

Unit Ten: AP exam review Unit

Content Area: **Social Studies**
Course(s): **Advanced Placement U.S. History II**
Time Period: **April**
Length: **Approximately 3 weeks**
Status: **Published**

Enduring Understandings:

- A thematic breakdown, in addition to a general chronological understanding, can result in a more thorough understanding of American history.
- Historiography shapes the way history is viewed from one era to another.
- History is complex and can be understood in different ways using differing sources and perspectives.
- The 400+ years of American history are a complex and interconnected series of events that shape modern day politics, economics, and culture.

Essential Questions:

- How did the struggle for equality for all people continue from the creation of the Constitution to present day.
- How do the president and Congress shape American policy in their own time and long after?
- How do the roles of women change over time?
- How do the various historical eras connect to each other?
- How does technology change over time?
- How does the Constitution act as a living document from 1789 to present?
- How does the economy demonstrate the characteristics of a boom and bust cycle from 1800-2010?
- How does the treatment of various minority groups change over time?
- How does war shape American policy at home and abroad?

Lesson Titles:

- 9 Time Period Organization Charts
- Chronology Kahoot
- Current Events Research: Students will analyze modern day headlines and make a historical link to the past
- Decades Review Activity
- Dice Game
- Documents Review (Authors and Purpose)
- Group Review Bingo
- Khan Academy Review
- Mass media review
- Practice DBQ

- Practice Exam
- Practice LEQ
- Practice Short Answer
- Review Quilts
- Then until now timeline activity
- Top Ten Family Feud Review
- Ultimate Guide to the Presidents Video Analysis
- Which doesn't belong Kahoot
- Which president did it Review Activity

21st Century Skills and Career Ready Practices:

- Civics and government
- Global issues
- Economic and financial literacy
- Environmental Literacy
- Critical thinking and problem solving
- Information literacy
- Initiative and Self-direction
- Productivity and Accountability

PFL.9.1.12.A.1	Differentiate among the types of taxes and employee benefits.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.6	Summarize the financial risks and benefits of entrepreneurship as a career choice.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.A.11	Explain the relationship between government programs and services and taxation.
PFL.9.1.12.F.6	Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
PFL.9.1.12.G.7	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Inter-Disciplinary Connections:

Language Arts Integration: Students will utilize reading and writing skills for understanding primary sources and secondary informational text as they complete AP formatted DBQs, LEQs, and Short Answer Questions.

Economics/Personal Financial Literacy: Students will analyze the boom and bust cycle of the American economy.

Math: Students will analyze graphs and charts demonstrating the changes of populations and income for various products from 1600-2015.

Sociology: Students will continue to evaluate the shifts in population as people begin to emigrate into the US from new locations such as India, the Middle East, and the Southeast Pacific looking for a better life and work. The influx of a diverse group of emigrants will bring about change in American culture and norms. Students will discuss the pros and cons of the ever changing societal norms.

Art and Music: Students will review song lyrics and images that could potentially be seen on the AP exam.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
LA.RST.11-12.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.11-12.2	Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
LA.RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
LA.RST.11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
LA.RST.11-12.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.3	(See note; not applicable as a separate requirement)
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.2.4.3	Social movements
SOC.9-12.4.3.2	Potential of institutions to produce, reinforce, or challenge inequality
SOC.9-12.4.4.1	Individual responses to inequality
SOC.9-12.4.4.2	Group responses to inequality such as social movements
	Statistics and Probability
	Decisions or predictions are often based on data—numbers in context. These decisions or predictions would be easy if the data always sent a clear message, but the message is often obscured by variability. Statistics provides tools for describing variability in data and for making informed decisions that take it into account.

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Bloom's Taxonomy as students analyze, evaluate, and synthesize information about this era.

- Thematic thinking: Understanding the AP themes . (Synthesis/DOK 4)
- Recall of present basic concepts on the 1600s to 2015. (Recall/DOK1)
- Linking historical events from one time period to another; 1960s to 1970s, 1970s to 1980s, tech revolution to Industrial Revolution, Middle Eastern relations to the eventual War on Terrorism, and modern culture norms to their evolution over time. (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- Compare and contrast: Presidents: then and now, economic trends and panics: then and now, social structures: then and now, women's roles over time, minorities in American culture over time. (Compare and Contrast/DOK 2)
- Essay writing (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Review games/Group Collaboration (Recall, Analysis and Synthesis/ DOK 1, 2, 3, and 4)
- Delsea One
- SWAG

Modifications

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past.
- Anticipatory set: Ultimate Guide to the Presidents Video Analysis
- Anticipatory set: Video review clips as needed/requested by students
- Chapter 1 - 31 Annos. Review
- Class discussion on the topics the students of each class period decide they would like to review. (Complete student survey to assess these needs)
- Closure: Edpuzzle to reinforce learning from class
- Closure: Kahoot to check for retention of information
- Closure: Quick Q&A related to the changing lives of minorities in American culture
- Closure: Turn to your partner and debate: Topic of the day being reviewed. This will vary by class period dependent upon student survey responses.
- Verbal check in with individual students
- Warm up: Q&A about 1600-2015
- Warm-up: One fact (Students will share one fact they think is most important for success on the AP exam)

Summative Assessment:

- Chapter 30 and 31 SBMC test
- Practice AP exam Multiple Choice
- Practice AP Short Answer Quiz
- Practice DBQ
- Practice LEQ
- Q4 MPA Benchmark Assessment
- Short Answer quiz

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

AMSCO text book

American Pageant textbook

Annotations Chart

Ultimate Guide to the Presidents (purchase on Amazon Prime for \$18.99)

Any relevant current events articles. Much of today's news relates to the topics of this unit. (Teacher's choice, but some options are listed below in the technology section)

CNN's America Remembers

