

MIDDLE TOWNSHIP PUBLIC SCHOOLS
CAPE MAY COURT HOUSE, NJ 08210
CURRICULUM GUIDE 2012

DISCIPLINE: World History GRADE LEVEL: 9

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connection	Assessment/ Benchmark	Resources
Standard	Strand/Era							
Standard	Strand/Era							
SOC.9-12.6.2.12.B - <i>[Strand] - Geography, People, and the Environment</i>	6.2.12.B.1.a-b 6.2.12.B.2.a-b 6.2.12.B.3.a-c 6.2.12.B.4.a-d 6.2.12.B.5.a-e 6.2.12.B.6.a	What is geography and how does it impact political systems, economics and culture in the world?	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Biology, Economics, Political Science	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media	
SOC.9-12.6.2.12.D - <i>[Strand] - History, Culture, and Perspectives</i>	6.2.12.A.1.a 6.2.12.C.1.e 6.2.12.D.1.f 6.2.12.B.2.b 6.2.12.D.2.d-e 6.2.12.A.4.c 6.2.12.D.4.i 6.2.12.A.5.d-e 6.2.12.B.5.d 6.2.12.A.6.b-d	What are the major religions of the world and how have they impacted political systems, economics and culture in the world?	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media	
SOC.9-12.6.2.12.RR - <i>[Era] - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-</i>	6.2.12.B.1.a 6.2.12.B.2.a 6.2.12.C.2.a 6.2.12.D.2.a 6.2.12.D.2.c-e	What are the roles of geography, religion, politics,	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic	Art, Economics, English, Political Science,	Class work/ Preparedness/ Participation, Essay/ Projects,	Glencoe World History Textbook, Glencoe Supplemental Materials ,	

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Standard	Strand/Era							
	1700)		economics and culture in the Renaissance?		Organizers, Interactive Lecture, Reflective Writing	Sociology	Homework, Mid Term/ Final Exams, Quizzes/ Tests	Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.RR - [Era] - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)	6.2.12.D.1.f 6.2.12.B.2.b 6.2.12.D.2.b, d-e	What are the roles of geography, religion, politics, economics, and culture in the Reformation ?	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media	
SOC.9-12.6.2.12.FGA - [Era] - The Emergence of the First Global Age (1350-1770)	6.2.12.B.1.b 6.2.12.C.1.a-e 6.2.12.D.1.a-f 6.2.12.C.2.a	What are the roles of geography, religions, politics, economics, and culture in the European exploration of the world?	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media	
SOC.9-12.6.2.12.RR -	6.2.12.A.1.a	What are the	1 Week	Collaborative	Art,	Class work/	Glencoe World	

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Standard	Strand/Era							
	<i>[Era] - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</i>	6.2.12.B.1.a 6.2.12.A.2.c 6.2.12.B.4.a, c-d	roles of geography, religions, politics, economics, and culture in the rise of absolutism in Europe and the rise of nations during 1550-1715?		Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Economics, English, Political Science, Sociology	Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.RR -	<i>[Era] - Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</i>	6.2.12.A.2.a-b 6.2.12.D.2.d-e 6.2.12.A.3.a-e 6.2.12.B.3.c 6.2.12.D.3.a 6.2.12.D.4.c	What are the roles of geography, religions, politics, economics and culture in the era of revolution and enlightenment?	2 Weeks	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.AR -	<i>[Era] - Age of Revolutions (1750-1914)</i>	6.2.12.A.3.f 6.2.12.B.3.b 6.2.12.C.a-d 6.2.12.D.3.b 6.2.12.C.4.b	What are the roles of geography, religions, politics,	1 Week	Collaborative Activities, Document Based Questions, Film,	Art, Economics, English, Political	Class work/ Preparedness/ Participation, Essay/	Glencoe World History Textbook, Glencoe Supplemental

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Standard	Strand/Era							
		6.2.12.C.5.a 6.2.12.D.5.g 6.2.12.C.6.b	economics and culture in the Industrial Revolution?		Graphic Organizers, Interactive Lecture, Reflective Writing	Science, Sociology	Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.AR - <i>[Era] - Age of Revolutions (1750-1914)</i>		6.2.12.A.1.a 6.2.12.B.1.a-b 6.2.12.C.1.a-d 6.12.A.3.c 6.2.12.A.3.g 6.2.12.B.3.a 6.2.12.C.3.b 6.2.12.C.3.e-f 6.2.12.D.3.c-e 6.2.12.D.4.a 6.2.12.D.4.d 6.2.12.D.4.f 6.2.12.D.4.h 6.2.12.A.5.c 6.2.12.B.5.d 6.2.12.D.5.a-b 6.12.A.6.b 6.12.B.6.a 6.2.12.C.6.a-b	What are the roles of geography, religions, politics, economics and culture in imperialism and colonization?	3 Weeks	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.CA - <i>[Era] - A Half-Century of Crisis and</i>		6.12.B.1.a 6.12.A.3.a 6.2.12.C.3.b	What are the roles of geography,	2 Weeks	Collaborative Activities, Document Based	Art, Economics, English,	Class work/ Preparedness/ Participation,	Glencoe World History Textbook, Glencoe

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connection	Assessment/ Benchmark	Resources
Standard	Strand/Era							
<i>Achievement (1900-1945)</i>		6.2.12.A.4.a-d 6.2.12.D.4.a 6.2.12.D.4.d 6.2.12.D.4.e 6.2.12.D.4.g 6.2.12.D.4.f 6.2.12.A.6.d	religions, politics, economics and culture in the rise of nationalism in the world?		Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Political Science, Sociology	Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.CA - <i>[Era] - A Half-Century of Crisis and Achievement (1900-1945)</i>		6.2.12.A.2.a 6.2.12.D.3.c 6.2.12.A.4.a-d 6.2.12.B.4.a-d 6.2.12.C.4.a-d 6.2.12.D.4.a-l 6.2.12.A.5.c	What are the roles of geography, religions, politics, economics and culture in World War I and World War II?	2 Weeks	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.TC - <i>[Era] - The 20th Century Since 1945 (1945-Today)</i>		6.2.12.D.4.i 6.2.12.A.5.d-e 6.2.12.A.6.c-d	What are the roles of geography, religions, politics, economics and culture in genocide around the world?	2 Weeks	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media

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Standard	Strand/Era							
SOC.9-12.6.2.12.TC - <i>[Era] - The 20th Century Since 1945 (1945-Today)</i>		6.2.12.A.5.a 6.2.12.B.5.a-b 6.2.12.C.5.b 6.2.12.C.5.e-g	What are the roles of geography, religions, politics, economics and culture in the Cold War?	2 Weeks	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials, Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.TC - <i>[Era] - The 20th Century Since 1945 (1945-Today)</i>		6.2.12.B.5.a 6.2.12.C.5.c 6.2.12.D.5.c 6.2.12.C.6.d 6.2.12.D.6.a	What are the roles of geography, religions, politics, economics and culture in the Arms and Space Races and the consequent technological innovations in the world?	1 Week	Collaborative Activities, Document Based Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Art, Economics, English, Political Science, Sociology	Class work/ Preparedness/ Participation, Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Glencoe World History Textbook, Glencoe Supplemental Materials, Supplemental Resources/ Readings, Film and Artistic Media
SOC.9-12.6.2.12.TC - <i>[Era] - The 20th Century Since 1945</i>		6.2.12.C.2.a 6.2.12.C.3.a 6.2.12.C.3.c-d 6.2.12.D.3.b	What are the roles of geography, religions,	1 Week	Collaborative Activities, Document Based	Art, Economics, English,	Class work/ Preparedness/ Participation,	Glencoe World History Textbook, Glencoe

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Standard	Strand/Era							
	<i>(1945-Today)</i>	6.2.12.D.4.j 6.2.12.C.5.d 6.2.12.D.5.c-d 6.2.12.A.6.a-d 6.2.12.B.6.a 6.2.12.C.6.a-d 6.2.12.D.6.a	politics, economics and culture in our evolving global society?		Questions, Film, Graphic Organizers, Interactive Lecture, Reflective Writing	Political Science, Sociology	Essay/ Projects, Homework, Mid Term/ Final Exams, Quizzes/ Tests	Supplemental Materials , Supplemental Resources/ Readings, Film and Artistic Media

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DISCIPLINE: Social Studies U.S. History I (A) GRADE LEVEL: 10

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1 Colonization and Settlement		6.1.12.A.1.a- 6.1.12.D.1.a	How did America develop politically, economically and socially during the Colonial Period?	9 Weeks	Lecture/Discussion, Individual and Group Activities, Research Papers and Projects	English, Literature, Math(Statistics), Environmental Science	Teacher Observation, Marking Period Grades, Mid-Terms Exams, Final Exams	Textbooks, Supplemental Materials, Internet, Audio-Visual Material, Guest Speakers
6.1 Revolution and New Nation		6.1.12.A.2.a- 6.1.12.D.2.e	What led to the creation of the U. S. and how did it develop during its early years?	9 Weeks	Lecture/Discussion, Individual and Group Activities, Research Papers and Projects	English, Literature, Math(Statistics), Environmental Science	Teacher Observation, Marking Period Grades, Mid-Terms Exams, Final Exams	Textbooks, Supplemental Materials, Internet, Audio-Visual Material, Guest Speakers
6.1 Expansion and Reform		6.1.12.A.3.a- 6.1.12.D.3.e	How did the U. S. change and grow through the first half of the 19 th century?	9 Weeks	Lecture/Discussion, Individual and Group Activities, Research Papers and Projects	English, Literature, Math(Statistics), Environmental Science	Teacher Observation, Marking Period Grades, Mid-Terms Exams, Final Exams	Textbooks, Supplemental Materials, Internet, Audio-Visual Material, Guest Speakers

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DISCIPLINE: Social Studies U.S. History I (A) GRADE LEVEL: 10

Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1 Civil War and Reconstruction		6.1.12.A.4.a- 6.1.12.D.4.e	How did the Civil War and its aftermath change the U. S.?	4-5 Weeks	Lecture/Discussion, Individual and Group Activities, Research Papers and Projects	English, Literature, Math(Statistics), Environmental Science	Teacher Observation, Marking Period Grades, Mid-Terms Exams, Final Exams	Textbooks, Supplemental Materials, Internet, Audio-Visual Material, Guest Speakers
6.1 Development of the Industrial U. S.		6.1.12.A.5.a- 6.1.12.D.5.d	What were the effects of Industrialization on the U. S.?	4-5 Weeks	Lecture/Discussion, Individual and Group Activities, Research Papers and Projects	English, Literature, Math(Statistics), Environmental Science	Teacher Observation, Marking Period Grades, Mid-Terms Exams, Final Exams	Textbooks, Supplemental Materials, Internet, Audio-Visual Material, Guest Speakers

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DISCIPLINE: Social Studies U.S. History I (B) GRADE LEVEL: 10

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
6.1,A- Colonization and Settlement	6.1.12.A.1.a (civics)	How did the British North American Colonies adapt British governance to fit their ideas of individual rights, economics and participatory government?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1,A- Colonization and Settlement	6.1.12.A.1.b (civics)	What personal and legal factors affected political rights in the colonies?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1,B- Colonization and Settlement	6.1.12.B.1.a (Geography)	How did the climate of North America affect the development of the colonies?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Geography, Math	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1,C- Colonization and Settlement	6.1.12.C.1.a (Economics and Technology)	How did the economic ideas of mercantilism and capitalism conflict during this time period?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics, Math	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1,C- Colonization and Settlement	6.1.12.C.1.b (Economics and Technology)	To what extent did natural resources, labor and entrepreneurship contribute to economic development in the colonies?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Geography, English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1,D- Colonization and Settlement	6.1.12.D.1.a (History, Culture and	How were Native American groups affected by colonization?	9 weeks	lecture/discussion, cooperative and individual class	English	Teacher observation, Marking period	Text books, internet, supplemental

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Standard	Strand/Era						
	Perspective)			activities, research projects,		grades, Mid-term exams, Final exams	materials, primary sources, audio-visual materials
6.1, A- Revolution and the New Nation	6.1.12.A.2.a (Civics)	What is the philosophical background of the major ideas expressed in the Declaration of Independence?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Philosophy	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Revolution and the New Nation	6.1.12.A.2.b (Civics)	How did the Declaration of Independence, Constitution and Bill of Rights influence the spread of democracy around the world?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, political science, current issues	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Revolution and the New Nation	6.1.12.A.2.c (Civics)	How did state governments and constitutions compare to the U. S. Constitution?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Revolution and the New Nation	6.1.12.A.2.d (Civics)	How did the arguments of the Federalists and Anti-Federalists affect the ratification debates and the development of the U. S.?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Revolution and the New Nation	6.1.12.A.2.e (Civics)	What is the significance of Judicial Review in early U. S. History and throughout U. S. History?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science, Law	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials

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Standard	Strand/Era						
6.1, A- Revolution and the New Nation	6.1.12.A.2.f (Civics)	How did political parties develop and how do political parties compare over time?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science, English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, B- Revolution and the New Nation	6.1.12.B.2.a (Geography)	How has the United States attempted to account for regional differences while developing unity?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Geography	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, B- Revolution and the New Nation	6.1.12.B.2.b (Geography)	How did the United States deal with western expansion?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Geography	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, C- Revolution and New Nation	6.1.12.C.2.a (Economics and Technology)	How did the United States finance the Revolution and what problems resulted?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics, Math	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, C- Revolution and New Nation	6.1.12.C.2.b (Economics and Technology)	How did the states and federal government deal with economic and monetary issues during its early history?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics, Math	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D- Revolution and New Nation	6.1.12.D.2.a (History, culture and	How did African Americans, Native Americans and Women	9 weeks	lecture/discussion, cooperative and individual class	English	Teacher observation, Marking period	Text books, internet, supplemental

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Standard	Strand/Era						
	perspectives)	contribute to the Revolution? How were they affected?		activities, research projects,		grades, Mid-term exams, Final exams	materials, primary sources, audio-visual materials
6.1, D- Revolution and New Nation	6.1.12.D.2.b (History, Culture and Perspectives)	Why have Constitutional Rights been denied to some groups through U. S. History?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D- Revolution and New Nation	6.1.12.D.2.c (History, Culture and Perspectives)	How did events in Europe affect foreign and domestic policy?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D- Revolution and New Nation	6.1.12.D.2.d (History, Culture and Perspectives)	What was the role of women in 18 th century America?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D- Revolution and New Nation	6.1.12.D.2.e (History, Culture and Perspectives)	How did African American leaders work to shape free Black communities in the North?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Expansion and Reform	6.1.12.A.3.a (Civics)	How did Manifest Destiny affect foreign policy?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials

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Standard	Strand/Era						
6.1, A-Expansion and Reform	6.1.12.A.3.b,c (Civics)	How was foreign policy influenced by perceived national interest 1800-1850?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Expansion and Reform	6.1.12.A.3.d (Civics)	How did the Supreme Court increase the power of the national government 1800-1850?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Law	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Expansion and Reform	6.1.12.A.3.e (Civics)	What were the characteristics of U.S.- Native American relations?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English		Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Expansion and Reform	6.1.12.A.3.f (Civics)	How successful were the social reform movements of the mid-19 th century?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Expansion and Reform	6.1.12.A.3.g (Civics)	What issues affected politics and political parties of the 19 th century?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Expansion and Reform	6.1.12.A.3.h,i (Civics)	What were the key issues related to the slavery debate and how did they	9 weeks	lecture/discussion, cooperative and individual class	English	Teacher observation, Marking period	Text books, internet, supplemental

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Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
		affect the U. S.?		activities, research projects,		grades, Mid-term exams, Final exams	materials, primary sources, audio-visual materials
6.1, B-Expansion and Reform	6.1.12.B.3a (Geography)	How did western settlement affect the political boundaries of the U. S.?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	English	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, C-Expansion and Reform	6.1.12.C.3.a (Economics and Technology)	How did technological developments affect the economy and trade in New Jersey and the U. S.?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, C-Expansion and Reform	6.1.12.C.3.b (Economics and Technology)	How did the natural resources of the U. S. affect the quality of life in the U. S.?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D-Expansion and Reform	6.1.12.D.3.a (History, Culture and Perspective)	What opportunities and hardships existed for pioneers moving west?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D-Expansion and Reform	6.1.12.D.3.b (History, Culture and Perspective)	How did immigration affect society in the mid-19 th century?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials

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Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
6.1, D-Expansion and Reform	6.1.12.D.3.c (History, Culture and Perspective)	How did the concept of States Rights affect party politics?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, D-Expansion and Reform	6.1.12.D.3.d,e (History, Culture and Perspective)	How did reform movements affect American culture and society in the 19 th century?	9 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.A.4.a (Civics)	What factors led to the Civil War?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.A.4.b (Civics)	How do the Emancipation Proclamation and Gettysburg address compare to other key documents in history?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.A.4.c (Civics)	How did political and military leadership affect the outcome of the Civil War?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature, Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.A.4.d (Civics)	What did the 13 th , 14 th and 15 th amendments do and how effective were they?	4-5 weeks	lecture/discussion, cooperative and individual class	Literature, Political Science	Teacher observation, Marking period	Text books, internet, supplemental

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Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
				activities, research projects,		grades, Mid-term exams, Final exams	materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.B.a,b (Geography)	How did geography and population demographics affect the Civil War and Reconstruction periods?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Geography, environmental science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.C.4.a-c (Economics)	What were the economic effects of the Civil War?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.D.4.a (History, Culture, Perspective)	What role did African Americans play in the Civil War?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.D.4.b (History, Culture, Perspective)	How does the Civil War compare to other civil wars?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Civil War and Reconstruction	6.1.12.D.4.c,d (History, Culture, Perspective)	What were the different views on Reconstruction and how successful were the enacted policies?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials

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DISCIPLINE: Social Studies U.S. History I (B) GRADE LEVEL: 10

Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
6.1, A- Civil War and Reconstruction	6.1.12.D.4.e (History, Culture, Perspective)	How did the Civil War affect the relationship between the national and state governments?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Development of the Industrial United States	6.1.12.A.5.a-c	What issues of governmental regulation were created by industrialization?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science, economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Development of the Industrial United States	6.1.12.B.5.a	How did government policy, railroads and resources create a national economy?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science, economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Development of the Industrial United States	6.1.12.B.5.b	How did rapid urbanization affect life and the environment?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Political Science, Economics, Environmental Science	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Development of the Industrial United States	6.1.12.C.5.a	What were the positive and negative consequences of the business practices of the industrial era?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A- Development of the Industrial	6.1.12.C.5.b	How did economic development differ for the major regions of the U. S.?	4-5 weeks	lecture/discussion, cooperative and individual class	Geography, Economics	Teacher observation, Marking period	Text books, internet, supplemental

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Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
United States				activities, research projects,		grades, Mid-term exams, Final exams	materials, primary sources, audio-visual materials
6.1, A-Development of the Industrial United States	6.1.12.C.5.c	How did the business cycle affect corporations and individuals?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics, Math	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Development of the Industrial United States	6.1.12.D.5.a	How did government policies promote innovation and invention?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Development of the Industrial United States	6.1.12.D.5.b	What led to the creation of labor unions and the Granger Movement?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Economics, Political Science, Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials
6.1, A-Development of the Industrial United States	6.1.12.D.5.c	How did changes in public education reflect the new industrial society?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio-visual materials

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Grade Level Standards	Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era						
6.1, A- Development of the Industrial United States	6.1.12.D.5.d	What was the immigrant experience of the late 19 th century?	4-5 weeks	lecture/discussion, cooperative and individual class activities, research projects,	Literature	Teacher observation, Marking period grades, Mid-term exams, Final exams	Text books, internet, supplemental materials, primary sources, audio- visual materials

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
6.1- U. S. History: America and the World (1890-1930)		America Becomes a World Power 6.1.12.B.6.a- 6.1.12.D.6.b	-How did American imperialism influence policy into the 20 th century? -Why did the Spanish American War make the United States into a world power? -How did Teddy Roosevelt’s “Big Stick” Policy strengthen the role of the United States in the world community?	2 weeks	-Guided note taking -Pair share -Class discussion -Graphic organizer -Creative writing -independent practice -collaborative learning	-English -Art	-Testing -Essay writing -Political cartoon interpretation and creation -Midterm exam	-PowerPoint -Textbook -Web based images -Art supplies
6.1- U. S. History: America and the World (1890-1930)		The Progressive Era 6.1.12.A.1.a- 6.1.12.D.6.d	-How did early Progressive Era reforms pave the way for more radical changes to American society? -How has women’s suffrage changed America? -How did the efforts of Teddy Roosevelt and William Howard Taft affect the common	7 days	-Guided note taking -Class discussion -Graphic organizer -Creative writing -independent practice -collaborative learning -Guided learning	English	-Test -Essay writing -midterm exam -Blog	-PowerPoint -Textbook -Web based images

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			American people's lives? -How did a 3 rd major political party influence the outcome of the Election of 1912?					
6.1- U. S. History: America and the World (1890-1930)	World War I <i>6.1.12.A.7.a-6.1.12.D.7.c</i>	-How did the assassination of Archduke Ferdinand pull the world into war? -How did new inventions lead to trench warfare? -What role did propaganda play in World War I? -How did the United States get drawn into WWI? -Why Was WWI a "peace built on quicksand"?	18 days	-Guided note taking -Class discussion -Graphic organizer -Creative writing -independent practice -collaborative learning -Guided learning -web based activities -Diagramming -propaganda based drawing	-English -Art -Music	-Test -Essay writing -midterm exam -Propaganda creation -Blog -web based activities	-PowerPoint -Textbooks -Art supplies -Laptop cart	
6.1- U. S. History: America and the World (1890-1930)	Roaring Twenties <i>6.1.12.A.8.a-6.1.12.D.8.b</i>	-What was the Red Scare? -How did immigration impact the 1920s?	15 days	-Guided note taking -Class discussion -Graphic organizer	-English -Music	-Test -Essay writing -midterm exam -Blog	-PowerPoint -Textbooks -web based images and video -music player	

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			-What was Prohibition and how did it lead to the growth of organized crime? -What is a flapper? -What impact did pop culture have on the lifestyle of Americans? -How did corruption in Harding's presidency lead to Coolidge's presidency? -Why is it impossible for America to be true isolationists?		-Creative writing -independent practice -collaborative learning -Guided learning			
6.1- U. S. History: America in the World (1929-1945)		<i>The Great Depression</i> 6.1.12.A.9.a- 6.1.12.D.9.b 6.1.12.A.10.a- 6.1.12.D.10.d	-Why did the Great Depression happen? -How did the Great Depression effect common Americans? -How did Franklin	15 days	-Class discussion -Graphic organizer -Creative writing -independent practice -collaborative learning	-English -Math	-Test -Essay writing -midterm exam -Lifestyle project -Blog	-PowerPoint -Textbooks -web based images and video -music player

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			Roosevelt help the American people and lead the nation out of the Depression?		-Guided learning -Role playing -Compare and contrast			
6.1- U. S. History: America in the World (1929-1945)		World War II 6.1.12.A.11.a- 6.1.12.D.11.e	-Why did the 1920s give rise to dictators in Europe and Asia? -How did the world spiral into a war just one generation after the “Great War”? -How were the Japanese able to surprise us at Pearl Harbor? -How did the addition of America to the Allied Powers help shift the tide of the war? -Was the use of the atomic bomb necessary to end the war? -How and why did	24 days	-Class discussion -Graphic organizer -Persuasive writing -independent practice -collaborative learning -Guided learning -Role playing -Compare and contrast	-English -Science -Music	-Test -Essay writing -midterm exam -Blog	-PowerPoint -Textbooks -web based images and video -music player -laptop cart -props for role playing

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			<p>the Holocaust take place? -How can we classify the roles people played in the Holocaust and their level of guilt?</p>					
<p>6.1 U. S. History: America and the World Postwar United States (1945 to early 1970's)</p>	<p>Cold War 6.1.12.A.12.a- 6.1.12.D.12.e</p>	<p>-What caused the Cold War? -How was the Korean War a good example of Containment? -What caused Americans to fear Communism so much that we let the government infringe upon the Bill of Rights? -How did Americans live with the threat of nuclear war in their everyday lives? -Compare and</p>	<p>15 days</p>	<p>-Guided Practice -Graphic organizer -Structured note taking -Geography activities -independent practice -Role playing</p>	<p>-English</p>	<p>-Test -Essay writing -Final exam -Geography skills -Blog</p>	<p>-PowerPoint -Textbooks -web based images and video -laptop cart -props for role playing</p>	

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			contrast the effectiveness of Eisenhower’s “Brinkmanship” to Truman’s policy of containment. -How did television change American culture during the 1950s?					
6.1 U. S. History: America and the World Postwar United States (1945 to early 1970’s)	<i>Cold War, Civil Rights and Social Change</i> 6.1.12.A.12.a- 6.1.12.D.12.e 6.1.12.A.13.a- 6.1.12.D.13.f	-How did the Election of 1960s change the way Americans elect our President? -How did the Kennedy Administration’s policies affect Cold War relations and domestic policy? -How did Johnson’s Great Society aim to better the lives of average and	10 days	-Graphic organizer -Historical simulation -Guided learning -collaborative learning	English	-Test -Essay writing -Final exam -Blog -Class participation in collaborative learning activity	-PowerPoint -Textbooks -web based images and video -laptop cart -Supplies for simulation	

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			disadvantaged Americans?					
6.1 U. S. History: America and the World Postwar United States (1945 to early 1970's)		Civil Rights and Social Change 6.1.12.A.13.a- 6.1.12.D.13.f	-Why did certain key events trigger the Civil Rights Movement? -How did Dr. King's non-violent form of protest help to bring awareness the struggles of African Americans? -What lessons can we learn from a more militant form of protest exhibited through Malcolm X and the Black Power Movement?	10 days	-Collaborative learning -Structured note taking -Graphic organizer -Class discussion -Compare and contrast	-English	-Test -Essay writing -Final exam -Blog	-PowerPoint -Textbooks -web based images and video -transcripts of Dr. King's Letter from a Birmingham Jail and The Black Panther's Ten Point Program
6.1 U. S. History: America and the World Postwar United States (1945 to early 1970's)		Cold War, Civil Rights and Social Change 6.1.12.A.12.a- 6.1.12.D.12.e	-How and why did the United States become involved in Vietnam? -How did the roll of the media effect public	15 days	-Collaborative learning -Structured note taking -Graphic organizer -Class discussion	-English -Music	-Test -Essay writing -Final exam -Blog	-PowerPoint -Textbooks -web based images and video -Music player

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
			opinion during Vietnam? -Why did Vietnam end so differently than any other war in U.S. History? -Why did so many people actively protest the social, political and military issues during this period?		-Compare and contrast -Comparing effect of music			
6.1 U. S. History: America in the World Contemporary United States (1970-Today)		Contemporary U. S: Domestic Policies, International Policies and Interconnected Global Society 6.1.12.A.14.a-6.1.12.D.14.f	-How did the protest era affect the politics of the 1970s? -Why did we have economic problems during the 1970s? -How did Ronald Reagan help to end the Cold War and bring prosperity and pride back to Americans?	12 days	-Collaborative learning -Structured note taking -Graphic organizer -Class discussion -Compare and contrast	-English -Music	-Test -Essay writing -Final exam -Blog	-PowerPoint -Textbooks -web based images and video -Music player

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Grade Level Standards		Content/ CPI	Essential Questions	Time Frame	Activities and Differentiation	Cross Curricular Connections	Assessment/ Benchmark	Resources
Standard	Strand/Era							
		6.1.12.A.15.a- 6.1.12.D.15.d 6.1.12.A.16.a- 6.1.12.D.16.c	-How did the Clinton years help us thrive domestically but expose us to international terror? -Why do Islamic extremists hate the United States and how has the War on Terror changed this country?					

MIDDLE TOWNSHIP HIGH SCHOOL
Cape May Court House, New Jersey
2012-2013 COURSE SYLLABUS

COURSE TITLE: AP United States Government and Politics

TEXTBOOK: *Government in America: People, Politics, and Policy*, Edwards/Wattenberg,
Lineberry, 11th edition

TEACHER: Mr. Shamberg
EMAIL: shambergr@middletwp.k12.nj.us
WEBSITE: mrshamberg.com
PHONE: (609) 456-1852 X 5656

From the AP Web Site: AP® United States Government and Politics is an intensive study of the formal and informal structures of government and the processes of the American political system, with an emphasis on policy-making and implementation. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes in government and politics. The concepts and specific topics examined in this course are those that may appear on the AP exam.

This Course and the AP Exam: The AP United States Government and Politics exam is given each May. The AP Government and Politics Examination is two hours and twenty-five minutes long. It consists of two parts- a 45 minute multiple choice section and a free response section. The multiple choice section of the examination consists of 60 questions; the results of that section will count for 50% of the final grade. The free-response section consists of four mandatory questions and lasts for 100 minutes. It is expected that students will spend 25 minutes on each question. This section of the exam will count 50% of the final grade. The final grade will be converted into the following scale:

5=Extremely Well Qualified
4=Well Qualified
3=Qualified
2=Possibly Qualified
1=No Recommendation

Coursework:

Below are descriptions of the overall coursework students can expect to engage in:

MIDDLE TOWNSHIP HIGH SCHOOL
Cape May Court House, New Jersey
2012-2013 COURSE SYLLABUS

COURSE TITLE: AP United States Government and Politics

1. **Textbook readings:** Students will be assigned textbook chapters in conjunction with the course units of study. Often, students will be expected to complete an accompanying assignment, which will be assessed during interactive lectures.
2. **Supplemental readings:** In addition to the textbook, students will frequently be assigned additional readings relating to the current unit of study. Students will often be required to be prepared to discuss or apply the readings to other activities in the course.
3. **Interactive Lecture:** All presentations will be posted on my website before we begin each unit. It is recommended that you print out these presentations beforehand as we will not have enough time in class to write down each slide verbatim. These presentations are my personal outline for that night's assigned textbook reading and work in company with the cornell notes.
4. **Online forum:** The classroom will be extended to the virtual world through online discussions designed to enhance communication, collaboration, and the understanding of course concepts.
5. **In-class discussions:** Students will participate and contribute substantively to discussions carried out in class. Fundamentals of American government and politics and important and controversial issues will be among the discussion topics.
6. **Political data, graph, and cartoon analysis:** A fundamental skill required in this course is the ability to read and interpret various charts, graphs, and data relevant to the political system and process. Understanding and interpreting political cartoons is also important. Both of these skills will be developed and exercised throughout the course.
7. **Current Event Essays:** Students will be required to write short (1- to 2-page) pieces analyzing relevant concepts, issues, and events. Some will be done in class, others as outside work. The purpose of these essays is for you to connect the main points and ideas from the unit to current political events in American government.
8. **Projects/simulations:** Students will have the opportunity to engage in research projects, presentations, debates, and simulations on various topics related to the course. Some projects will be done independently while others will involve significant group collaboration.
9. **Free Response Questions:** Free response questions are an integral part of the AP Exam. Students will complete practice FRQ's every weekend. Questions will be taken from the AP Central Archive, the Edwards text and other resources. Students will self-grade their FRQ's the first day back from each weekend with a provided rubric. The FRQ's will begin centered on the first two units, then advance to include comprehensive analysis and explanation of all concepts and areas of study for this course.
10. **End-of-unit exams:** Each unit concludes with an exam that comprises 60 multiple choice questions and at least one free response question. All questions are modeled from questions given on the AP exam.

Grading and Evaluation:

Grades are calculated as a percentage according to the following chart:

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Unit Test(s).....	30%
Research Projects/Essays.....	30%
Quizzes.....	25%
Homework/Participation.....	15%

Curriculum Outline:

I. Constitutional Underpinnings of United States Government (Weeks 1-5)

Essential Questions

*Is federalism a viable form of government today?
Is the concept of separation of powers a reality today?*

The study of modern politics in the United States requires students to examine the kind of government established by the Constitution, paying particular attention to federalism and the separation of powers. Understanding these developments involves both knowledge of the historical situation at the time of the Constitutional Convention and an awareness of the ideological and philosophical traditions on which the framers drew. Such understanding addresses specific concerns of the framers: e.g., Why did Madison fear factions? What were the reasons for the swift adoption of the Bill of Rights? Familiarity with the Supreme Court's interpretation of key provisions of the Constitution will aid student understanding of theoretical and practical features of federalism and the separation of powers. Students should be familiar with a variety of theoretical perspectives relating to the Constitution, such as democratic theory, theories of republican government, pluralism, and elitism.

Major readings and assignments:

- A. Edwards Chapters 1-3
- B. Excerpts from Democracy in America (De Tocqueville, 1835)
- C. *Federalist Papers 10, 39, 46, 47, 48, 51*
- D. McCulloch v. Maryland
- E. Constitution Project
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

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II. Political Beliefs and Behaviors (Weeks 6-9)

Essential Questions

How does the American mosaic define our political beliefs and shape our political behaviors?

Individual citizens hold a variety of beliefs about their government, its leaders, and the U.S. political system in general; taken together, these beliefs form the foundation of U.S. political culture. It is important for students to understand how these beliefs are formed, how they evolve, and the processes by which they are transmitted. Students should know why U.S. citizens hold certain beliefs about politics, and how families, schools, and the media act to perpetuate or change these beliefs. Understanding the ways in which political culture affects and informs political participation is also critical. For example, students should know that individuals often engage in multiple forms of political participation, including voting, protest, and mass movements. Students should understand both why individuals engage in various forms of political participation and how that participation affects the political system.

Finally, it is essential that students understand what leads citizens to differ from one another in their political beliefs and behaviors, and the political consequences of these differences. To understand these differences, students should focus on the different views that people hold of the political process, the demographic features of the American population, and the belief and behavior systems held by specific ethnic, minority, and other groups.

Major readings and assignments:

- A. Edwards, Chapters 4-5, 9-10
- B. The Responsible Electorate (V.O. Key Jr. 1966)
- C. The Phantom Public (Lippmann, 1925)
- D. Public Opinion and American Democracy (Key, 1961)
- E. Politicians Don't Pander (Jacobs et. al., 2000)
- F. Analyze data relating to voting patterns of various groups of American citizens.
- G. Free Response Question Practice over each weekend
- H. Current Event Essay

III. Political Parties, Interest Groups, and Mass Media (Weeks 10-14)

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Essential Questions

*Do political parties adequately represent public opinion in the US today?
Why has there been a proliferation of interest groups in the US?
Has the media become too influential in US politics?*

Students should understand the mechanisms that allow citizens to organize and communicate their interests and concerns. Among these are political parties, elections, political action committees (PACs), interest groups, and the mass media. Students should examine the historical evolution of the U.S. party system, the functions and structures of political parties, and the effects they have on the political process. Examination of issues of party reform and of campaign strategies and financing in the electronic age provides students with important perspectives. A study of elections, election laws, and election systems on the national and state levels will help students understand the nature of both party and individual voting behavior. Treatment of the development and the role of PACs in elections and the ideological and demographic differences between the two major parties, as well as third parties, form an important segment of this material.

Students must also consider the political roles played by a variety of lobbying and interest groups. Important features of this section of the course include an explanation for why some interests are represented by organized groups while others are not, and the consequences of these differences. Students study what interest groups do, how they do it, and how this affects both the political process and public policy. Why are certain segments of the population, such as farmers and the elderly, able to exert pressure on political institutions and actors in order to obtain favorable policies?

The media has become a major force in U.S. politics. Students are expected to understand the role of the media in the political system. In addition, the impact of the media on public opinion, voter perceptions, campaign strategies, electoral outcomes, agenda development, and the images of officials and candidates should be explored and understood by students. Understanding the often symbiotic, and frequently conflictual, relationship between candidates, elected officials, and the media is also important.

Major readings and assignments:

- A. Edwards, Chapters 6-8, 11
- B. Red over Blue (Busch et. al., 2005)
- C. The Rise of Southern Republicans (Black et. al., 2002)
- D. Feeding Frenzy (Sabato, 1991)
- E. Where Have All the Voters Gone? (Wattenberg, 2002)
- F. South Park Conservatives (Anderson, 2005)

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- G. The Semisovereign People (Schattschneider, 1960)
- H. The End of Liberalism (Lowi, 1969)
- I. Who Will Tell the People (Greider, 1992)
- J. The Lobbyists (Birnbaum, 1992)
- K. Interest Group Project
- L. The Livingroom Candidate
- M. Free Response Question Practice over each weekend
- N. Current Event Essay

IV. Institutions of National Government: The Congress, the Presidency, the Bureaucracy, and the Federal Courts (Weeks 15-27)

Essential Questions

*Where does the real work of Congress occur?
Has the presidency, as an institution, become too powerful?
Is there effective legislative oversight of the bureaucracy?
Does the court become “super-legislatures?”*

Students must become familiar with the organization and powers, both formal and informal, of the major political institutions in the United States- the Congress, the presidency, the bureaucracy, and the federal courts. The functions these institutions perform and do not perform, as well as the powers that they do and do not possess, are important. It is necessary for students to understand that power balances and relationships between these institutions may evolve gradually or change dramatically as a result of crises. Students are also expected to understand ties between the various branches of national government and political parties, interest groups, the media, and state and local governments. For example, a study of the conflicting interests and powers of the President and Congress may help explain recent and repeated struggles to adopt a national budget.

Major readings and assignments:

Legislative Branch (weeks 15-18)

- A. Edwards 12, 14
- B. Constitution, Article 1

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- C. *Federalist Papers* 53, 56, 57, 58, 62, 63
- D. Congress and the Quest for Power (Dodd)
- E. House of Representative Simulation Project
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

Executive Branch (weeks 19-21)

- A. Edwards 13, 14
- B. Constitution, Article II
- C. *Federalist Paper* 70
- D. Presidential Power (Neustadt)
- E. The Presidential Character (Barber)
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

Bureaucracy (weeks 22-24)

- A. Edwards 15
- B. Constitutional Democracy and Bureaucratic Power (Woll)
- C. The Rise of the Bureaucratic State (Wilson)
- D. Free Response Question Practice over each weekend
- E. Current Event Essay

Judicial Branch (weeks 25-27)

- A. Edwards 16, 14
- B. Constitution, Article III
- C. Marbury v. Madison
- D. *Federalist Paper* 78

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- E. The Supreme Court Arrives at a Decision (Brennan)
- F. Free Response Question Practice over each weekend
- G. Current Event Essay

V. Public Policy (Weeks 28-29)

Essential Questions

What are the factors that impact the policy-making process in both the domestic and foreign policy arenas?

Public policy is the result of interactions and dynamics among actors, interests, institutions, and processes. The formation of policy agendas, the enactment of public policies by Congress and the President, and the implementation and interpretation of policies by the bureaucracy and the courts are all stages in the policy process with which students should be familiar. Students should also investigate policy networks, iron triangles, and other forms of policy sub governments in the domestic and foreign policy areas. The study of these will give students a clear understanding of the impact of federalism, interest groups, parties, and elections on policy processes and policy making in the federal context.

Major readings and assignments:

- A. Edwards 7, 8, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
- B. Public Policy Board Game Project
- C. Free Response Question Practice over each weekend
- D. Current Event Essay

VI. Civil Rights and Civil Liberties (Week 30-32)

Essential Questions

How do we balance individual rights and liberties against the interest of the government in limiting those rights and liberties?

An understanding of United States politics includes the study of the development of individual rights and liberties and their impact on citizens. Basic to this study is an analysis of the workings of the Supreme Court and an understanding of its most significant decisions.

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Students should examine judicial interpretations of various civil rights and liberties such as freedom of speech, assembly, and expression; the rights of the accused; and the rights of minority groups and women. For example, students should understand the legal, social, and political evolution following the Supreme Court's decisions regarding racial segregation. Finally, it is important that students be able to assess the strengths and weaknesses of Supreme Court decisions as tools of social change.

Major readings and assignments:

- A. Edwards 4, 5, 16
- B. Bill of Rights
- C. Amendment 14
- D. Landmark Supreme Court Cases (using primary sources)
- E. Research Project on landmark Supreme Court Cases
- F. Roe v. Wade
- G. Regents of the University of California v. Bakke
- H. Letter to a Senator/Representative Project
- I. Free Response Question Practice over each weekend
- J. Current Event Essay

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Textbook:

Kennedy, David M., Lizabeth Cohen, and Thomas Bailey. *The American Pageant*. 13th ed. Boston, Mass.: Houghton Mifflin Co., 2006

Newman, John J., Schmalbach, John M. *United States History: Preparing for the Advanced Placement Examination*. New York, NY. : Amsco School Publications Inc.

I. Course Description

The AP program in U. S. History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials- their relevance to a given interpretive problem, their reliability, and their importance- and to weigh the evidence and interpretations presented in historical scholarship. The course strives to develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

II. Aims and Objectives

A. To expose students to historical content that covers the scope of U. S. History.

B. Develop students' analytical skills in the interpretation of primary sources.

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C. Develop writing skill beyond the simple narrative to analysis.

III. Teaching Methods and Evaluation

A. Methods- Class lectures and discussions, cooperative group work, debates, projects

B. Evaluation-

1. Multiple Choice Exams- AP style questions

2. Essay Exams- DBQ and Standard Essays.

At least 2 tests each marking period will be essays. (CR 8)

3. Unit Assignments- Document Analysis and Essay Writing (CR 7, 8)

4. Class Assignments- Group Work

5. Research Projects

- 1st Marking Period: Mid Term Elections (CR 5, 6)

- 2nd Marking Period: 1st Person Presentations (CR 6, 7)

- 3rd Marking Period: Makers of America (CR 5, 6)

- 4th Marking Period: 20th Century Decades (CR 6, 7)

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Course Plan:

Marking Period 1:

Unit 1: "Exploration, Discovery and Settlement" (CR 1, 2, 4)

September 7-15

Text- Chapters 1-5

Unit 2: "Imperial Wars/Colonial Protests and Revolution" (CR 1, 3, 4)

September 18-22

Text- Chapters 6-8

Unit 3: "The Constitution and New Republic" (CR 1, 3, 4)

September 25- 29

Text- Chapters 9, 10

Unit 4: "Age of Jefferson" (CR 1, 3, 4)

October 2-6

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Text- Chapter 11

Unit 5: "Nationalism and Economic Development" (CR 1, 2, 3, 4)

October 9-13

Text- Chapters 12, 14

Unit 6: "Age of Jackson" (CR 1, 2, 4)

October 16-20

Text- Chapters 13

Unit 7: "Sectionalism" (CR 2, 4)

October 23-27

Text- Chapters 16

Unit 8: "Ferment of Reform" (CR 2)

October 30-Nov. 3

Text- Chapter 15

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Marking Period 2:

Unit 9: "Territorial and Economic Expansion" (CR 1, 3, 4)

November 13-17

Text- Chapters 17

Unit 10: "The Union in Peril" (CR 1, 2)

November 20- December 1

Text- Chapters 18-20

Unit 11: "Civil War and Reconstruction" (CR 1, 2, 3, 4)

December 4-15

Text- Chapters 20-22

Unit 12: "Last West and New South" (CR 1, 2, 4)

December 18-22

Text- Chapters 22, 26

Unit 13: "National Politics in the Gilded Age" (CR 1)

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December 23-Jan. 4

Text- Chapters 23, 26

Unit 14: "The Rise of Industrial America" (CR 2, 4)

January 5-12

Text- Chapters 24, 25

Marking Period 3:

Unit 15: "Foreign Policy 1865-1914" (CR 1, 3, 4)

January 16-23

Text- Chapters 27, 29

Unit 16: "Progressive Era" (CR 1, 2, 4)

January 24- February 1

Text- Chapters 28, 29

Unit 17: "World War I" (CR 1, 3)

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February 2- 9

Text- Chapter 30

Unit 18: "New Era- 1920's" (CR 1, 2, 4)

February 12-22

Text- Chapters 31, 32

Unit 19: "Great Depression and New Deal" (CR 1, 2, 4)

February 23- March 6

Text- Chapters 32, 33

Unit 20: "Diplomacy and World War II" (CR 1, 3)

March 7-16

Text- Chapters 34, 35

Marking Period 4:

Unit 21: "Truman and the Cold War" (CR 1, 2, 3, 4)

March 19-23

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Text- Chapter 36

Unit 22: "Eisenhower Years" (CR 1, 2, 3, 4)

March 26- March 30

Text- Chapter 37

Unit 23: "Promise and Turmoil- 1960's" (CR 1, 2, 3, 4)

April 2-20

Text- Chapter 38

Unit 24: "Problems of a Superpower 1969-1980" (CR 1, 2, 3, 4)

April 23-27

Text- Chapter 39, 40

Unit 25: "End of the 20th Century" (CR 1, 2, 3, 4)

April 30- May 4

Text- Chapters 40, 42

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Review: May 7-10

AP Exam Friday May 11

Unit 1- Exploration, Discovery, Settlement

Critical Questions:

- What was America like before Columbus?
- Why did Europeans begin exploration?
- What were the effects exploration and colonization?
- What economic, political, and cultural institutions developed in the English Colonies?

Text:

Chapters 1-5

Assignments:

1. Guide to writing essays: Stating the Thesis (CR 8)

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2. Document Analysis (CR 7)
3. Classwork assignments TBA

Unit Outline/Discussion Topics

- Cultures of North America
- Cultures of Central and South America
- Europe Moves Toward Exploration
- Early Exploration
- Early English Settlements
- Early Political Institutions
- 13 North American Colonies
- Mercantilism
- Slavery
- Population Growth
- Colonial Social Structure
- Economy
- Religion
- Cultural Life

Unit 2- Imperial Wars, Colonial Protests, Revolution

Critical Questions

- How did the result of the French and Indian War change the British Empire?
- Why did the British Policies of the 1760's and 70's cause strong colonial reaction?
- What was the philosophical foundation for the American Revolution?

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- Why were the colonists able to win the war?

Text:

American Pageant-Chapter 6-8

Assignments:

1. Guide to writing the DBQ- Deciding What Position to Argue (CR 8)
2. Essay outline
3. Class assignments TBA

Outline/Discussion Topics:

- Empires at War
- British Actions/Colonial Reactions
- Philosophical Foundations for Revolution
- First Continental Congress
- Fighting Begins
- Second Continental Congress
- The War

Unit 3- The Constitution and New Republic

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Critical Questions:

- What were the main features of the new state governments?
- What were the accomplishments and weaknesses of the government under the Articles of Confederation?
- Why was compromise necessary at the Constitutional Convention?
- What are the basic principles of the Constitution?
- How did the Washington administration deal with the domestic and foreign affairs problems of the new nation?
- Why did political parties develop during the 1790's?
- What is the significance of the election of 1800?

Text:

American Pageant -Chapters 8&9

Assignments:

1. Analyzing Documents (CR 8)
2. Class assignments- Theme: Presidential Foreign Policies (CR 5)

Outline/Discussion Topics:

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- Constitutional Convention
- Federalists and Anti-Federalists
- Washington's Presidency
- Political Parties
- Washington's Farewell
- Adams' Presidency
- Election of 1800

Unit 4- "Age of Jefferson"

Critical Questions:

- What changes did Jefferson make in Federalist policies?
- Why is the Louisiana Purchase significant in U. S. History?
- What foreign affairs issues arose during the Jefferson administration?
- What were the causes of the War of 1812?
- Why did the War of 1812 divide the nation?
- What were the effects of the War of 1812 on the U. S.?

Text:

American Pageant Chapters 10&11

Assignments:

1. Analyzing Documents (CR 7)
2. Class assignments TBA

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Outline/Discussion Topics

- Jefferson's Presidency
- Madison's Presidency
- War of 1812

Unit 5- Nationalism and Economic Development

Critical Questions:

- Why is the post-war period sometimes called the "era of good feelings?"
- What role did nationalism play in cultural, economic and political development?
- How did John Marshall and the Supreme Court affect the role of the central government in the U. S.?
- What effect did western settlement have on the slavery issue in the U. S.?
- What is the Monroe Doctrine and why is it significant?

Text:

American Pageant Chapters 13 and 16

Assignments:

1. Writing the DBQ- Organizing Historical Evidence (CR 6, 7, 8)
2. Class assignments TBA

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Unit Outline/Discussion Topics:

- Era of Good Feelings
- Marshall's Supreme Court
- Western Settlement and Missouri Compromise
- Foreign Affairs
- National Economy

Unit 6: The Age of Jackson

Critical Questions:

How did politics become more democratic during the era of Jackson?

Why are the presidential elections of 1824 and 1828 significant?

How did Andrew Jackson change the office of president?

What is nullification and how did it affect the Jackson presidency?

What were the consequences of Indian removal?

What were the economic effects of Jackson's bank policy?

Text:

American Pageant Chapter 13

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Assignments:

1. Document analysis (CR 7)
2. Rating the presidents
3. Class assignments TBA

Outline/Discussion Topics

- Jacksonian Democracy
- Jackson vs. Adams
- Presidency of Jackson
- End of Jacksonian Era

Unit 7- Sectionalism

Critical Questions:

What were the economic trends in the Northeast during the mid-1800's?

How did the rise of commercial agriculture affect the Northwest?

Why was there an increase in immigration during the mid-1800's?

How did immigration affect the country?

What was the social and economic structure of the cotton kingdom in the South?

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What was life like for the people living on the frontier?

Text:

American Pageant Chapters 16&18

Assignments:

1. Document analysis (CR 7)
2. Class assignments TBA

Outline/Discussion Topics:

- North
- South
- West

Unit 8- Ferment of Reform

Critical Questions:

How did religion in the U. S change during the mid-19th century?

What trends were evident in the arts and literature?

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Why did many reform movements begin to take shape during this period?

Why was there a movement for more and better public education?

How did the American family and roles for women change?

What were the different goals and strategies of the abolition movement?

Text:

American Pageant Chapter 17

Assignments:

1. Analyzing Documents (CR 7)
2. Class assignments- Theme: Reforming Spirit Through History (CR 5)

Outline/Discussion Topics

- Religion: 2nd Great Awakening
- Ideas, Arts and Literature
- Reforming Society

Unit 9: Territorial Expansion

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Critical Questions:

What important territorial disputes did the U. S. have during the mid-1800's?

Why is the election of 1844 significant?

How was the dispute over Oregon resolved?

What were the causes and effects of the Mexican War?

How did "manifest destiny" affect the U. S.?

Text:

American Pageant Chapters 19, 20

Assignments

1. Document analysis- DBQ building blocks (CR 8)
2. Class assignments TBA

Outline/Discussion Topics

- Territorial Conflicts
- War with Mexico
- Additional Expansion Issues
- Settlement of the Western Territories

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Unit 10-“Union in Peril”

Critical Questions:

What issues divided the North and the South?

What were the different positions on the status of western territories?

How did literature affect the division between North and South?

How did the slavery issue affect the political parties?

What is the significance of the Dred Scott decision?

Why did the results of the election of 1860 lead to secession?

Text:

American Pageant Chapter 20-22

Assignment:

1. DBQ- Causes of Civil War (CR 7, 8)
2. Class assignments- Varying Viewpoints: Civil War- Inevitable? (CR 6)

Outline/Discussion Topics:

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Course Title: Advanced Placement U.S. History

- Conflict over Territories
- Compromise of 1850
- Agitation over Slavery
- National Parties in Crisis
- Extremists and Violence
- Constitutional Issues
- Road to Secession

Unit 11- Civil War and Reconstruction

Critical Questions:

How did the war begin?

What were the strengths and weaknesses of the North and the South?

What were the main theatres of war and why were they important?

How did foreign affairs play a role in the war?

What political events brought slavery to an end?

Why was the Union able to win the Civil War?

What were the political, social, and economic effects of the war?

What issues had to be addressed during the reconstruction period?

Why did Congress oppose the presidential plans for reconstruction?

What were the main provisions of Congressional reconstruction?

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What were the results of the Republican reconstruction program?

Why did reconstruction come to an end?

Text:

American Pageant Chapters 22-24

Assignments:

1. Analyzing documents (CR 7)
2. Class assignments TBA

Outline/Discussion Topics:

- War Begins
- First Years 1861-62
- Foreign Affairs and Diplomacy
- End of Slavery
- Union Wins
- Effects of the War
- Reconstruction Plans (Presidents)
- Congressional Reconstruction
- Reconstruction in the South
- End of Reconstruction/Effects

Unit 12- Last West and New South

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Course Title: Advanced Placement U.S. History**

Critical Questions:

How did the South progress economically during the late 1800's?

What economic problems did the southern economy experience?

How did segregation become a part of life in the South?

Who were the groups that settled the western frontier during the late 1800's?

What caused the downfall of the Plains Indians?

What effect did the closing of the frontier have on American society?

How did changes in agriculture affect farmers and politics?

Text:

American Pageant Chapters 24, 28

Assignments:

1. Document Analysis (CR 7)
2. Class assignments- Theme: U. S. / Native American relations (CR 5)

Outline/Discussion Topics:

Board approval: February 21, 2013

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Course Title: Advanced Placement U.S. History

- New South
- West: Settlement of the Last Frontier
- Farm Problems/Populism

Unit 13- Politics in the Gilded Age

Critical Questions:

What were the factors that accounted for the complacency and conservatism in politics?

How did the ideas of laissez-faire economics and social Darwinism affect politics?

What were the key characteristics of campaigns in the late 19th century?

Who were the key figures in presidential and congressional politics?

Why was graft and corruption evident in government during this time period?

Why were the issues of currency and tariffs important?

What was the basis of the populist movement?

Text:

Chapters 25, 29

Assignments:

Board approval: February 21, 2013

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1. DBQ outline (CR 7, 8)
2. Presidents chart

Outline/Discussion Points

- Politics in the Gilded Age
- Growth of Discontent
- Turning Point 1896

Unit 14- Rise of Industrial America

Critical Questions:

What factors contributed to the rapid rise of industry in the late 19th century?

Why was the railroad an important part of industrialization?

What were the major industries of this period?

How did the concepts of laissez-faire capitalism, Social Darwinism, and the gospel of wealth play a role in this era?

What were the key technological advancements of the industrial age?

How did the growth of industry affect the U. S.?

What were the characteristics of the “new immigration?”

How did cities change in the late 1800's?

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What problems and reform movements developed due to rapid urbanization?

How did intellectual and cultural characteristics of the U. S. change?

Text:

Chapters 26, 27

Assignments:

1. Document Analysis (CR 7)
2. Class Assignment- Theme: Economic Innovations and Effects (CR 5)

Outline/Discussion Topics:

- Factors Encouraging Industry
- Business of Railroads
- Industrial Empire
- Laissez- Faire Capitalism
- Technology and Innovations
- Impact of Industrialization
- Organized Labor
- Nation of Immigrants
- Urbanization
- Reform Movements
- Intellectual and Cultural Movements

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Unit 15: Foreign Policy 1865-1914

Critical Questions:

How did U. S. foreign policy change during the late 19th century?

What factors accounted for the growth of imperialism in the late 1800's and early 1900's?

What were the causes and effects of the Spanish-American War?

How did imperialism play a role in U. S.-Chinese relations during the early 1900's?

What was T. Roosevelt's "big stick" policy?

Why was building a canal through Central America an important foreign affairs issue?

What was the Roosevelt corollary to the Monroe Doctrine?

What was the difference between Taft's "dollar diplomacy" and Wilson's "moral diplomacy"?

Text:

Ch. 30, 31

Assignments:

1. Document Analysis (CR 7)

2. Class assignments

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Outline/Discussion Topics:

- Post Civil War
- New Imperialism
- Spanish American War
- China
- Teddy Roosevelt's "Big Stick" Policy
- Taft and Dollar Diplomacy
- Woodrow Wilson

Unit 16- Progressive Movement

Critical Questions:

What were the origins of the Progressivism?

Who were the Progressives?

How did "muckrakers" contribute to the Progressive Movement?

What political reforms were advocated by Progressives?

Why is Theodore Roosevelt considered a Progressive?

How did Taft and Wilson promote Progressive ideals?

How did the Progressive Movement affect minorities?

What were the effects of the Progressive Movement on politics, society and economics?

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Text:

Chapters 32, 33

Assignments:

1. Essay
2. Class Assignments- Varying Viewpoints: Who were the populists? (CR 6)

Outline/Discussion Topics:

- Origins of Progressivism
- Political Reforms in Cities and States
- National Government
- African Americans and Progressivism
- Women and Progressivism

Unit 17- World War I

Critical Questions:

What were the main causes of World War I?

Why did the U. S. remain neutral at the start?

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What caused the U. S. to move from neutrality to support of the Allied powers?

Why did the U. S. declare war in 1917?

How did the U. S. mobilize for war?

How did the government encourage public support for the war?

What were the effects of war on American society?

How did the U. S. military contribute to the allied victory?

What were the broad principles contained in Wilson's fourteen points?

Why was the Treaty of Versailles rejected?

Text:

Chapter 34

Assignments:

1. DBQ- Wilson's Motives (CR 6, 7, 8)
2. Class Assignments TBA

Outline/Discussion Topics:

- Causes of War

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- Theatres of War
- U. S. Neutrality
- The War Debate
- The election of 1916
- Decision for War
- Mobilization
- Fighting the War
- Making the Peace

Unit 18: New Era- 1920's

Critical Questions:

What post-war problems emerged in the U. S.?

How did U. S. culture change during the 1920's?

What effects did the "literature of alienation" and the "Harlem Renaissance" have on society?

What conflicts occurred due to the changing cultural landscape?

What political party and philosophy dominated politics in the 1920's?

Why was the decade of the 1920's a period of economic prosperity?

Who did not share in the economic boom?

What were the goals of U. S. foreign policy during the 1920's?

What were the economic circumstances that led to the crash of the economy in 1929?

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Text:

Chapters 35, 36

Assignments:

1. Document Analysis
2. Class assignments TBA

Outline/Discussion Topics:

- Postwar problems
- Economic Development
- New Culture
- Culture in Conflict
- Politics: Republican Control
- Foreign Policy

Unit 19- Great Depression and New Deal

Critical Questions:

What were the causes and effects of the economic crash of 1929?

How did Hoover deal with the economic depression?

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What was Roosevelt's "New Deal" philosophy?

What important steps were taken during the "first hundred days" of the Roosevelt administration?

How did the second New Deal differ from the first?

What criticisms did opponents of the New Deal make?

Why did Roosevelt attempt to reorganize the Supreme Court?

How did Keynesian economics play a role in the last phase of the New Deal?

How did the Great Depression affect life in the U. S.?

Text:

Chapters 36, 37

Assignments:

1. DBQ

2. Class Assignments- Theme: Federalism in U. S. History

Outline/Discussion Topics:

- Causes and Effects of Depression
- Hoover's Policies
- Election of 1832

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- F. D. R.
- New Deal Ideas
- Hundred Days
- Other Programs of the First New Deal
- Second New Deal
- Election of 1936
- Opposition to New Deal Programs
- Supreme Court and the New Deal
- Gains for Labor
- End of the New Deal

Unit 20- Diplomacy and World War II

Critical Questions:

What were the major foreign affairs issues for the Hoover administration?

What was Roosevelt's "good neighbor" policy?

How did the economic situation of the 1930's affect Roosevelt's foreign policy?

What factors contributed to the rise of fascist dictatorships in the 1920's and 30's?

What key events led to the outbreak of World War II?

Why was isolationist sentiment strong in the U. S.?

Why did U. S. policy move from neutrality to War?

How did World War II affect life in the U. S.?

What were the major strategies and events in Europe and Asia?

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What is the significance of the wartime conferences between the “Big Three?”

What effects did the war have on the U. S. and the world?

Text:

Chapters 38, 39

Assignments:

1. DBQ outline
2. Class assignments TBA

Outline/Discussion Topics:

- Hoover’s Foreign Policy
- Roosevelt’s Policies 1933-1938
- Neutrality to War
- Theatres of War
- Wartime Conferences
- Effects of War

Unit 21- Truman and the Cold War

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Critical Questions:

- What effect did demobilization have on U. S. society?
- What economic and social policies did Truman advocate?
- Why was the Congress more conservative in the post-war period?
- What were the basic principles of Truman's Fair Deal?
- Why were most of Truman's initiatives defeated?
- How did the cold war develop in the post-war period?
- What was the philosophy behind the U. S. policy of containment of the Soviet Union?
- What policies and events resulted from cold war tension in Europe?
- How did the cold war affect events in Asia?
- What circumstances led to second red scare?

Text:

Chapter 39

Assignments:

1. Document Analysis
2. Class assignments TBA

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Outline/Discussion Topics:

- Postwar U. S.
- Politics
- Origins of the Cold War
- Containment
- Cold War in Asia
- Red Scare

Unit 22-Eisenhower Years

Critical Questions:

Why was Eisenhower a popular figure politically?

What was Eisenhower's leadership style?

How did the Eisenhower administration reflect the "modern republicanism?"

How did the Cold War affect the Eisenhower administration?

What were the key events of the Civil Rights movement in the 1950's?

How did pop culture change in the 1950's?

Text:

Chapter 40

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Assignments:

1. Class assignments TBA

Outline/Discussion Topics:

- Eisenhower as President
- Eisenhower and the Cold War
- Civil Rights
- Pop Culture

Unit 23- 1960's

Critical Questions:

What were the basic ideas behind Kennedy's "New Frontier?"

What role did foreign affairs play in the Kennedy administration?

What is the significance of Kennedy's presidency and assassination?

How was Johnson's "Great Society" an extension of the social reforms of the New Deal?

What achievements and problems were associated with the civil rights movement of the 60's?

How did the Warren Court affect the concept of individual rights in the U. S.?

How did the various activist and counterculture groups effect social change during the 60's?

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Why did the U. S. become involved in the Vietnam conflict?

What effects did U. S. involvement in Vietnam have on politics and society?

What is the significance of the election of 1968?

Text:

Chapter 41

Assignments:

1. Essay
2. Class assignments- Varying Viewpoints: 60's Constructive or Destructive? (CR 6)

Outline/Discussion Topics:

- John F. Kennedy's New Frontier
- Lyndon Johnson's Great Society
- Civil Rights and Conflict
- The Warren Court
- Social Revolutions and Cultural Movements
- The Vietnam War- to 1969

Unit 24- 1970's

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Critical Questions:

What foreign affairs issues dominated the Nixon administration?

What was Nixon's concept of the "new federalism?"

What economic issues emerged during the 1970's?

How did Watergate affect Nixon's presidency and politics in general?

What were the key issues in the election of 1976?

How did foreign affairs issues affect the Carter administration positively and negatively?

How did American society and population change during the 1970's?

Text:

Chapter 42

Assignments:

1. Presidential chart
2. Class assignments TBA

Outline/Discussion Topics:

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Course Title: Advanced Placement U.S. History

- Nixon's Foreign Policy
- Nixon's Domestic Policy
- Watergate
- Other Issues
- Ford Administration
- Carter Administration
- American Society

Unit 25- 80's and Beyond

Critical Questions:

What groups made up the conservative movement of the 1980's?

What is the concept of "supply side" economics?

What was the impact of Reaganomics on politics and the country?

How did the cold war change during the Reagan era?

How did the Middle East situation affect the Reagan administration?

What events led to the collapse of the Soviet Union and the end of the cold war?

What were the causes and effects of the Gulf War?

How did the election of Clinton mark in change in American leadership?

What were the key domestic and foreign affairs issues of the Clinton administration?

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Text:

Chapters 43 and 44

Assignments:

1. Read chapters
2. Review for AP

Outline/Discussion Topics:

- Rise of Conservatism
- The Reagan Revolution
- Foreign Policy
- Bush Administration
- Clinton Administration
- Modern Social Issues
- New Century/War on Terror