

Curriculum Guide

Name of Course: American Studies I **Written/Revised** 2009

Course Number: 211. **Number Credits:** 5

Level of Course: CP-A, CP-B **Grade Level** 10

Prerequisite: none

Course Description:

American Studies One has been designed as the second year required Social Studies course. American Studies One is presented on three separate levels of instruction. These levels are: Honors, College Prep - A, and College Prep- B. All three levels of instruction have been designed to enable every student to understand and appreciate the forces that have shaped the United States of America. By the end of Grade 12, students will be required to display a mastery of the New Jersey Core Proficiency Standards, building upon knowledge and skills gained in preceding grades. *Copies of the New Jersey Core Proficiency Standards are available upon request.* Social Studies Skills and New Jersey History will be integrated into the instruction as appropriate for each content standard.

Core Curriculum Content Standards Addressed:

Standard 6.1 All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of Civics, History, Geography, and Economics.

Standard 6.2 (Civics) All students will know, understand and appreciate the values and principles of American Democracy and the rights, responsibilities, and roles of a citizen in the nation and the world.

Standard 6.3 (World History) all students will demonstrate knowledge of world history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.4 (United States and New Jersey History) All students will demonstrate knowledge of the United States and New Jersey history in order to understand life and events in the past and how they relate to the present and the future.

Standard 6.5 (Economics) all students will acquire an understanding of key economic principles.

Standard 6.6 (Geography) all students will apply knowledge of spatial relationships and other geographic skills to understand human behavior in relation to the physical and cultural environment.

Course Outline/ Timeline:

Marking Period One

Unit One : The Colonial Era - The Making of the American Mind

Chapter 5 - The Constitution of the United States (1776-1800)
pp 142 - 172

Unit Goals

1. Describe the early government of the United States under the Articles of Confederation
2. State reasons for opposition to the Articles of Confederation
3. Learn about Shays' Rebellion and how it contributed to the Constitutional Convention.
4. Find out what the Founding Fathers hoped to achieve in the Constitutional Convention.
5. Learn about the major issues of the Constitutional Convention.
6. See what the Convention members did to reach agreement.
7. Learn how the Constitution has been referred to as a "living document."
8. Learn about division of power under the Constitution.
9. Learn how the Federalists differed from the Anti-Federalists.
10. See how the Federalists won approval for the Constitution.
11. Discuss the argument for the inclusion of a bill of Rights.
12. Describe the selection of the first president – George Washington.
13. Discover the challenges of the Washington presidency.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Student will construct a graphic organizer that details the weaknesses of the Articles of Confederation.
3. The students will review the Preamble to the Constitution and list the goals of the government that it establishes. For each goal, the students will identify at least two constitutional provisions , laws or government actions that further that goal.
4. The students will complete a classroom project in which they will be divided into one of two groups: the Federalists or the Anti-Federalists.

Each group will be responsible for creating and presenting a speech that summarizes their group's position toward the new Constitution and the arguments that support that position.

5. Each student will research the role of a founding father of the Constitution. Each student will prepare a brief, autobiographical speech that summarizes their character's beliefs about the roles in the new government. Students will present their findings in a brief panel presentation.
6. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 6 - 6.1, 6.2, 6.3, 6.4, 6.5 The Origins of American Politics (1789-1820) pp198 - 234

Unit Goals

1. Learn about Hamilton's programs for dealing with the national and state debt.
2. Discuss those issues that lead to the formation of the first political parties.
3. Find out what actions John Adams took as President.
4. Learn why 1800 has been referred to as a "turning point" in American History.
5. Discover how Jefferson reduced the power of the national government.
6. Find out about Jefferson's program for the exploration of the West.
7. Find out what led to war between the United States and the Native Americans in the Old Northwest.
8. Find out why war broke out between the United States and England in 1812.
9. See how the war's end affected the United States.
10. Learn about the issues that led to the Missouri Compromise.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will construct Venn diagrams that elaborate on the section title, "Liberty versus Order in the 1790's." Students should label one circle of their diagrams "Liberty" and the other "Order." In each circle, students should record appropriate examples that they gather from their readings of the section. Students should fill in overlapping areas with events or conditions of the time that were common to both.
3. Students should work together to construct a two-column table listing "President Jefferson's Beliefs" and "President Jefferson's Actions." Students will draw connections and disconnects between both columns.

4. Students will complete as a class project an original poem or narrative about Native American resistance during the early years of the United States that are expressed from the Native American point of view.
5. Students will write a chapter summary of the section using the major headings in their textbook as the basis for their paragraph topic sentences.
6. Students will complete a web quest on the War of 1812 at sea. Students are to research typical British and American warships of the period and their significant naval actions.
7. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 8 - 8.2, 8.3, 8.4 ½ , 8.5 The Growth of the National Economy (1790-1850) pp 270 –296

Unit Goals

1. Find out how the Industrial Revolution arrived and spread in the United states and learn about its impact on the national economy.
2. Discover how improvements in communication and transportation changed America.
3. Understand how farming developed in the Northwest.
4. Understand how industry developed in the Northeast.
5. Understand how the cotton culture developed in the South.
6. Learn what kind of labor disputes arose in the factories.
7. Find out how the lives of slaves differed on large and small farms.
8. Discover the consequences of slave revolts.
9. Describe the meaning of the concept of “nationalism.”

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students are to research a modern American industry with a special consideration for the following questions: What products do we make at home?, what percentage of the workforce is dedicated to this industry?, and how have modern inventions changed the way that this industry operates?
3. Students are to research a major city of the Northeast during the first half of the nineteenth century. The following questions are to be addressed in a student’s presentation: What was the city’s population in 1800?, How much had it grown by 1850?, What were some of the city’s significant industries?, What kinds of housing did people live in?, How safe were the

- city's streets?, and what kind of neighborhoods developed during this period?
4. The students will obtain recordings of spirituals that were popular during this period including a copy of the lyrics, for the class. The students will identify the suggested purpose of the song and the intended emotion in order to develop a pattern that represents the spirituals as a whole.
 5. Students will compose a letter to Great Britain from President Monroe that outlines the need for each of the provisions of the Monroe Doctrine.
 6. All students are to complete all written reading content quizzes and all chapter tests.

Unit Projects : Legislation Bill Group Project

Students will write, present, debate, and seek to pass a bill in a Model Congress setting that has been adapted for the classroom.

Jefferson Historical Pamphlet (New Nation Project)

Students will design a pamphlet about some aspect of Thomas Jefferson's life using the common threefold pattern.

Unit Films : *George Washington : The Man Who Wouldn't Be King*
Jefferson's Blood
The Duel
1812
Founding Brothers
Founding Fathers
Ken Burns - Lewis and Clark

Marking Period Two

Chapter 8-5 The Age of Jackson pp 297 - 304

Unit Goals

1. Find out the importance of the election of 1824 or the "favorite son election."
2. Understand how American government and democracy were changed with Andrew Jackson's presidency.
3. Learn how Jackson dealt with the Bank War.
4. Learn how Jackson dealt with the tariff crisis and the removal of Native Americans.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will construct a re-election poster for President Jackson that reflects his views, background, and personality that would appeal to the voters at the time.
3. All students are to complete all written reading content quizzes and all chapter tests.
4. Students will explain in essay form how Jackson's actions as President were consistent with the political views that he expressed before his election. Also, how these views gave hope to the common man and encouraged the spirit of capitalism.
5. Students will be able to state some ways in which Jackson's presidency strengthened the power of voters and brought about a more limited government. Did Jackson achieve what he set out to accomplish?

Chapter 9 - 9.2, 9.3 Religion and Reform (1815-1855) pp 308 - 338

Unit Goals

1. Learn the message preached by the Protestant revivalists (Second Great Awakening).
2. Discover who the transcendentalists were.
3. Find out why the temperance movement was launched.
4. See why Horace Mann worked to improve public education.
5. Read about how Dorothea Dix improved the conditions for the nation's mentally ill.
6. Understand why reformers worked to establish utopian communities.
7. Learn how the anti-slavery movement arose and grew.
8. Find out the contributions made by Frederick Douglass in the anti-slavery movement.
9. Discover how the underground railway operated.
10. Find out what private roles women were expected to fulfill in the early 1800's.
11. Discover the significance of the Seneca Falls convention.
12. Read about the causes of the huge rise in immigration in the 1830's and 1840's.

13. See why reform movements heightened tensions between the North and the South.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will choose one aspect of the reform movement – transcendentalism, temperance, public education, prison reform, or utopian societies. Students will work in small groups to research and present an oral presentation on their topic. Special attention should be placed on the following topics: How did this aspect of the reform movement reflect the problems of the day?, How successful was the effort, and What were its lasting contributions?
3. Students are to create their own version of *The North Star*, an antislavery newspaper founded by Frederick Douglass and Martin Delany. Students should divide the project jobs which include editor, writer, illustrationist, and feature editors for topics such as the underground railroad or slave revolts.
4. Students will present a mock debate based on the First World Anti-Slavery Convention that took place in London in 1840. Several students should play the roles of Mott, Stanton, and the male abolitionists who opposed the participation of women in the convention.
5. Several groups of students should research either the North or the South during the period of between 1830 and 1850. Students should focus on the industry and the division of labor. Students should also research the jobs held by both immigrants and non-immigrants and investigate the role of slavery in the national economy. A visual chart or graph should accompany each presentation.
6. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 10 - 10.1, 10.3, 10.4, 10.5 The Coming of the Civil War (1846- 1861) pp 344 - 374

Unit Goals

1. Find out some historians think that the Civil War was unavoidable.
2. Discover arguments used by abolitionists against slavery.
3. Learn how Southerners viewed slavery.
4. Understand the important social, economic, and political differences between the North and the South.
5. Learn about the events that led to the annexation of Texas.

6. Understand why the United States went to war with Mexico.
7. Discover some of the effects of the Missouri Compromise.
8. Discover some of the effects of the Compromise of 1850.
9. Discover some of the effects of the Kansas-Nebraska Act.
10. Learn why violence over slavery erupted in 1850's Kansas.
11. Find out how slavery effected national politics.
12. Understand the important issues of the Lincoln-Douglas Debates.
13. See how John Brown's raid increased national tensions between the North and the South.
14. Find out how the presidential election of 1860 demonstrated the split between the North and the South.
15. See what concerns led to the Lower South seceding from the Union.
16. Discover the events that caused the Civil War.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will create graphs from the table on page 350 to visually compare the economic differences between the North and the South. Each graph shall contain the following three categories: Agriculture, Manufacturing, and Finance.
3. Students will assume the role of Northerners or Southerners in 1846 and write letters to the editor either supporting or opposing the United States entry into a war with Mexico. Suggested topics for inclusion would be the effect of national expansion. Students should identify the role of the writer and the position of the writer on the war.
4. Students will think about the issues and events of the 1840's and 1850's that would have influenced their political attitudes and values. Students will then write a one page summary of one of the following positions: Democratic, Whig, Free Soil, or American.
5. Students will work in pairs or small groups to create a time line titled "The Road to the Civil War." Students will begin with the Kansas-Nebraska Act and end with John Brown's Raid on Harpers Ferry. Students will then present their findings to the class.
6. Students will organize into groups of seven or eight. Half the students should represent Southerners and half the students should represent Northerners. The task is for the students to attempt to reach a negotiated settlement of the secession crisis. Each side must reach a settlement that is compatible with the position of the larger society that they represent. The entire class will then debate and then vote, first as Northerners and then as Southerners.
7. All students are to complete all written reading content quizzes and all chapter tests.

Unit Projects : Clay, Calhoun, and Webster Newspaper Project

1. Students will compose a local newspaper from the home state of one of three statesmen listed above that represents their position on the leading issues of the day.

Unit Films : *Jackson: Biography Channel*
Amistad

1. [all students are required by law to study the circumstances and events surrounding the Amistad case. Since the film has an "R" rating for brief nudity, an alternative assignment is available from the instructor.]

John Brown's Holy War
Not For Ourselves Alone

Marking Period Three

Unit Three : The Gilded Age - The Questioning of the American Mind

Chapter 11 - 11.1,11.2,11.3,11.4 Civil War (1861- 1865)
pp 378 - 420

Unit Goals

1. Understand the importance of the First Battle of Bull Run.
2. Find out how the North and the South prepared for war.
3. Learn the importance of the battles in the West.
4. Discover the outcome of each of the important battles of the East in 1862.
5. Learn how wartime politics affected the new Confederate and the Union governments.
6. Discover how the Emancipation Proclamation affected both the North and the South.
7. Find out the causes of African-Americans joining the union army.
8. List the hardships effecting both North and South during the War.
9. Identify the importance of Lee's victories at Fredericksburg and Chancellorsville.
10. Describe how the battles of Gettysburg and Vicksburg turned the tide of the war.
11. Find out why 1863 was a pivotal year in the Civil War.
12. Interpret the message of the Gettysburg Address.
13. Determine Grant's strategy for defeating the South.
14. Outline the issues and results of the election of 1864.
15. State how and why John Wilkes Booth assassinated President Lincoln.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Since the Civil War was the first war to be covered by newspaper reporters, students will design reports that are illustrated with the work of Civil War photographers Matthew Brady and Alexander Gardner and demonstrate the effect that such reporting had on the civilian population on the home front.
3. In a panel discussion, students will explore the division of family allegiance to the North and the South and discuss the various kinds of situations that family members might have met on the battlefield, in a field hospital or in a prisoner of war camp. As an option, students might select to complete the assignment in the form of a role playing activity.
4. Students will be asked to consider in the form of an essay, how Sherman's March To The Sea would have been seen through the eyes of the soldiers in the North who were carrying out Sherman's orders or the Southerners who were the victims of the violence that resulted.
5. Students are to gather statistics on the Southern casualties during the War and then calculate the percentage of southerners who were lost or wounded. Students are also asked to consider the effect of those losses on the southern economy. In addition, they should calculate the loss of slave labor and its effect on the southern economy. All calculations and predictions should be presented in the form of a graphic organizer, such as cause and effect.
6. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 12 - 12.2 Reconstruction (1865- 1877)

pp 422 - 450

Chapter 16 – 16.3 Life in The Twentieth Century

pp 564 – 568

Unit Goals

1. Learn about conditions in the South after the Civil War.
2. Analyze Lincoln and Johnson's reconstruction plans.
3. Find out how newly freed slaves began to rebuild their lives.
4. Discover how the Black Codes and the Fourteenth Amendment are related.
5. Learn the importance of the Fifteenth Amendment.
6. Find out how farming changed in the South after the Civil War.
7. Review the successes and failures of Reconstruction.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. Students will research the history of the Freedmen's Bureau, including if possible, information about some of its notable graduates. The information is to be presented to the class in the form of a documentary film.
3. Students are to assume the roles of various carpetbaggers, honest as well as less honorable. Each person should tell his or her "story" in the form of a testimony at a legislative hearing on their economic motivations for their journey south.
4. Students are to conduct mock interviews with members of the Black Congressional Caucus to discuss its history, membership, and important issues from the perspective of Reconstruction and the present.
5. All students are to complete all written reading content quizzes and all chapter tests.

Chapter 14 - 14.1,14.2,14.3 Looking West (1860- 1900) pp 486 - 514

Unit Goals

1. The conditions that lured people to settle in the West.
2. Describe American frontier life.
3. Study the factors that caused the Plains Indians to change their life patterns.
4. Find out how government policies and battlefield results changed government policy toward Native Americans.
5. Learn how mining spread in the West.
6. Discover how settlers overcame barriers to the settlement of the West.
7. Find out what factors caused the western cattle kingdom.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will work in small groups to create an annotated map showing some of the hardships that were faced by settlers moving West. Students

- are to select a specific journey such as a farm family moving from Vermont to Kansas, as the source for their maps.
4. Students will report on the various aspects of the culture of the Plains Indians. These should include tribal organization, daily life, spiritual belief, housing, transportation, clothing, art, legends, and famous leaders. Students should present their findings to the class with accompanying illustrations.
 5. Students will report on the development of mining communities in the Far West, including those that turned into large cities such as Helena, Denver, Virginia City, and Denver; as well as those that eventually became ghost towns. Students will diagram the road to boom town or ghost town.

Unit Projects : Civil War Project

Guest Speaker – Vince Mohan – Civil War soldier impersonator

Unit Films : *The History Channel: The Civil War*

Glory

Ken Burns' Civil War

Wild West Tech

Wounded Knee

Marking Period Four

Unit Four : The American Age - The Defining of the American Mind

Chapter 17 - 17.1, 17.2 ½ , 17.3 Becoming a World Power (1890- 1915) pp582 - 608

Unit Goals

1. Find out what factors led to growth of imperialism around the world.
2. Learn about the ways that the United states began to expand its interests around the world.
3. See the arguments for and against United states expansion in the 1890's
4. Read about the United states activities in Latin America,
5. Find out about the events leading up to and following the Spanish-American War.
6. Learn how the United states sought to gain influence in the Pacific.
7. Find out why the United states wanted to build the Panama Canal.
8. Learn about Roosevelt's "big stick" diplomacy.
9. Examine the main arguments of the anti-imperialists.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will create cause and effect diagrams to summarize in graphic form the different forces whose influence and power led to the build-up of the U.S. Navy. Diagrams could use illustrations as well as text to identify the various factors involved. Students should present their findings along with their diagrams.
4. Students will complete an assignment in which they are columnists assigned to analyze the motives behind the country's expansionist policies. The students will develop an outline for their story that will examine the following driving forces: economic profit, military strategy, patriotism, religion, and a sense of racial and cultural superiority.
5. Students working in pairs will create parallel journal entries for two people who might have been present on August 15, 1914, the day that the *USS Ancon* became the first ship to complete a trip through the canal. One entry should be that of an American engineer, and the other should be that of a Jamaican worker as he recalls the cost in lives and labor that were needed to complete the canal.
6. Students will consider the voices that spoke against imperialism. Students will react to the proposal of a constitutional amendment that outlaws imperialism through working in small groups to compose such a law. Students will include a definition of imperialism and discuss the passage of the law with the entire class.

Chapter 18 - 18.4 the Progressive Reform (1890- 1920)
pp 612 - 640

Unit Goals

1. Learn the key goals of the Progressives.
2. Find out how the ideas of progressive writers helped to inspire new reform movements.
3. Read about how the progressives wished to expand the role of government.
4. Learn about the major policies that President Wilson put into place.
5. Learn the ways in which Susan B. Anthony and Elizabeth Cady Stanton formed a "bridge" to the 20th century suffrage effort.
6. Study the factors that led to the final victory for suffrage.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will choose an author of a prominent piece of Progressive legislation. Students will research the person's life and political opinions and then write a character profile that could have appeared in a progressive magazine at the time. Students will use their research to role-play a speech on that person may have made at the time.
4. Students will select one piece of progressive legislation – especially one that resulted in the establishment of a government agency or department – that passed during this period, then track it through present times. The students will present their findings in a chart or diagram that will be labeled to indicate what changes have been made during the years.
5. Students will work in pairs or small groups to develop what they consider to be a through definition of progressivism. Before they begin their work, students should have read about individuals and movements that would have agreed on some aspects of progressivism but not others. Students' definitions should account for such differences. Students should be able to compare their definitions with those found in dictionaries, textbooks, and other reference works.
6. Students should create a time line from 1791 up to the present of the constitutional and other laws related to suffrage. Students should then add to their time line the major conflicts in which this country fought and suggest what, if any, connections they see between the amendments or legislation and the involvement in the conflicts by those groups whose voting rights were extended.

Chapter 19 World War I (1914-1920)

pp 644 - 768

Unit Goals

1. Identify the major causes of World War I.
2. Understand how the conflict expanded to draw in much of Europe.
3. Analyze how the United states responded to the war in Europe.
4. Discover how Germany' use of submarine warfare affected the war.
5. Analyze the preparations taken by the United States prior to 1917.
6. Study the ways that U.S. troops turned the tide of the war.
7. Learn about the conditions in Europe and America after the war.
8. Find out how the War changed the lives of Americans on the home front.

9. Discover the expectations that Wilson and the Allies brought to the Paris Peace Conference.
10. Learn about the important provisions and the American reaction to the peace treaty.

Unit Objectives

1. Students will refer to the definitions of key terms in the chapter to write sentences that show an understanding of the key aspects of the era.
2. All students are to complete all written reading content quizzes and all chapter tests.
3. Students will research the nations of the world that have established certain rules of war. The first Geneva Convention or Treaty was signed in 1864 and updated in 1906, 1929, 1949, and 1977. The Hague Convention was signed in 1907 to establish rules of combat and the war at sea.
4. Students will design propaganda posters that attempt to do one of the following: convert or strengthen public opinion in support of the United States joining World War I, the recruitment of soldiers, nurses, or ambulance drivers; or the recruitment of women to replace men in the armed forces.
5. Students will research the war poets: Siegfried Sassoon, Rupert Brooke, Wilfred Owen, Isaac Rosenberg, and Malcolm Crowley. Students should read and discuss the poetry in class. The question of whether poetry can communicate the experiences of war should be discussed.
6. Students will debate the following topic: Should true patriots be willing to give up their right to free speech in order to support the war effort? At preparation, students should compare the Espionage Act of 1917 and the Sedition Act of 1918 with the Alien and Sedition Acts of 1798 and the more recent Patriot Act.
7. Students should research the role of political polling assessing how polls are created and how they are conducted. Students should apply this information to the public mood at the time of the United States proposed entry in the League of Nations.

Unit Projects : World War I Poster Project

Unit Films : *The Story of T.R.* (selections)
The Lost Brigade,
The Making of the Panama Canal
Johnny Got His Gun
Fly Boys

Exams

Mid Term : New Jersey Historical Study at the completion of Marking Period Two

Final: Exam (Essay Exam) at the completion of Marking Period Four

Additional Assignments and Materials:

The Department Honors Policy requires faculty recommendation and an entrance exam for placement into the Honors Level. Students previously enrolled in an Honors course who have also maintained a B average at the end of the first semester may not be required to re-apply for placement at the Honors Level. A copy of the Department Honors Policy is available by request.

Faculty recommendation is required for placement into all other course levels. Students at the Honors Level may be required by their Instructor to complete a summer assignment.

Both the Honors Level and the CP-A Level require student assessment through the use of a pre-test for reading content.

Reference/Textbook:

Text : **The Americans : A History**, Jordan, Winthrop D. , *et al.*; McDougall, Littel & Company

Evaluation Tools:

Tests , Essays :	40 %
Projects:	25 %
Quizzes Pre-tests:	30 %
Homework	5%

Homework may additionally be graded (5%).

It is the policy of the Social Studies Department that all assignments that are turned in after the due date will be considered late. Assignments that are one day late will result in a permanent loss of credit.

Additional Course Policies:

High Point Regional High School's curriculum and instruction are aligned to the State=s Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry,

age, marital status, affect ional or sexual orientation, gender, religion, disability or socioeconomic status.

