objectives

LO.8.L Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses in the United States the centuries of accomplishments by African Americans in the building and development of America.

LO.8.M Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

Infusion of African American Accomplishments into School Curricula (N.J.S.A. 18A:35-4.43) requires in the curriculum for all elementary and secondary students instruction that infuses into all courses in the United States the centuries of accomplishments by African Americans in the building and development of America.

Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:

APUSH3-10 [1] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. (Required content: Children's March, Black Panthers, Black Power, Riots)

APUSH3-10 [2] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow. (Required content: Civil Rights Act 1964, Voting Rights Act 1965, 24th Amendment, Civil Rights Act 1968)

APUSH3-10 [3] Determine how during and after World War II, civil rights activists and leaders, most notably Martin Luther King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.

APUSH3-10 [4] Explain how continuing resistance slowed efforts at desegregation, sparking social and political unrest across the nation. Debates among civil rights activists over the efficacy of nonviolence increased after 1965.

APUSH3-10 [5] Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.

APUSH3-10 [6] Compare and contrast new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.

APUSH3-10 [7] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.

APUSH3-10 [8] Describe how the three branches of the federal government used measures including the Civil Rights Act of 1964 to promote greater racial equality.

APUSH3-10 [9] Responding to social conditions and the African American civil rights movement, describe how a variety of movements emerged that focused on issues of identity, social justice, and the environment.

Explain how a historical development or process relates to another historical development or process.

APUSH3-10 [10] Interpret how liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.

APUSH3-10 [11] Explain how a series of Supreme Court decisions expanded civil rights and individual liberties.

APUSH3-10 [12] Explain the various ways in which the federal government responded to the calls for the expansion of civil rights.

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.11	Suggested Pacing: 2 Sessions
Section Focus: The Civil Rights Movement Expands	
AP CED Learning Objectives	
LO.8.L Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980. 6.1.12.History SE.14.a. Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-11 [1] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	
APUSH3-11 [2] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.	
APUSH3-11 [3] Responding to social conditions and the African American civil rights movement, describe how a variety of movements emerged that focused on issues of identity, social justice, and the environment. Explain how a historical development or process relates to another historical development or process.	
APUSH3-11 [4] Summarize how Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.	
APUSH3-11 [5] Define how feminist and gay and lesbian activists mobilized behind claims for legal, economic, and social equality. 6.1.12.History SE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
APUSH3-11 [6] Interpret how feminists who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation and advocated changes in sexual norms.	
APUSH3-11 [7] Explain how and why various groups responded to calls for the expansion of civil rights from 1960 to 1980.	

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.12	Suggested Pacing: 4 Sessions
Section Focus: Youth Culture of the 1960s	
AP CED Learning Objectives	
LO.8.N Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-12 [1] Although anti-communist foreign policy faced little domestic opposition in previous years, describe how the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.	
APUSH3-12 [2] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.	

APUSH3-12 [3] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.
APUSH3-12 [4] Responding to social conditions and the African American civil rights movement, describe how a variety of movements emerged that focused on issues of identity, social justice, and the environment.
APUSH3-12 [5] Interpret how liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.
APUSH3-12 [6] Interpret how some groups on the left also rejected liberal policies, arguing that political leaders did too little to transform the racial and economic status quo at home and pursued immoral policies abroad.
APUSH3-12 [7] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.
APUSH3-12 [8] Relate how rapid economic and social changes in American society fostered a sense of optimism in the postwar years. Explain how a historical development or process relates to another historical development or process.
APUSH3-12 [9] Describe how new demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
APUSH3-12 [10] Examine how young people who participated in the counterculture of the 1960s rejected many of the social, economic, and political values of their parents' generation, introduced greater informality into U.S. culture, and advocated changes in sexual norms.
APUSH3-12 [11] Explain how and why opposition to existing policies and values developed and changed over the course of the 20th century.

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.13	Suggested Pacing: 2 Sessions
Section Focus: The Environment and Natural Resources from 1968-1980	
AP CED Learning Objectives	
LO.8.O Explain how and why policies related to the environment developed and changed from 1968 to 1980.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-13 [1] Explain why ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.	
APUSH3-13 [2] Describe how environmental problems and accidents led to a growing environmental movement that aimed to use legislative and public efforts to combat pollution and protect natural resources. The federal government established new environmental programs and regulations.	
APUSH3-13 [3] Explain how and why policies related to the environment developed and changed from 1968 to 1980.	

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.14	Suggested Pacing: 4 Sessions
Section Focus: Society in Transition	
AP CED Learning Objectives	
LO.8.J Explain the causes and effects of continuing policy debates about the role of the federal government over time.	

LO.8.P Explain the effects of the growth of religious movements over the course of the 20th century.
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
APUSH3-14 [1] Compare and contrast how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
APUSH3-14 [2] Explain how seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.
APUSH3-14 [3] Responding to social conditions and the African American civil rights movement, describe how a variety of movements emerged that focused on issues of identity, social justice, and the environment. Explain how a specific historical development or process is situated within a broader historical context.
APUSH3-14 [4] Interpret how liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.
APUSH3-14 [5] In the 1960s, explain why conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.
APUSH3-14 [6] Show why public confidence and trust in government's ability to solve social and economic problems declined in the 1970s in the wake of economic challenges, political scandals, and foreign policy crises.
APUSH3-14 [7] Determine why the 1970s saw growing clashes between conservatives and liberals over social and cultural issues, the power of the federal government, race, and movements for greater individual rights.
APUSH3-14 [8] Describe how new demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.
APUSH3-14 [9] Relate how rapid economic and social changes in American society fostered a sense of optimism in the postwar years.
APUSH3-14 [10] Explain how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.
APUSH3-14 [11] Explain the causes and effects of continuing policy debates about the role of the federal government over time.
APUSH3-14 [12] Show how the rapid and substantial growth of evangelical Christian churches and organizations was accompanied by greater political and social activism on the part of religious conservatives.
APUSH3-14 [13] Explain the effects of the growth of religious movements over the course of the 20th century.

Advanced Placement United States History Unit 3: Period 8: 1945–1980 Section 3.15	Suggested Pacing: 2 Sessions
Section Focus: Continuity and Change in Period 8	
AP CED Learning Objectives	
LO.8.Q Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH3-15 [1] Explain the extent to which the events of the period from 1945 to 1980 reshaped national identity.	

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.1	Suggested Pacing: 0.5 Sessions
Section Focus: Contextualizing Period 9	

AP CED Learning Objectives
LO.9.A Explain the context for societal change from 1945 to 1980.
S.S. 4.B Contextualization Explain the context in which the United States faced international and domestic challenges after 1980. (required content: fall of communism, Gulf War, Clinton impeachment) Explain how a specific historical development or process is situated within a broader historical context.
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
APUSH4-1 [1] Explain the context in which the United States faced international and domestic challenges after 1980. (Required content: fall of communism, Gulf War, Clinton impeachment) Explain how a specific historical development or process is situated within a broader historical context.

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.2	Suggested Pacing: 2 Sessions
Section Focus: Reagan and Conservatism	
AP CED Learning Objectives	
LO.9.B Explain the causes and effects of continuing policy debates about the role of the federal government over time. (Required content: Reaganomics, deficit reduction, Contract with America)	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH4-2 [1] Determine how a newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. (Required content: Reaganomics tax cuts, deregulation, Contract with America, safety net cuts)	
APUSH4-2 [2] Demonstrate how conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. (Required content: role of fundamentalist Christians)	
APUSH4-2 [3] Explain why Ronald Reagan's victory in the presidential election of 1980 represented an important milestone, allowing conservatives to enact significant tax cuts and continue the deregulation of many industries. (Required content: Reaganomics)	
APUSH4-2 [4] Conservatives argued that liberal programs were counterproductive in fighting poverty and stimulating economic growth. Compare and contrast the arguments in "The Supply-Side Gospel" to "The Reagan Paradox." Determine how some of their efforts to reduce the size and scope of government met with inertia and liberal opposition, as many programs remained popular with voters. (Required content: Social Security, Medicare, Medicaid)	
APUSH4-2 [5] Relate why policy debates continued over free-trade agreements, the scope of the government social safety net, and calls to reform the U.S. financial system. (Required content: NAFTA)	
APUSH4-2 [6] Describe how the U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. 6.12.HistorySE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
APUSH4-2 [7] Interpret how intense political and cultural debates continued over issues such as immigration policy, diversity, gender roles, and family structures. (Required content: Culture Wars, abortion, AIDS)	
APUSH4-2 [8] Explain the causes and effects of continuing policy debates about the role of the federal government over time. (Required content: Reaganomics, deficit reduction, Contract with America)	

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.3	Suggested Pacing: 1.5 Sessions
Section Focus: The End of the Cold War	
AP CED Learning Objectives	
LO.9.C Explain the continuities and changes in Cold War policies from 1945 to 1980.	
S.S. 1B Explain the causes and effects of the end of the Cold War and its legacy. (required content: Poland, falling of Berlin Wall, impact of US economy) Explain a historical concept, development, or process.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH4-3 [1] Determine how the end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. (Required content: Breakup of Yugoslavia)	
APUSH4-3 [2] Explain why the Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War. (Required content: Nicaragua, Iran Contra Affair, Beirut)	
APUSH4-3 [3] Explain why Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons. (Required content: Evil Empire Speech)	
APUSH4-3 [4] Determine why increased U.S. military spending, Reagan's diplomatic initiatives, and political changes and economic problems in Eastern Europe and the Soviet Union were all important in ending the Cold War. (Required content: Strategic Defense Initiative)	
APUSH4-3 [5] Explain why the end of the Cold War led to new diplomatic relationships but also new U.S. military and peacekeeping interventions, as well as continued debates over the appropriate use of American power in the world. (Required content: Bosnia, Kosovo, NATO)	
APUSH4-3 [6] Explain the causes and effects of the end of the Cold War and its legacy. (required content: Poland, falling of Berlin Wall, impact of US economy) Explain a historical concept, development, or process.	

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.4	Suggested Pacing: 2 Sessions
Section Focus: A Changing Economy	
AP CED Learning Objectives	
LO.6.D Explain the causes and effects of economic and technological change over time.(required content: Computers, Internet Boom)	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH4-4 [1] Explain how moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. (Required content: Silicon Valley, Internet)	
APUSH4-4 [2] Identify how new developments in science and technology enhanced the economy and transformed society, while manufacturing decreased. (Required content: Computers, Internet)	
APUSH4-4 [3] Explain how economic productivity increased as improvements in digital communications enabled increased	

American participation in worldwide economic opportunities. (Required content: Development of World Wide Web)
APUSH4-4 [4] Determine how technological innovations in computing, digital mobile technology, and the internet transformed daily life, increased access to information, and led to new social behaviors and networks. (Required content: Internet, Smart Phones, Social Media)
Explain a historical concept, development, or process.
APUSH4-4 [5] Describe how employment increased in service sectors and decreased in manufacturing, and union membership declined.(required content: E-commerce)
APUSH4-4 [6] Identify how real wages stagnated for the working and middle class amid growing economic inequality. (Required content: Wealth Gap)
APUSH4-4 [7] Explain the causes and effects of economic and technological change over time. (Required content: Computers, Internet Boom)
Common Assessment: LEQ Answer either Question 1 or Question 2 in an in-class timed setting. Students will have no more than 40 minutes to complete this task. <i>Instructions and rubric should be reviewed well in advance of the assessment.</i>

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.5	Suggested Pacing: 2 Sessions
Section Focus: Migration and Immigration in the 1990's and 2000's	
AP CED Learning Objectives	
LO.9.E Explain the causes and effects of domestic and international migration over time.	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH4-5 [1] Explain how moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. (Required content: Silicon Valley, Internet)	
APUSH4-5 [2] Describe how the U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. (Required content: Red States, Blue States)	
APUSH4-5 [3] Describe how after 1980, the political, economic, and cultural influence of the American South and West continued to increase as population shifted to those areas. (Required content: Red States, Blue States)	
APUSH4-5 [4] Explain why International migration from Latin America and Asia increased dramatically. The new immigrants affected U.S. culture in many ways and supplied the economy with an important labor force.(required content: Migrant Workers) Explain the significance of a Susan Dentzer's point of view in "The Puzzling Economics of Immigration", its purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
6.1.12.History SE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	
APUSH4-5 [5] Explain the causes and effects of domestic and international migration over time.	

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.6	Suggested Pacing: 2 Sessions
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Section Focus: Challenges of the 21st Century
AP CED Learning Objectives
LO.9.F Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century. (Required content: Terrorism, 9/11, Great Recession)
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:
APUSH4-6 [1] Determine how the end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world. (Required content: Terrorism, Yugoslavia, 9/11)
APUSH4-6 [2] Following the attacks of September 11, 2001, determine why U.S. foreign policy efforts focused on fighting terrorism around the world. (Required content: War on Terror, Operation Iraqi Freedom)
APUSH4-6 [3] In the wake of attacks on the World Trade Center and the Pentagon in 2001, Explain why the United States launched military efforts against terrorism and lengthy, controversial conflicts in Afghanistan and Iraq. (Required content: Saddam Hussein, Weapons of Mass Destruction, Osama Bin Laden) Explain the significance of a President Bush's point of view in his 9/11 speech, its purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
APUSH4-6 [4] Determine how the war on terrorism sought to improve security within the United States but also raised questions about the protection of civil liberties and human rights. (Required content: Patriot Act)
APUSH4-6 [5] Explain why conflicts in the Middle East and concerns about climate change led to debates over U.S. dependence on fossil fuels and the impact of economic consumption on the environment. (Required content: War on Terror, Operation Iraqi Freedom, Climate change)
APUSH4-6 [6] Identify why despite economic and foreign policy challenges, the United States continued as the world's leading superpower in the 21st century. (Required content: Great Recession, War on Terror)
APUSH4-6 [7] Explain the causes and effects of the domestic and international challenges the United States has faced in the 21st century. (Required content: Terrorism, 9/11, Great Recession)

Advanced Placement United States History Unit 4: Period 8: 1980 - Present Section 4.7	Suggested Pacing: 1 Session
Section Focus: Causation in Period 9	
AP CED Learning Objectives	
LO.9.G Explain the relative significance of the effects of change in the period after 1980 on American national identity. S.S. 6.D Explain the relative significance of the effects of change in the period after 1980 on American national identity, using diverse and alternative evidence to develop a complex argument. (Required content: Reagan Revolution, LGBT rights, technology boom)	
Aligned-Daily Objectives. Instruction and assessment will align to the following objectives:	
APUSH4-7 [1] Explain the relative significance of the effects of change in the period after 1980 on American national identity, using diverse and alternative evidence to develop a complex argument. (Required content: Reagan Revolution, LGBT rights, technology boom)	
6.1.12.History SE.14.a Explore the various ways women, racial and ethnic minorities, the LGBT community, and individuals with disabilities have contributed to the American economy, politics and society.	

Active Citizenship in the 21st Century		
NJSLS-SS Performance Expectations	Core Idea	Unit / NJSLS
6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.	Civic participation and deliberation are essential characteristics of productive citizenship	
6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.	Governments around the world support universal human rights to varying degrees.	1.3 APUSH1-3 [2] 1.5 APUSH1-5 [3] 1.6 APUSH1-6 [4] APUSH1-6 [5] APUSH1-6 [6]
6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.	Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	
6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.	Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	1.1 APUSH1-1 [1] 4.3 APUSH4-3 [6] 4.4 APUSH4-4 [7]
6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).	Historical sources and evidence provide an understanding of different points of view about historical events.	
6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.	Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	

NJSLS Career Awareness, Exploration, Preparation, and Training, and Life Literacies and Key Skills		Unit
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze and use creative skills and ideas.	1-4
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	1-4
9.4.12.CT.4	Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).	1-4
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task	1-4
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	1-4
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	1-4
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.	1-4
9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience.	1-4

9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	1-4
9.4.12.IML.9	Evaluate media sources for point of view, bias and motivations.	1-4
9.4.12.IML.10	Analyze the decisions creators make to reveal explicit and implicit messages within information and media.	1-4

* ID 9.2.12.CAP.11 duplicated in [NJDOE NJSLS file](#) page 1 and 2