

# Villa Victoria Academy

## H. United States History II Course Curriculum

2014-2015

### Course Description

The study of United States history from 1865 to present will introduce you to the nation's political, economic, socio-cultural, diplomatic, and intellectual history following Reconstruction through the Obama Administration. We will also revisit and incorporate topics studied in U.S. History I, which covered the pre-Columbian period to Reconstruction. The goal of the course is to understand the forces, correlations, and discourses at work in the periods that we study and gain context for understanding the development of contemporary institutions, the role of continuity and change in present day society and politics, the interactions and effects of systems of economy, and past and current forms of artistic expression and intellectual discourse. You will be expected to analyze, synthesize, and evaluate both primary and secondary sources, as well as comprehend, memorize, and apply relevant historical facts.

The course is structured chronologically but consistently employs thematic learning objectives to focus historical inquiry. The chronological structure divides the course into four (4) units, logically referred to as periods; each period of time includes three (3) key concepts which employs multiple thematic learning objectives. The narrative structure is supported by the textbook, selected primary and secondary sources, and limited audiovisual sources. Topics will include immigration, industrialism, Populism, Progressivism, World War I, the Jazz Age, the Great Depression, the New Deal, World War II, The Cold War, the post-Cold War era, and the United States at the beginning of the twenty-first century. It is understood that throughout, students will rely on past mastery of other topics from the first year to include pre-Columbian cultures, the Columbian exchange, colonial America, revolutionary ideology, constitutional development, Jeffersonian and Jacksonian democracy, nineteenth-century reform movements, Manifest Destiny and westward expansion, the Civil War, and Reconstruction.

## Course Curriculum:

### Period 6: 1865 – 1898 (6 Weeks)

#### Textbook Reading:

##### *American Pageant*

Chapter 23. “Political Paralysis in the Gilded Age 1869–1896”

Chapter 24. “Industry Comes of Age 1865–1900”

Chapter 25. “America Moves to the City 1865–1900”

Chapter 26. “The Great West and the Agricultural Revolution 1865–1896”

Chapter 27. “Empire and Expansion 1890–1909”

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**Key Concept 6.1: The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity. (2 Weeks)**

#### **Topic: The Rise of Big Business and Labor Unions**

The rise of big business along with massive migration and urbanization led to efforts to reshape both the economy and the environment of the country. The “Gilded Age” brought mass marketing, increased consumption, and the creation of monopolies

Technological changes, large-scale production, and pro-business government policies led to a “Gilded Age” that was also marked by corruption, the growth of monopolies, and the expansion of both domestic and international markets.

#### **Primary Source Reading:**

Mark Twain, *The Gilded Age, A Tale of Today*

**Political cartoons** of Thomas Nast

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**Key Concept 6.2: The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women. (2 Weeks)**

#### **Topic: Industry Comes of Age**

The late-nineteenth century was the era of the Robber Barons, with increasing distance between the lives of the rich and the working classes.

The growth of unionism, of government and politics of regulation, and the expansion of the United States in the world economy characterized this period.

Gilded Age politics and corruption ultimately led to the beginnings of reform efforts both in government and in addressing social concerns.

Cultural and intellectual movements both supported and challenged the social order of the Gilded Age .

Big business was challenged by groups representing regional interests as well as new labor organizations.

**Primary Source Reading:**

**Heffner - *Documentary History of the United States: Chapter 16***

Andrew Carnegie, *Wealth*

William Graham Sumner, *What Social Classes Owe Each Other*

“A Textile Worker Explains the Labor Market.”

Samuel Gompers, *Letter on Labor in Industrial Society*

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**Key Concept 6.3: The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies. (2 Weeks)**

**Topic: America Moves to the City - Urban America**

The late-nineteenth century was characterized by urbanization, new waves of immigration, renewed instances of nativism, cultural life in urban America, the “New Woman,” African-American push for expanded civil rights

Movement of both internal and international populations changed the makeup of America, early reformers try to address some of the concerns associated with urbanization and immigration

Big business faced increasing challenges from labor movements and those supporting regional concerns

As migration both within the United States and from overseas increased rural and urban populations, reformers began to try to address gender, racial, ethnic, religious, and socioeconomic equalities

**Primary sources:**

**Photographs** of Jacob Riis (New York City)

[http://www.moma.org/collection/browse\\_results.php?artistFilterInitial=&criteria=0%3AAD%3AE%3A4928&page\\_number=1&template\\_id=6&sort\\_order=1](http://www.moma.org/collection/browse_results.php?artistFilterInitial=&criteria=0%3AAD%3AE%3A4928&page_number=1&template_id=6&sort_order=1)

**Topic: The Great West: Turner’s Frontier Thesis**

Westward migration, the close of the frontier and its impact, industrialization of agriculture new forms of transportation, and political dissent among farmers led to political and popular conflicts.

**Primary Source Readings:**

**Heffner - *Documentary History of the United States: Chapter 17 and 18***

Frederick J. Turner, *The Significance of the Frontier in American History*

Transcontinental railroads and the destruction of the buffalo and the Plains Indian culture pushed a government policy of increased reservations and assimilation.

Archives from the Carlisle Indian School

**Columbian Exhibition of 1893**

**Topic: The Great West- Agricultural Revolution & the Populist Revolt**

**Primary Source Readings:**

*Populist Party Platform*

William Jennings Bryan, *Cross of Gold Speech*

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**Period 7: 1890 – 1945 (CR3) (10 Weeks)**

**Textbook Reading:**

*American Pageant*

- Chapter 28. “Progressivism and the Republican Roosevelt 1901–1912”
- Chapter 29. “Wilsonian Progressivism at Home and Abroad 1912–1916”
- Chapter 30. “The War to End War 1917–1918”
- Chapter 31. “American Life in the “Roaring Twenties 1919–1929”
- Chapter 32. “The Politics of Boom and Bust 1920–1932”
- Chapter 33. “The Great Depression and the New Deal 1933–1939”
- Chapter 34. “Franklin D. Roosevelt and the Shadow of War 1933–1941”
- Chapter 35. “America in World War II 1941–1945”

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**Key Concept 7.1: Government, political and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration. (4 Weeks)**

### **Topic: Empire and Expansion**

Many Americans began to advocate overseas expansionism in the late nineteenth century, leading to new territorial annexations and acquisitions in the Western Hemisphere and the Pacific.

#### **Primary Source Readings:**

**Heffner - *Documentary History of the United States: Chapter 19 (CR7)***

Alfred T. Mahan, *The United States Looking Outward*

Theodore Roosevelt, *Corollary to the Monroe Doctrine*

“Letters from the Battlefield and the Home Front, Debating War in the Philippines.”

**Political cartoons** from the era that deal with American Imperialism.

#### **Student Activity:**

##### **Debate on Imperialism**

To what extent was late nineteenth and early twentieth century expansionism a continuation of past American expansionism and to what extent was it a departure? Use your knowledge of United States history from 1800 - 1914 in this exercise.

### **Topic: Progressivism and the Republican Roosevelt**

Growth and consolidation of industries promoted urbanization and economic growth. Business cycles continued to fluctuate

Progressive reformers called for government intervention in the economy, greater social justice, and conservation of natural resources.

T. Roosevelt and the Square Deal

Roosevelt added executive clout to the efforts of Progressive reformers.

Women and Progressive Reform

#### **Primary Sources:**

**Photographs** of Jacob Riis from New York City

#### **Primary Source Readings:**

Pauline Newman et al. “Conditions at the Triangle Shirtwaist Company”

Hilda Satt Polacheck “I Came a Stranger: The Story of a Hull-House Girl.”

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End of 1st Quarter

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### **Topic: Wilsonian Progressivism at Home and Abroad**

Taft and Wilson continued to support Progressive reform and pursue the diplomacy of neutrality as Europe moved closer to war.

#### **Primary Source Readings:**

**Heffner - *Documentary History of the United States: Chapter 20***

Theodore Roosevelt, *The New Nationalism*

Woodrow Wilson, *The Old Order Changeth*

African Americans and Progressive Reform

**Charts** in the text of “Principle Foreign elements in the United States, Census of 1910” and “United States exports to Belligerents, 1914-1916”

Excerpts from Upton Sinclair’s *The Jungle*.

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### **Topic: Leading up to War; Wilson and Neutrality**

The United States found itself entering World War I in spite of Wilson’s efforts at Neutrality.

The national and global impact of World War I, including the push for increased immigration, led to restrictive legislation, limiting rights to come to the US, particularly for those from Asia and Southern and eastern Europe

#### **Primary Source Readings:**

**Heffner - *Documentary History of the United States: Chapter 21***

Woodrow Wilson, *War Message to Congress*

Woodrow Wilson, *The Fourteen Points*

Wilson and Latin America

Wilson’s Fourteen Points & the fight for the League

**Primary Source Readings:** *Stanley B. Norvell, Letter to Victor F. Lawson, 1919.*

#### **Historiography. Wilson and Neutrality**

Bailey, Thomas. *A Diplomatic History of the United States*. See chart of trade

Woodrow Wilson, *War Message to Congress*

Millis, Walter. *The Road to War*

The findings of the Nye Commission.

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## **Topic: The War to End War**

War in Europe and the impact of war on the home front involved issues of propaganda and civil liberties. Wilson faced the political frustrations of helping to create the Treaty of Versailles and then seeing its rejection by the US Senate.

World War I and its aftermath led to further questions about the nation's role in the world and how to achieve national security and pursue national interests.

### **Primary Sources:**

**Samples of US propaganda posters** produced during World War I.

### **Primary Source Reading:**

*Emmett Schott, et al. Letters from the Great Migration.*

### **Debate on Ratification of the Treaty of Versailles**

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**Key Concept 7.2: A revolution in communications and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflict between groups increased under the pressure of migration, world wars, and economic distress. (3 Weeks)**

## **Topic: The Twenties**

The “Red Scare” and immigration issues, a mass-consumption economy, the Jazz Age and the Harlem Renaissance, traditionalism versus modernism; economic dislocations caused by World War I led to migration both to and within the United States

New technologies led to social transformations and changed the lives of many, while at the same time contributing to increasing political and cultural conflicts.

Xenophobia swept the United States as the global impact of World War I became evident through social tensions over immigration issues involving Europe and Asia and the restrictive legislation that resulted.

Postwar disillusionment

### **Primary Source Readings:**

Lucy Burns and Alice Paul, “Prison Notes”

**Portfolio of pictures** from this period of women's history.

**Langston Hughes**, excerpts from *The Weary Blues*

**Alain Locke**, excerpts from *The New Negro*

**Photographs** of James Vanderzee –

Hiram W. Evans, *The Klan's Fight for Americanism*, 1926.

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**Topic: Harding and Coolidge; the Politics of Laissez-faire.**

Isolationism in the 1920s, foreign debt and diplomacy, the coming of the Great Depression, and a new role for technology brought changes to the United States.

The Republican Ascendancy

Did the economic and political decisions made in the 1920s make the Depression of the 1930s inevitable?

The United States must reassess its new role in the world as the country sought national security and tried to safe-guard American interests

**Primary Source Reading:**

**Heffner - *Documentary History of the United States: Chapter 22***

Herbert Hoover, *Rugged Individualism*.

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**Topic: The Great Depression and the New Deal**

Franklin Roosevelt and the New Deal transformed the United States into a limited welfare state.

Economic dislocations from the war led to greater migration within the United States as well as from elsewhere in the Western Hemisphere

“Recovery, relief, reform,” demographic changes associated with the Depression, cultural changes in the 1930s, the Supreme Court and the balance of political power in government were all a part of Roosevelt’s program in the 1930s.

**Primary Sources:**

**Photographs** of migrant workers that were taken by the Federal Writers Project.

**Primary Source Readings:**

**Heffner - *Documentary History of the United States, Chapter 23***

Franklin Roosevelt’s *First Inaugural Address*



**Public Art:** Using the Internet, assemble a collection of public murals commissioned during the Great Depression by the New Deal

**Historiography:** Students will read and discuss excerpts from the following historians' views on Franklin Roosevelt and the New Deal: Arthur Schlesinger's *The Vital Center*, Carl Degler's *Out of Our Past: The Forces that Shaped Modern America*, and William Leuchtenburg's *Franklin Roosevelt and the New Deal*. They will be asked to evaluate each historian's view point on the impact of the New Deal on modern society and each will write a short essay choosing the one they feel is most correct.

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**Key Concept 7.3: Global conflicts over resources, territories and ideologies renewed debates over the nation's values and its role in the world, while simultaneously propelling the United States into a dominant international, military, political, cultural, and economic position. (3 Weeks)**

### **Topic: FDR and the Shadow of War**

Attempts at maintaining a position of neutrality and isolation ultimately failed. Yet the study of diplomacy and economics of the pre-war years illustrated the changing nature of America and her role in the world. This unit traces the evolution in thought from the Washington Naval Conference to the attack on Pearl Harbor.

#### **Primary Source readings:**

**Heffner - Documental History of the United States: Chapter 24**

Franklin Roosevelt, *The Quarantine Speech*

Franklin Roosevelt, *The Four Freedoms Speech*

*The Atlantic Charter*

The joint Congressional committee investigating the attack on Pearl Harbor was a partisan group made up of six Democrats and four Republicans. The committee submitted two reports. The first voted on favorably by all of the Democrats and two Republicans found the base commanders Kimmel and Short responsible for the damage inflicted by the surprise attack, citing "errors in judgment and not derelictions in duty." A second report, voted on by two Republicans held the Roosevelt administration responsible.

### **The Trial of Base Commanders Kimmel and Short for Dereliction of Duty with regard on The Attack at Pearl Harbor**

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### **Topic: America in World War II: The Homefront**

The United States' involvement in World War II vaulted the country into global political and

military prominence. In the process, America's relationship with the rest of the world was transformed. But what was happening at home? Here we look at the situation from three perspectives, wartime propaganda, the working woman and the Japanese interned on the West Coast.

The Manhattan Project and the Atomic Bomb

**Primary Source Readings:**

Fanny Christina Hill, "Rosie the Riveter" – her account of her work in the munitions industry during the War.

Ben Yorita and Philip Hayasaka, "Memories of the Internment Camp." – two accounts of life in a Japanese internment camp during the War.

Grant Hirabayashi, "A Japanese war Hero Recalls Pearl Harbor."

**Chart** of "Internal Migration in the United States during World War II"

Robert Oppenheimer, "To Build an Atomic Bomb"

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End of 2nd Quarter  
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**Period 8: 1945 – 1980 (CR3) (8 Weeks)**

**Textbook Reading:**

*American Pageant*

Chapter 36. "The Cold War Begins 1945-1952"

Chapter 37. "The Eisenhower Era 1952-1960"

Chapter 38. "The Stormy Sixties 1960-1968"

Chapter 39. "The Stalemate of the Seventies 1968-1980"

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**Key Concept 8.1: The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences. (3 Weeks)**

**Topic: Truman and the Cold War**

Truman pledges the U.S. "To Support the Free Peoples"

The United States emerged as a major world power and had to deal with the domestic and international consequences of this reality. Postwar prosperity and the Baby Boom followed but

so did an era of the expansion of communism and subsequent containment policies

Containment in Europe

Containment in Asia

Foreign policy issues in addition to containing communism were further complicated by nationalist movements around the world, shifting international alliances, regional conflicts, and global economic and environmental changes.

**Primary Source Reading; *Documentary History of the United States: Chapters 25***

George F. Kennan. "The Long Telegram." Kennan outlines containment

NSC-68: US Objectives and Programs for National Security, 1950

Joseph McCarthy, Speech delivered in Wheeling, West Virginia, February 9, 1950.

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**Topic: The Eisenhower Years: The Cold War**

Key economic and social trends

The Cold War and Sputnik

The Domino Theory and Vietnam

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**Topic: JFK & LBJ: The Cold War**

The Bay of Pigs Invasion and The Cuban Missile Crisis

Fiasco in Cuba and fear of nuclear war threatened modern-day Camelot

The Peace Corps and Alliance for Progress

Kennedy established new programs to aid developing nations in Africa, Asia, and Latin America.

JFK and Vietnam

LBJ and the Gulf of Tonkin Resolution and escalation of U.S. forces in Vietnam

Hawks versus Doves - A Divided Nation

LBJ and the TET Offensive and a surprise announcement

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## **Topic: The Nixon Years: The Cold War**

Nixon inherited the Vietnam War & instituted a new policy - Vietnamization

Surprise announcement to end ground troops to Cambodia and the Kent State protest

The Paris Accords & the Fall of Saigon

What is the legacy of Vietnam?

Detente with the Soviet Union

Nixon's China policy

The Yom Kippur War & the consequences in the Arab Oil embargo & resulting inflation

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**Key Concept 8.2: Liberalism, based on an anticommunism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve goals at home, reached its apex in the mid-1960s and generated a variety of political and cultural responses. (2 Weeks)**

## **Topic: The Eisenhower Years: Labor Relations and Racial Relations**

The Cold War led to debates over the proper power of the federal government and the proper balance between personal liberty and maintaining order. They began with the Truman Administration and HUAC, then continued through Eisenhower's two terms.

Rapid economic and social changes in American society led to a sense of optimism in the postwar years though there were also underlying concerns about how these changes were affecting American society.

## **Topic: The Eisenhower Years: The Beginnings of the Civil Rights Movement**

Civil rights activists and political leaders had some success in bringing an end to segregation, though actual implementation of their gains came slowly.

Growing awareness of inequalities in American society highlighted by the Civil Rights movement spread to other groups who worked to promote equality and social justice.

Social critics and non-conformists

## **Primary Source Readings:**

### **Heffner - *Documentary History of the United States: Chapter 26 (CR7)***

*Brown v. the Board of Education* decision.

Martin Luther King, Jr., *Letter from a Birmingham Jail*; Martin Luther King, Jr., *I have a Dream* speech.

### **Topic: JFK, LBJ, & The Sixties: “It was the best of times, it was the worst of times.”**

The Cold War continued, expansion of the war in Vietnam, the civil rights revolution and evolution, Johnson’s Great Society was a high water mark for liberalism, immigration and demographic changes continued at a rapid pace

The Great Society: As federal programs expanded and economic growth reshaped American society, many sought greater access to prosperity even as critics began to question the growing demand on natural resources.

LBJ’s declaration of war on poverty

The Counter Culture reflected in flower power & black power

Two assassinations: MLK and Robert Kennedy

LBJ announced his intent to not accept the nomination for president and the Democratic party faced deep divisions and a 3rd party candidate in George Wallace

The Supreme Court and Reform - The Warren Court and landmark decisions promoted significant political and legal changes

Controversy in *Gideon v. Wainwright* and *Miranda v. Arizona*

### **Primary Source Readings: *Documentary History of the United States: Chapter 27***

John Kennedy, *Inaugural Address*

Lyndon Johnson, *The Great Society* speech.

**Historiography:** Students will explain how the 1960s was both a constructive and destructive era in American history. They will read excerpts from Todd Gilpin’s *The Sixties: Years of Hope and Days of Rage*, William O’Neill’s *Coming Apart*, and Sara Evans *Personal Politics*. They will be asked to evaluate the radicalism of the 1960s in terms of its impact on political issues, as well as gender and minority issues.

**Key Concept 8.3: Postwar economic, demographic and technological changes had far-reaching impacts on American society, politics, and the environment. (3 Weeks)**

**Topic: The Seventies: Nixon & Ford**

Many liberal principles that dominated postwar politics and court decisions come under attack from the left as well as from resurgent conservative movements.

Some began to question the direction of the country's rapid social and economic change. Political and moral debates began to divide the nation.

Betty Friedan and *The Feminine Mystique*

The National Organization for Women (NOW) & The Equal Rights Amendment (ERA)

Some began to question the ways in which the United States was using natural resources to support the rapid growth of economic prosperity.

Rachel Carson & *Silent Spring*

New demographic and social issues led to significant political and moral debates that sharply divided the nation.

Watergate Scandal brings Gerald Ford to the presidency

**Primary Source Readings:**

**Heffner - *Documentary History of the United States: Chapters 28 and 29***

*NOW Statement of Purpose*

*Roe v. Wade, US Supreme Court decision*

Kate Sarachild, "*Feminism and Consciousness Raising*"

Phyllis Schlafly, "*The Limits of the Women's Movement*"

*House Judiciary Committee Watergate Articles of Impeachment v. Richard M. Nixon*

Gerald Ford, *Inaugural Address*

**Topic: The Seventies: Carter & the unusual phenomenon of Stagflation**

American economy simultaneously experienced rising unemployment and double-digit inflation

**Topic: The Seventies: Carter & Foreign Policy**

An idealistic foreign policy reflected that of Wilson

A breakthrough in Middle East diplomacy & the Camp David Accords signaled triumph but ended in crisis in the Iran hostage crisis

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## End of 3rd Quarter

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### **Period 9: 1980 – Present (CR3) (2 Weeks)**

#### **Textbook Reading:**

#### ***American Pageant***

**Chapter 40. “The Resurgence of Conservatism 1980–1992”**

**Chapter 41. “America Confronts the Post–Cold War Era 1992–2009”**

**Chapter 42. “The American People Face a New Century”**

**Key Concept 9.1: A new conservatism grew to prominence in the U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government. (1/2 week)**

#### **Topic: The Resurgence of Conservatism**

The Reagan administration pursued a reinvigorated anticommunist and interventionist foreign policy that set the tone for future administrations.

Reduced public faith in the government’s ability to solve social and economic problems, new religious fundamentalism and neoconservatism challenged the liberalism of the previous decades.

Reaganomics, politics and the Supreme Court brought some conservative changes to the United States political scene.

Conservative gains were limited by the popularity and institutional strength of some government programs and also by public support for cultural trends of recent decades.

The Reagan doctrine called for an aggressive policy to confront and contain Soviet influence

#### **Primary Source Reading:**

**Heffner - *Documentary History of the United States: Chapter 29***

Ronald Reagan, *Inaugural Addresses 1981, 1985*

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**Key Concept 9.2: The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global rule. (1/2 Week)**

#### **Topic: The End of the Cold War; New Challenges, New Definitions.**

In the Clinton era, post-Cold War politics and foreign policy were complicated by economic instability and political, social, and environmental challenges

Support for both the North American Free Trade Agreement (NAFTA) and the World Trade Organization (WTO)

The increasing integration of the United States into the world economy also led to economic instability and major social, environmental, and policy changes.

The attack on the World Trade Center and America post-9/11 led America to focus on a war of terrorism, leading to questions about civil rights and homeland security

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**Key Concept 9.3: Moving into the 21<sup>st</sup> century, the nation continued to experience challenges stemming from social, economic, and demographic changes. (1 Week)**

**Topic: The New Century, A New Threat**

Demographic changes, changes in the family, immigration and related issues led to demographic shifts that had profound cultural and political consequences.

Three key demographic trends included aging population, SUNBELT states become fastest growing region, and new waves of immigration from Latin America and Asia

**Primary Source Reading:**

**Heffner - *Documentary History of the United States: Chapters 30 and 31***

*Republican Contract with America.*

William Jefferson Clinton, *State of the Union Address*

George W. Bush, *Joint Session of Congress, September 2001*

The election of Barack Obama is commonly described as "historic." Evaluate the meaning of the term "historic" with regard to different people? Does its meaning depend on the race, age, class, gender, geographic region, or political party of the person using the term?

**Primary Source Readings:**

Barack Obama, *First Inaugural Address, 2009*

Barack Obama, *Second Inaugural Address, 2013*

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**Making Key Comparisons and Cumulative Research Paper (4 Weeks)**

A critical skill for historians is the ability to make comparisons between events, peoples, communities, geographic regions, and social movements.

This unit will involve group activity as well as individual work. Assessment will only include the individual submission of the final research paper. The first two weeks will require activities



centered on making the comparisons and evaluating related but distinct entities; for example, Booker T. Washington and W.E.B. Du Bois or the response of Presidents Jackson and Eisenhower to Supreme Court decisions with which they were not in agreement.

The last two week will center on the actual research paper. Detailed instructions for this assignment will be distributed and discussed at this time. The final paper will count as a significant part of the paper component of the entire grade.

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***End of 4th Quarter***  
***Review for Final Exam (3 Weeks) - Cumulative***