

AP US History (Master)

Teacher: Eric Arlien

September 2020

Unit One: Colonial Life in America, 1491-1607

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <ol style="list-style-type: none"> 1. Identity (ID) 2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL) <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> Unit One: Colonial Life in America, 1491-1754</p> <ol style="list-style-type: none"> <i>1. How did American colonists interact with the</i> 	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <ol style="list-style-type: none"> 1. Historical Causation 2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis <p>Specific Unit Skills</p> <ol style="list-style-type: none"> <i>1. Compare the types of environments and crops in the Americas to show the different Native American life styles before the Europeans came to the New World</i> <i>2. Analyze and evaluate the political, social, and</i> 	<ol style="list-style-type: none"> 1. I can compare Native American life styles in differing regions of the Americas during the colonial period. 2. I can describe the effects of the Columbian Exchange on the New World and the Old World. 3. I can evaluate several 	<p>Formative</p> <p>Quizzes on chapters 1-5</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative</p> <p>Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 1-5</p> <p>Document Reader</p> <p>Major Problems in American History, Volume 1: To 1877 (Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 1-3</p> <p>Audio-Visual</p> <p>To be developed during the 2014-2015 school year per usage</p>

<p><i>New World environment and its indigenous people to create an increasingly complex society during colonial times?</i></p> <p><i>2. How did the Columbian Exchange affect both the Old World empires and the New World in terms of their people, goods, ideas and culture, technology, and diseases?</i></p> <p><i>3. How did the world view of European, African, and Native American people change due to the colonization of the New World?</i></p> <p><i>4. How did differences in imperial goals, cultures, and the North American environments lead Spanish, French, Dutch, and British Europeans to developing diverse patterns of colonization in the New World?</i></p> <p><i>5. How did intercultural contact between European settlers and Native Americans lead to conflicts between these two groups of people?</i></p> <p><i>6. What effect did the</i></p>	<p><i>economic effects of the Columbian Exchange on the peoples of Europe, Africa, and the Americas</i></p> <p><i>3. Analyze the reasons why the Europeans established control of the colonies and how the Africans and Native Americans tried to maintain their separate cultural identities despite this control</i></p> <p><i>4. Compare the differing ways of life the Spanish, French, Dutch, and British colonies developed in this era</i></p> <p><i>5. Evaluate the differences between life in the New England, Middle, and Southern colonies developed by the British in this era.</i></p> <p><i>6. Explain how the interaction that developed among the Spanish, Dutch, French, and British colonists, as well as with the various Native American groups created conflict in the New World</i></p> <p><i>7. Evaluate the impact of the growth of the "Atlantic World" trade economy on ideas concerning race in the colonies</i></p>	<p>positive and negative effects of the Columbian Exchange.</p> <p>4. I can explain why the European colonists took control of the New World.</p> <p>5. I can evaluate the effectiveness of the efforts of the African slaves and Native Americans to maintain their cultural identities in the colonial systems around the Americas.</p> <p>6. I can compare and contrast life styles in the Spanish, French, Dutch, and British colonies in the Americas.</p> <p>7. I can compare and contrast the lifestyles of British colonists in New England, the Middle Colonies, and the Southern Colonies.</p> <p>8. I can list several reasons why conflict developed between the peoples living in the New World during the colonial time and explain why the European colonists won these conflicts over this time period.</p>		
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<p><i>political, economic, and cultural exchanges in the "Atlantic World" have on the European colonies?</i></p> <p><i>These questions include the material required in Periods One (1491-1607) and Two (1607-1654) of the AP Conceptual Outline for this course.</i></p>	<p><i>8. Explain why British colonists began to resist mercantilist policies designed to keep the colonies under tight British control</i></p>	<p>9. I can describe the race systems that developed in the British and Spanish colonies in the New World in this time period.</p> <p>10. I can define mercantilism as an economic system and explain why the American colonists resisted British efforts to impose it upon them.</p>		
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September 2019

Unit Two: Revolution and a New Government, 1754-1800

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <p>1. Identity (ID)</p> <p>2. Work, Exchange, Technology (WXT)</p> <p>3. Peopling (PEO)</p> <p>4. Politics and Power (POL)</p> <p>5. America in the World (WOR)</p> <p>6. Environment and Geography (ENV)</p> <p>7. Ideas, Beliefs, and Culture (CUL)</p> <p>(ALL CEQ)</p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <p>1. Historical Causation</p> <p>2. Patterns of Continuity and Change Over Time</p> <p>3. Periodization</p> <p>4. Comparison</p> <p>5. Contextualization</p> <p>6. Historical Argumentation</p> <p>7. Appropriate Use of Relevant Historical Evidence</p> <p>8. Interpretation</p> <p>9. Synthesis</p>	<p>1. I can analyze the</p>	<p>Formative</p> <p>Quizzes on chapters 6-10</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative</p> <p>Unit Test patterned after the AP national test, including multiple choice questions and written essays</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 6-10</p> <p>Document Reader</p> <p>Major Problems in American History, Volume 1: To 1877 (Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 4-6</p> <p>Audio-Visual</p> <p>To be developed during the 2014-2015 school year per usage</p>

<p>FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Two: Revolution and a New Government, 1754-1800</i></p> <ol style="list-style-type: none"> <i>How did the Seven Years War in the 1750s lead to the American Revolution?</i> <i>How did the new American nation use Enlightenment ideas to develop a new government for itself?</i> <i>How did the beginning of westward expansion of the U.S. affect the development of American political, economic, and social practices?</i> <p><i>These questions include the material required in Period Three (1754-1800) of the AP Conceptual Outline for this course.</i></p>	<p><i>Specific Unit Skills</i></p> <ol style="list-style-type: none"> <i>Analyze Native American attempts to maintain alliances with European colonists before and after the Seven Years War in the 1750s</i> <i>Evaluate the role of the Seven Years War in the movement of American colonists to rebel against the British Empire</i> <i>Explain how American political thought developed in response to border issues and the tensions caused by the French Revolution in Europe</i> <i>Analyze the value of Enlightenment thinking to American ideas about government and religion</i> <i>Evaluate the factors that led to the end of the Articles of Confederation and the passage of the new U.S. Constitution</i> <i>Explain why the U.S. Constitution did not outlaw slavery immediately despite our position as the inspirational leader of the revolutionary movements in Europe and Latin America</i> 	<p>problems Native Americans had as Europeans fought over control of the American colonies.</p> <ol style="list-style-type: none"> I can explain how the Seven Years War helped lead to the start of the American Revolution. I can explain the role of the French Revolution in the developing American thinking about its national security and resulting political dissent. I can analyze the reasons why Americans supported religious freedom and feared strong centralized governmental powers based on the ideas of the Enlightenment. I can compare and contrast the strengths and weaknesses of the Articles of Confederation and the new U.S. Constitution. I can explain the reasons why the slavery problem was postponed during the writing of the U.S. Constitution. I can evaluate the role of the new American nation in the development of the 	<p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	
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	<p><i>at the end of the 18th century</i></p> <p><i>7. Describe the competition for resources, shifting alliances, and cultural blending that began as Americans came into contact with British, French, and Spanish people in our westward path</i></p> <p><i>8. Evaluate the effect of westward migration by Americans on republican institutions in the US and the continuation of conflict between Americans, Europeans, and Native Americans</i></p> <p><i>9. Analyze the reasons why political parties developed in the U.S. and how the beginning of sectional differences became part of the American political system</i></p>	<p>French Revolution and the revolutions in Latin America in the early 1800s.</p> <p>8. I can summarize the political, economic, and social effects of American westward expansion on the early development of the U.S.</p> <p>9. I can explain how the U.S. government dealt diplomatically with European nations and Native American tribes as Americans moved westward in this time period.</p> <p>10. I can analyze and evaluate the reasons why political, economic, and social differences developed among the sectional regions of the U.S.</p>		
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October 2019

Unit Three: Westward Expansion and Sectional Differences, 1800-1848

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <p>1. Identity (ID)</p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p>		<p><i>Formative</i></p> <p>Quizzes on chapters 11-17</p> <p>Student worksheets related to the learning target ideas</p>	<p><i>Textbook</i></p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 11-17</p>

<p>2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL)</p> <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Three: Westward Expansion and Sectional Differences, 1800-1848</i> <i>1. How did the US change its institutions to help develop the world's first modern democracy?</i> <i>2. What effect did new technology, agriculture, and commerce have on US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods?</i> <i>3. How did US foreign</i></p>	<p>1. Historical Causation 2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis</p> <p>Specific Unit Skills <i>1. Evaluate the different political views of the Federalist, Democratic-Republican, Democrat, and Whig Parties</i> <i>2. Analyze the role of several Supreme Court decisions in establishing the power of the Supreme Court</i> <i>3. Compare how sectional differences affected acceptance of federal economic and slavery decisions</i> <i>4. Analyze the effect of the Second Great Awakening on</i></p>	<p>1. I can explain the different political views of the four major political parties of this time period. 2. I can describe how the Supreme Court developed its power to review laws and analyze the reasons why this would be an important factor in the checks and balances system of federal government in the US 3. I can compare and contrast the commercial and agriculturally based economic systems of the North, South, and West</p>	<p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Document Reader Major Problems in American History, Volume 1: To 1877 (Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 7-10</p> <p>Audio-Visual To be developed during the 2014-2015 school year per usage</p>
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<p><i>policy in this time period affect foreign trade, expansion of national borders, and isolation from European conflicts?</i></p> <p><i>These questions include the material required in Period Four (1800-1848) of the AP Conceptual Outline for this course.</i></p>	<p><i>the rights of American citizens and slaves</i></p> <p><i>5. Describe the developing cultural diversity based on race and class issues</i></p> <p><i>6. Evaluate how the Industrial Revolution in Europe affected the development of American commercial and agricultural growth, particularly in terms of the effects on the relationship of the North, West, and South regions of the US</i></p> <p><i>7. Analyze the global value of the American westward expansion into the newly purchased Louisiana Territory</i></p> <p><i>8. Describe the process by which American settlers in the West controlled or removed native Americans from those lands</i></p> <p><i>9. Analyze the effectiveness of the Missouri Compromise in temporarily settling the on-going sectional dispute over the extension of slavery into the western lands</i></p>	<p>regions to explain why some Americans still wanted to maintain slavery while others wanted it eliminated.</p> <p>4. I can compare how the Great Awakening impacted the rights of women, immigrants, native Americans, and slaves in American society in this time period.</p> <p>5. I can describe the race and class issues that prevent every citizen from joining in the newly developing unified American culture equally.</p> <p>6. I can describe the change to American agriculture and manufacturing in this time period as the US deals with and competes with more developed European economies.</p> <p>7. I can analyze the reasons why the North and West regions aligned economically with each other rather than with the South.</p> <p>8. I can compare how the economic development in America drew immigrants</p>		
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		<p>to the North and the West and promoted slavery in the South, while it also increased the gap between rich and poor people all around the nation.</p> <p>9. I can analyze the importance of the Louisiana Purchase to a growing American diplomatic involvement with other nations of the world in this time period.</p> <p>10. I can describe the effects of the development of Louisiana Territory on the lives of Native American people in this time period.</p> <p>11. I can explain the major compromise in the Missouri Compromise of 1820 and evaluate how well it settled the issue of expanding slavery in the US.</p>		
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November 2019

Unit Four: Civil War and Reconstruction, 1844-1877

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <p>1. Identity (ID)</p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <p>1. Historical Causation</p>		<p><i>Formative</i></p> <p>Quizzes on chapters 18-22</p> <p>Student worksheets</p>	<p><i>Textbook</i></p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 18-22</p>

<p>2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL)</p> <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Four: Civil War and Reconstruction, 1844-1877</i></p> <p>1. How did American expansionism in the middle of the 19th century affect our world image as a nation? 2. What factors led to the start of the American Civil War in 1861? 3. What were the political and social results of the Civil War and the resulting Reconstruction period?</p>	<p>2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis</p> <p>Specific Unit Skills</p> <p>1. <i>Analyze how Manifest Destiny shows the role of white ideas of racial superiority in the developing political issues of the time period</i> 2. <i>Describe how the acquisition of territory in the Mexican-American War affected slaves and native American people in those areas.</i> 3. <i>Analyze the importance of these newly acquired lands to economic, diplomatic, and cultural initiatives in the developing trade with Asia</i></p>	<p>1. I can explain what the idea of Manifest Destiny is and evaluate how its ideas of white American cultural superiority affected the political debates about slavery and the treatment of Native Americans in this time period. 2. I can explain how the expansion into lands won in the Mexican-American War affected the rights of Native Americans and slaves in those areas. 3. I can analyze the importance of the new land</p>	<p>related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Document Reader Major Problems in American History, Volume 1: To 1877 (Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 9-15</p> <p>Audio-Visual To be developed during the 2014-2015 school year per usage</p>
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These questions include the material required in Period Five (1844-1877) of the AP Conceptual Outline for this course.

- 4. Evaluate the role of westward expansion in this time period to the white American perception of immigrants, peoples of different creeds, and ethnic people in the US*
- 5. Analyze the role of abolitionists and southern state's rights advocates in the continuing discussion of slavery in the US*
- 6. Compare and contrast the effectiveness of the Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision by the Supreme Court in resolving the issue of slavery in the US*
- 7. Trace the rise of sectional parties and evaluate the role of the election of Republican President Abraham Lincoln on the start of the Civil War*
- 8. Evaluate the political, social, and military factors that led to the Union victory in the Civil War*
- 9. Evaluate the role of the 13th-15th Amendments and the Reconstruction of the South on the development of a new definition of citizenship*

to economic developments working toward increasing American trade across the Pacific Ocean.

4. I can compare the attitudes about immigrants in this time period to those about Native Americans, slaves, and people of non-Protestant faiths in the US.
5. I can evaluate the conflicting ideas about slavery and analyze the effects of the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision, and the election of President Lincoln on the beginning of the Civil War.
6. I can explain why the North beat the South in the Civil War by analyzing key political, social, and military factors.
7. I can explain how the 13th through 15th Amendments extended the rights of citizens philosophically, and analyze why these rights did not extend to all the people for

	<i>after the Civil War</i>	whom they were intended in the short term after the war.		
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December 2019

Unit Five: Rise of Industrialism, 1865-1898

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <ol style="list-style-type: none"> 1. Identity (ID) 2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL) <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Five: Rise of Industrialism, 1865-1898</i></p> <p><i>1. What effects did the rise of big business have on the</i></p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <ol style="list-style-type: none"> 1. Historical Causation 2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis <p>Specific Unit Skills</p> <p><i>1. Evaluate how large scale production, technological change, improved communication and pro-growth business policies</i></p>	<p>1. I can describe the growth of trusts in this time period and evaluate how they use government support to control business and trade in the US.</p> <p>2. I can analyze how the</p>	<p>Formative</p> <p>Quizzes on chapters 23-26</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative</p> <p>Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 23-26</p> <p>Document Reader</p> <p><i>Major Problems in American History, Volume 2: Since 1865(Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 2-3</i></p> <p>Audio-Visual</p> <p><i>To be developed during the 2014-2015 school year per usage</i></p>

<p><i>US politically, socially, and economically?</i></p> <p><i>2. How did the industrial movement affect immigrants, minorities, and women in the US?</i></p> <p><i>3. How did the "Gilded Age" affect political debate over economic and social policies in the US?</i></p> <p><i>These questions include the material required in Period Six (1865-1898) of the AP Conceptual Outline for this course.</i></p>	<p><i>worked together to create the "Gilded Age"</i></p> <p><i>2. Analyze the challenges to the development of an economy controlled by big business in the US</i></p> <p><i>3. Describe the development of the populist and conservationist movements in this time period, and evaluate the effect they had on American government and pro-business policies</i></p> <p><i>4. Compare and contrast the effects of the industrial movement on life in the cities and in rural areas of the country</i></p> <p><i>5. Analyze the reasons for and the results of the Indian wars in the American west in this time period</i></p> <p><i>6. Evaluate the effect of corruption in government due to the industrial growth on the political structure and economic system of the US</i></p> <p><i>7. Compare the effects of increasing racism and Gilded Age politics on the political, social, and cultural lives of</i></p>	<p>beginning of the labor movement in the US and the continuation of farming as a dominant force in the South challenged the unification of control of business under the trusts of this time period.</p> <p>3. I can compare the effect Populist farmers and Conservationists had on preventing big business from dominating the resources of the rural areas of the US in this time period.</p> <p>4. I can describe what life was like in the cities for working class people during this industrial era.</p> <p>5. I can analyze the reasons why machine governments developed in the cities, supported by immigrant populations there.</p> <p>6. I can evaluate the role the transcontinental railroads and the American army played in pushing Native Americans on to reservations in the West.</p> <p>7. I can explain several reasons for the growth of corruption in government in</p>		
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	<p><i>African-Americans, working people in American industrial cities, and women</i></p>	<p>the industrial era and analyze the counter-growth of reform movements to counter the corruption.</p> <p>8. I can compare and contrast the effects of the Plessy vs. Ferguson decision, Jim Crow laws, and Social Darwinism on the minority and working class people in the US in this time period.</p> <p>9. I can analyze the positive effects of the rise of movements like utopianism and ideas like the Social Gospel on the lives of American people in this period.</p>		
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January 2020

Unit Six: Becoming a World Power, 1890-1945

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <ol style="list-style-type: none"> 1. Identity (ID) 2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World 	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <ol style="list-style-type: none"> 1. Historical Causation 2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 		<p>Formative</p> <p>Quizzes on chapters 27-35</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 27-35</p> <p>Document Reader</p> <p>Major Problems in American History, Volume 2: Since 1865(Hoffman,</p>

<p>(WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL)</p> <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Six: Becoming a World Power, 1890-1945</i></p> <p><i>1. What political, social, and economic problems developed and continued from the beginning of the industrial era through the Great Depression in the US and in what differing ways did the US government attempt to respond to these problems during this time period?</i></p> <p><i>2. What factors worked for and against the development of new mass culture during this time period in the US?</i></p> <p><i>3. How did the Spanish-American War, World War I, and World War II bring the US to a</i></p>	<p>6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis</p> <p>Specific Unit Skills</p> <p><i>1. Analyze the problems of the business cycle as it was affected by business growth between 1890 and 1940</i></p> <p><i>2. Evaluate the growth of the Progressive Movement that attempted to deal with social, political, and economic problems created by the industrial era</i></p> <p><i>3. Analyze the legacy of the New Deal as it attempted to solve the problems caused during the Great Depression</i></p> <p><i>4. Evaluate the role of technology in the development of a modern mass urban culture that still allowed for ethnic and cultural differences</i></p> <p><i>5. Analyze the reasons for labor unrest and</i></p>	<p>1. I can analyze the business factors that led to panics and depressions despite the overall growth of the US economy in the first half of the 20th century.</p> <p>2. I can evaluate the ways the Progressive Movement attempted to deal with social, political, and economic problems created by the industrial era.</p> <p>3. I can explain the relief, reform, and recovery aspects of the Great Depression and analyze the overall effect of New Deal policies on American political, social, and economic life since that time.</p> <p>4. I can describe the mass</p>	<p>Summative Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Blum Gjerde, editors, 2012, 3rd edition) Chapters 4-9</p> <p>Audio-Visual To be developed during the 2014-2015 school year per usage</p>
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<p><i>position as one of the greatest powers in the modern world?</i></p> <p><i>These questions include the material required in Period Seven (1890-1945) of the AP Conceptual Outline for this course.</i></p>	<p><i>anti-immigrant ideas after World War I</i></p> <p><i>6. Trace the pattern of migrations of people in the US during and after World War I and evaluate their effect on population demographics</i></p> <p><i>7. Evaluate the reasons why the US became an imperial power shortly after the Spanish-American War</i></p> <p><i>8. Analyze how the American experience in World War I contributed to a willingness to try to return to our earlier position of neutrality regarding world affairs</i></p> <p><i>9. Trace the development of fighting in the European and Pacific theaters of World War II, and analyze how they propelled the US into a position of world power after that war</i></p>	<p>culture that developed in the US in this time period and evaluate the factors that promoted diversity within that mass culture.</p> <p>5. I can compare how the Red Scare, immigration quotas, and labor unrest created social unrest in the US after World War I.</p> <p>6. I can evaluate the role of the poor economic climate on migration patterns in the US between World Wars I and II.</p> <p>7. I can trace the events leading to the beginning of an American empire abroad, and compare and contrast the reasons Americans gave for having or not having that empire.</p> <p>8. I can explain why America was neutral before World War I, show why we got into the war anyway, and trace the actions that show us trying to be neutral again after the war despite our growth in power during that war.</p> <p>9. I can compare and contrast the wars in the</p>		
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		Pacific and Europe during World War II and explain how the fighting led to the US taking its position as a great world power after this war when it did not after World War I.		
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February 2020

Unit Seven: Post World War II Era--Cold War and the Civil Rights Movement, 1945-1980

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <ol style="list-style-type: none"> 1. Identity (ID) 2. Work, Exchange, Technology (WXT) 3. Peopling (PEO) 4. Politics and Power (POL) 5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL) <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i></p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <ol style="list-style-type: none"> 1. Historical Causation 2. Patterns of Continuity and Change Over Time 3. Periodization 4. Comparison 5. Contextualization 6. Historical Argumentation 7. Appropriate Use of Relevant Historical Evidence 8. Interpretation 9. Synthesis 	<p>1. I can explain what the</p>	<p>Formative</p> <p>Quizzes on chapters 36-39</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in which this class will be taught for the first time</p> <p>Summative</p> <p>Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 36-39</p> <p>Document Reader</p> <p>Major Problems in American History, Volume 2: Since 1865(Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 10-15</p> <p>Audio-Visual</p> <p>To be developed during the 2014-2015 school year per usage</p>

<p><i>Unit Seven, Post World War II Era--Cold War and the Civil Rights Movement, 1945-1980</i></p> <ol style="list-style-type: none"> 1. <i>What effect did world leadership and participation in the Cold War have on US domestic and foreign policy after World War II?</i> 2. <i>What factors led to the liberalization of American politics after World War II?</i> 3. <i>How did post war economic, demographic, and technological changes impact American society, politics, and the environment in this time period?</i> <p><i>These questions include the material required in Period Eight (1945-1980) of the AP Conceptual Outline for this course.</i></p>	<p>Specific Unit Skills</p> <ol style="list-style-type: none"> 1. <i>Evaluate the role of containment policy as American policy during the Cold War</i> 2. <i>Analyze the effect of the Cold War on decolonization in Latin America, Africa, and Asia</i> 3. <i>Compare the effects of the Korean and Vietnamese Wars and the development of a large nuclear arsenal on American acceptance of our post war world power role</i> 4. <i>Outline major events that led to the ending of segregation during the civil rights movement</i> 5. <i>Analyze the effect of the civil rights movement on social justice for other ethnic groups, women, and gay and lesbian people</i> 6. <i>Evaluate the strengths and weaknesses of the liberal Great Society programs of the 1960s</i> 7. <i>Analyze the effect of post war demographics on culture conformity</i> 8. <i>Evaluate the reasons why an environmental movement</i> 	<p>containment policy is and can evaluate its success in preventing Soviet expansion in the world.</p> <ol style="list-style-type: none"> 2. I can compare and contrast how Latin American, African, and Asian nations in the post war period worked with the US or the Soviet Union during the Cold War. 3. I can compare the ways Korea, Vietnam, and the proliferation of nuclear weapons provided questions for Americans about their nation's foreign policy during the Cold War. 4. I can make a timeline of major events in the civil rights movement from 1945-1980. 5. I can evaluate the impact the civil rights movement had on other ethnic people, women, and gay-lesbian groups as they looked for equal justice in this time period. 6. I can evaluate the positive and negative factors the liberal Great Society contributed to the US in this time period. 	<p>documents to work on the Historical Thinking Skills</p>	
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	<p><i>grew in the 1960s</i></p> <p>9. Evaluate the reasons why conservative backlash developed as a result of the liberal political changes of the post war period</p>	<p>7. I can explain why a counter culture developed in the US in the 1960s and analyze how the American people thought about this counter culture.</p> <p>8. I can trace the beginnings of the environmental movement and evaluate their connection to the earlier conservation movement of the first decade of the 1900s.</p> <p>9. I can evaluate the reasons why a conservative backlash grew as the liberal movement started by the New Deal led to the Great Society and the growth of counter culture thinking during the Vietnam War.</p>		
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March 2020

Unit Eight: Post Cold War Issues, 1980-Present

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ--Seven Major Themes the AP US History Course Teaches Throughout All the Units</p> <p>1. Identity (ID)</p> <p>2. Work, Exchange, Technology (WXT)</p> <p>3. Peopling (PEO)</p> <p>4. Politics and Power (POL)</p>	<p>Historical Thinking Skills should be developed in each unit throughout the course, as outlined by AP Central</p> <p>1. Historical Causation</p> <p>2. Patterns of Continuity and Change Over Time</p> <p>3. Periodization</p> <p>4. Comparison</p>		<p>Formative</p> <p>Quizzes on chapters 40-42</p> <p>Student worksheets related to the learning target ideas</p> <p>Others to be determined in the course of the 2014-2015 school year in</p>	<p>Textbook</p> <p>The American Pageant (Kennedy and Cohen, 2015), Chapters 40-42</p> <p>Document Reader</p> <p>Major Problems in American History, Volume 2: Since 1865(Hoffman,</p>

<p>5. America in the World (WOR) 6. Environment and Geography (ENV) 7. Ideas, Beliefs, and Culture (CUL)</p> <p>(ALL CEQ FORMULATED AND REQUIRED BY AP CENTRAL)</p> <p><i>UEQ</i> <i>Unit Eight: Post Cold War Issues, 1980-Present</i></p> <ol style="list-style-type: none"> <i>Why did the conservative movement sweep into power in the 1980s, and what were some of its main ideas?</i> <i>How did American foreign policy change direction as the Cold War came to an end?</i> <i>What are the major social, economic, and demographic issues facing the US at the present time?</i> <p><i>These questions include the material required in Period Nine (1980-Present) of the</i></p>	<ol style="list-style-type: none"> Contextualization Historical Argumentation Appropriate Use of Relevant Historical Evidence Interpretation Synthesis <p>Specific Unit Skills</p> <ol style="list-style-type: none"> <i>Evaluate the key factors that created the conservative movement and analyze why some of the liberal ideas continue to survive despite this conservatism</i> <i>Analyze the causes of the collapse of the Soviet Union and the end of the Cold War</i> <i>Evaluate the reasons for the development of the War on Terror and some of the questions it raises about civil liberties in the US</i> <i>Analyze several key problems created by greater integration into a world economy after the Cold War</i> <i>Analyze immigration issues as the twenty-first century begins in the US</i> 	<p>1. I can explain the issues that created the conservative movement and identify some of the groups of people most upset by the liberal policies of the past generation.</p> <p>2. I can identify the issues conservatives have most successfully pursued and compare them to the ones they are least often able to change, and I can explain why they fail to make all the changes they want to as they confront those liberal policies.</p> <p>3. I can evaluate the roles of the collapse of the Soviet bloc system and the administration of Mikhail Gorbachev in the fall of the Soviet Union and the end</p>	<p>which this class will be taught for the first time</p> <p>Summative Unit Test patterned after the AP national test, including multiple choice questions and written essays</p> <p>Essay Assignment using documents to work on the Historical Thinking Skills</p>	<p>Blum Gjerde, editors, 2012, 3rd edition) Chapters 15-16</p> <p>Audio-Visual To be developed during the 2014-2015 school year per usage</p>
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<p><i>AP Conceptual Outline for this course.</i></p>		<p>of the Cold War. 4. I can outline the major terrorist attacks on US soil and evaluate the effectiveness of the efforts to prosecute that war so far. 5. I can evaluate the pros and cons of the questions related to security and civil liberties in the US during the War on Terror. 6. I can analyze at least three issues within the American economy directly related to the world integration of economies. 7. I can analyze reasons why illegal immigrants come to the US in the present time and evaluate plans being offered to deal with the immigrant issue in this generation.</p>		
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April 2020

AP US History Review Unit

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>This unit will be developed in more detail during the 2014-2015 school year.</p>	<p>Students will: 1. Review major concepts from each of the eight units of information. 2. Practice writing the essays for the national test in May.</p>	<p>This is a class goal for each year: Our goal is to have 85% of the students in the class pass the test with a score of 3, 4, or 5 (passing scores).</p>	<p>Practice essay tests Practice multiple choice tests</p>	<p>AP Central has tests from the past on-line, free for usage Kaplan 2015 AP Exam Practice book</p>

	<p>3. Practice taking multiple choice tests like the one on the national test in May.</p> <p>4. Review key test-taking strategies that will maximize their ability to score as highly as possible on the national test</p>	<p>We would also like to see half of the students who do pass score a 4 or 5 rather than a 3.</p> <p>This will be the immediate long-term goal each year until the students show they can match that; when that happens, we will up the percentages to reflect the increase we hope for.</p> <p>The 2014-2015 year is the first year we are taking this test, the first that we are teaching this class.</p>		<p>The American Pageant (Kennedy and Cohen)</p> <p>Document Reader Major Problems in American History, Volume 1: To 1877 (Hoffman, Blum Gjerde, editors, 2012, 3rd edition) Chapters 1-3</p>
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May 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology