

**Course Title:** A/P US History

**Board Approval Date:** March 17, 2020

**Credit/Hours:** 1.0

**Course Description:**

The continual survival and success of any republic lays in the hands of an informed citizenry capable of complex and critical analysis of their shared past and how that past shapes the society they continue to thrive in. An informed citizenry must develop the critical thinking and communication skills required to maintain the fidelity and spirit of the republic.

The purpose of this advanced placement course is to engage students in the desired historical content, develop critical thinking and communication skills relevant to history, and prepare students for the advanced placement exam in US History. Students will achieve these goals by engaging in a course of study comprised of nine total units, each developed to expose students to the nine periods of US history. Students will be exposed to eight spiraling themes in US history to help foster a sense of historical connection. Students will continually develop and eventually master six specific history skill sets; the six skills students will master are as follows.

**AP Historical Thinking Skills:**

**Skill 1-** Developments and processes

**Skill 2-** Sourcing and situation

**Skill 3-** Claims and evidence in sources

**Skill 4-** Contextualization

**Skill 5-** Making connections

**Skill 6-** Argumentation

**AP Historical Themes:**

**Theme 1-** American and national identity (NAT)

**Theme 2-** Work, exchange, and technology (WXT)

**Theme 3-** Geography and the environment (GEO)

**Theme 4-** Migration and settlement (MIG)

**Theme 5-** Politics and power (PCE)

**Theme 6-** America in the world (WOR)

**Theme 7-** American and regional culture (ARC)

**Theme 8-** Social structures (SOC)

Upon completion of this course students will be prepared to take the advanced placement US history examination.

**Learning Activities/ Modes of Assessment:**

Formative:

- Bell Ringers
- Exit Tickets
- Partner think pair share

- Class discussions
- Socratic seminars
- Classroom debates
- Primary and secondary source document analysis
- Progress checks generated from CollegeBoard question banks
- Collaborative investigations.

Summative:

- Unit exams
- Long essay questions
- Short answer questions
- Skills based assignments
- Research projects
- Collaborative learning exercises and projects.

**Instructional Resources:**

TEXT:

Brinkley, A. (1995). *American History: A Survey*. New York, NY: McGraw-Hill College.

Web Resources:

- USHistory.org - <http://www.ushistory.org/>
- TheAmericanYawp - <http://www.americanyawp.com/>
- History.com - <https://www.history.com/>
- Gilderlehrman.org - <https://ap.gilderlehrman.org/>
- Digital Public Library of America - <https://dp.la/primary-source-sets>
- American-historama - US History for Kids - <http://www.american-historama.org/>
- Encyclopedia Britannica- <https://www.britannica.com/>
- Biography.com - <https://www.biography.com/>

Curriculum:  
 Course: American History

UNIT A: WWII - Know
<p>6.1.U.B - How to analyze the impact of resources            6.1.U.A. - Choices made of scarcity            C.C.8.5.9-10.A - Cite textual evidence to support analysis            CC.8.5.9-10.B: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.            CC.8.5.9-10.C: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.            CC.8.5.9-10.D: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.            C.C.8.5.9-10.E: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.            CC.8.5.9-10.F: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.            C.C.8.5.9-10.G: Integrate quantitative or technical analysis with qualitative analysis in print or digital text.            CC.8.5.9-10.H: Assess the extent to which the reasoning and evidence in a text support the author's claims.            CC.8.5.9-10.I: Compare and contrast treatments of the same topic in several primary and secondary sources.            C.C. 8.5.9-10.J: By the end of grade 10, read and comprehend history/social studies texts in grades 9-10 text complexity band independently and proficiently.            C.C. 8.6.9-10.A: Write arguments focused on discipline-specific content.            C.C. 8.6.9-10.B: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.            CC.8.6.9-10.C: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.            CC.8.6.9-10.H: Draw evidence from informational texts to support analysis            C.C.8.6.9-10.I: 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.            8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.            8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.</p>

UNIT A: WWI - Understand	UNIT A: WWI - Do
<p>Imperialism changed the global community.            WWI was a result of global powers struggling over exerting their power in a global community.            WWI was the first massive mechanized and industrial war.            WWI changed the international community.            WWI changed the life of Americans on the homefront.</p>	<p><b>Students will identify historical developments and processes.</b></p> <p>Imperialism            Nationalism            Alliances            Militarism</p> <p><b>Students will make historical connections (causation, comparison, continuity)</b></p> <p>Global conflict among nations</p> <p><b>Analyze the context of historical events</b></p>

## Unit B: 1920s - Know

6.2.U.A. - Flow of goods and services  
 6.2.U.C. - Impact of advertising  
 6.3.U.B. - Conflict and cooperation among groups affecting growth  
 6.4.U.A. - Economic specialization  
 6.4.U.D. - Development of transportation, communication and technology on economics  
 6.5.U.F. - Examine leading entrepreneurs  
 7.3.U.A. - Analyze the human characteristics of places and regions  
 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents: • Declaration  
 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

### Unit B: 1920s - Understand

The results of the Progressive Era and WWI have a profound effect on the culture of the US.

Various social and political movements change the way Americans interact with one another (Prohibition, Women's suffrage, Red Scare, KKK).

The United States enters a new age of increased consumerism.

### Unit B: 1920s - Do

**Students will make historical connections (causation, comparison, continuity)**  
 Politics  
 Marginalized populations  
 Consumerism  
 Political and societal conflicts

**Analyze the context of historical events**  
 Red Scare

**Analyze arguments in primary and secondary sources**  
 Red Scare  
 Societal changes  
 Harlem Renaissance

## Unit C: Great Depression - Know

8.3.U.A- Compare the roles groups and individuals played in the social, political, cultural, and economic development of the US.  
 6.2.U.D. - Laws of supply and demand  
 6.2.U.E. - Characteristics of expansion, recession, depression  
 7.1.U.A. - Use geographic tools to analyze interaction between people, places and environment

7.2.U.B. - Analyze the physical process in shaping places and regions  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

Unit C: Great Depression - Understand	Unit C: Great Depression - Do
<p>Production surpluses created as a result of WWI and increased mechanization destabilize the macro pricing structure of the US agro industry.</p> <p>Americans lose faith in the banking system and the loss in trust causes a widespread bank collapse.</p> <p>Americans suffered as a result of the collapse of the US economy and agricultural setbacks in the 1930s.</p> <p>Laissez Faire economic policy provided an unsatisfying response to the economic collapse.</p>	<p><b>Students will make historical connections (causation, comparison, continuity)</b>            Causes of the Great Depression            Dustbowl</p> <p><b>Analyze sourcing and situation of primary and secondary sources.</b></p> <p><b>Compare the roles groups and individuals played in the social, political, cultural, and economic development of the US.</b>            Banking industry            Farmers            Stock market            Consumers            Government</p>

**UNIT D: The New Deal - Know**

6.3.U.C. - Taxation policies  
 C.C.8.6.9-10.F: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject; demonstrating understanding of the subject under investigation.  
 7.4.U.B. - Analyze the effects of human activity on physical systems  
 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.  
 5.2.U.C. Examine political leadership and public service in a republican form of government.  
 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

UNIT D: The New Deal - Understand	UNIT D: The New Deal - Do
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<p>The Federal Government created widespread programs to address the issues caused by the Great Depression.</p> <p>How various groups were affected and their response to the New Deal.</p> <p>The role of government in the New Deal</p>	<p><b>Analyze sourcing and situation of primary and secondary sources.</b> Relief programs for Americans Fireside chats</p> <p><b>Analyze the context of historical events</b> Work relief programs</p> <p><b>Students will identify historical developments and processes.</b> Banking reform Public works programs</p> <p><b>Analyze arguments in primary and secondary sources</b> Criticisms of the New Deal</p> <p><b>Develop an argument</b> The effects of the New Deal</p>
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<p><b>Unit E: WWII - Know</b></p>	
<p>6.1.U.B - Analyze the impact of resources</p> <p>6.2.U.F. - Impact of private economic institutions</p> <p>5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.</p> <p>5.2.U.C. Examine political leadership and public service in a republican form of government.</p> <p>8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.</p> <p>C.C.8.5.9-10.A -J - Common Core reading standards</p> <p>C.C. 8.6.9-10.A- I - Common Core writing standards</p> <p>8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.</p> <p>8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.</p> <p>8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.</p>	

<p><b>Unit E: WWII - Understand</b></p>	<p><b>Unit E: WWII - Do</b></p>
<p>Complex geopolitical relationships and economic disagreements helped cause a massive global conflict.</p> <p>Diametrically opposed political and social viewpoints helped cause a massive global conflict.</p> <p>Massive and cohesive national efforts were required to end a massive global conflict.</p> <p>A new geopolitical paradigm arises after the</p>	<p><b>Students will make historical connections (causation, comparison, continuity)</b> Causes of WWII. Nuclear Argument Conclusion of WWII</p> <p><b>Analyze the context of historical events</b> Causes of WWII US joining the War</p> <p><b>Analyze sourcing and situation of primary and</b></p>

<p>conclusion of a massive global conflict</p>	<p><b>secondary sources.</b>          Japanese Internment          American homefront</p> <p><b>Students will identify historical developments and processes.</b>          Island hopping campaign          Invasion of Europe</p>
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**UNIT F: Early Cold War (1945-1962) - Know**

6.2.U.G. - Compare and contrast economic systems  
 C.C.8.6.9-10.E:Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information and to display information, flexibility, and dynamically.  
 5.1.U.D. Compare and contrast the basic principles and ideals found in significant documents  
 5.2.U.A. Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.  
 5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.  
 5.4.U.A. Explain how United States foreign policy is developed.  
 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

<b>UNIT F: Early Cold War (1945-1962) - Understand</b>	<b>UNIT F: Early Cold War (1945-1962) - Do</b>
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<p>Outline the goals of the US policy of containment, the Truman Doctrine, Marshall Plan, and formation of NATO.</p> <p>Identify the main periods of increase in brinkmanship policy and Cold War tensions</p> <p>Analyze the conflict between the world views of democratic capitalism and communism.</p> <p>How the Cold War affected domestic policy and life in the United States.</p>	<p><b>Analyze sourcing and situation of primary and secondary sources.</b>          Second Red Scare          Cuban Missile Crisis</p> <p><b>Analyze the context of historical events</b>          Second Red Scare          Brinkmanship</p> <p><b>Analyze arguments in primary and secondary sources</b>          Spy cases</p> <p><b>Students will make historical connections (causation, comparison, continuity)</b>          Proxy Wars (Korea)          Domestic policy          Foreign policy</p>
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## UNIT G: Civil Rights - Know

6.5.U.E. - Wealth and distribution among political divisions  
 5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.  
 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities  
 5.2.U.B. Analyze strategies used to resolve conflicts in society and government.  
 5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.  
 5.3.U.F. Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.  
 8.3.U.B. Compare the impact of historical documents, artifacts, and places which are critical to the U.S.  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

## UNIT G: Civil Rights - Understand

Civil Rights leaders and figures worked to desegregate the public spaces in the US.

Civil Rights leaders and figures organized protests and opposition to the policies of segregation and institutionalized racism.

Civil Rights leaders and figures engaged in legal battles to change the policies and laws of the United States that supported segregation and institutionalized racism.

## UNIT G: Civil Rights - Do

**Students will make historical connections (causation, comparison, continuity)**  
 Legal battles

**Analyze sourcing and situation of primary and secondary sources.**  
 Legal battles during the Civil Rights movement

**Analyze the context of historical events**  
 Desegregation  
 Violence during the Civil Rights movement  
 Major Civil Rights figures

**Develop an argument**  
 Legacy of the Civil Rights movement

## UNIT H: Late Cold War (1962-1991) - Know

6.1.U.C- Opportunity cost  
 CC.8.6.9-10.G: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation  
 7.4.U.A. - Analyze effects on change on physical systems  
 5.1.U.F. Analyze the role political symbols play in civil disobedience and patriotic activities

5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.  
 C.C.8.5.9-10.A -J - Common Core reading standards  
 C.C. 8.6.9-10.A- I - Common Core writing standards  
 8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.  
 8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.  
 8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.

<b>UNIT H: Late Cold War (1962-1991) - Understand</b>	<b>UNIT H: Late Cold War (1962-1991) - Do</b>
<p>The US and Soviet Union engaged in global geopolitical struggles, sometimes resulting in armed violence.</p> <p>The US and Soviet Union engaged competition over technological and military advantages.</p> <p>US foreign policy including viewpoints of notable leaders</p> <p>The reasons for the collapse of the Soviet Union.</p>	<p><b>Students will make historical connections (causation, comparison, continuity)</b>            Reasons for proxy wars and geopolitical struggles including Vietnam.</p> <p><b>Analyze the context of historical events</b>            Space Race            Reagan Policies</p> <p><b>Develop an argument</b>            Reasons for the fall of the Soviet Union.</p>

<b>UNIT I: Modern US &amp; the War on Terrorism (1960-Present) - Know</b>
<p>6.4.U.C. - Roles of groups on economic development            C.C.8.6.9-10.D: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>7.2.U.A. - Analyze physical characteristics of places and regions</p> <p>5.1.U.A. Apply examples of the rule of law as related to individual rights and the common good.</p> <p>5.1.U.C. Analyze the principles and ideals that shape the United States government. • Liberty / Freedom • Democracy • Justice • Equality</p> <p>5.2.U.B. Analyze strategies used to resolve conflicts in society and government.</p> <p>5.2.U.C. Examine political leadership and public service in a republican form of government.</p> <p>5.2.U.D. Evaluate and demonstrate what makes competent and responsible citizens.</p> <p>5.3.U.D. Evaluate the roles of political parties, interest groups, and mass media in politics and public policy.</p> <p>5.4.U.A. Explain how United States foreign policy is developed.            C.C.8.5.9-10.A -J - Common Core reading standards            C.C. 8.6.9-10.A- I - Common Core writing standards            8.1.U.A. Evaluate patterns of continuity and change over time, applying context of events.            8.1.U.B. Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.            8.3.U.A. Compare the role groups and individuals played in social, political, cultural, and economic development of the US.            8.1.U.C. Analyze, synthesize and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research.</p>

<b>UNIT I: Modern US &amp; the War on Terrorism (1960-Present) - Understand</b>	<b>UNIT I: Modern US &amp; the War on Terrorism (1960-Present) - Do</b>
<p>Political scandals caused Americans to analyze their faith in the US government.</p> <p>The US adopted domestic policy to address societal needs and concerns</p> <p>The US engaged in international and domestic policy to combat Islamic extremism.</p> <p>The US is a leader in technological, economic, and social progress.</p>	<p><b>Analyze the context of historical events</b>  Watergate scandal  LBJ - Great Society.  Reagan's conservatism</p> <p><b>Students will make historical connections (causation, comparison, continuity)</b>  Involvement in foreign wars and affairs including Persian Gulf, Iraq, Afghanistan.</p> <p>How the 9-11 attack and global terrorism are connected.</p> <p><b>Develop an argument</b>  The US as a global leader.</p>

# Pacing Guide

Course: **American History**

**Course Unit (Topic)  
Periods)**

**Length of Instruction (Class**

## **UNIT A: WWI**

**5 class periods**

## **Unit B: 1920s**

**10 class periods**

## **Unit C: Great Depression**

**10 class periods**

## **UNIT D: The New Deal**

**5 class periods**

## **Unit E: WWII**

**15 class periods**

## **UNIT F: Early Cold War**

**15 class periods**

## **UNIT G: Civil Rights**

**5 class periods**

## **UNIT H: Late Cold War**

**10 class periods**

## **UNIT I: Modern US & the War on Terrorism**

**10 class periods**

**Non Instructional - assessment days**

**5 class periods**