



Greenwich Public Schools Curriculum Overview

AP United States History

Personalized learning is achieved through standards-based, rigorous and relevant curriculum that is aligned to digital tools and resources.

Note: Teachers retain professional discretion in how the learning is presented based on the needs and interests of their students.

Course Description

As outlined by College Board: “In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.”

Unit Pacing Guide

- Unit 1: 1491-1607 (4-5 days)
- Unit 2: 1607-1754 (10-11 days)
- Unit 3: 1754-1800 (11-12 days)
- Unit 4: 1800-1848 (12-13 days)
- Unit 5: 1844-1877 (11-12 days)
- Unit 6: 1865-1898 (9-10 days)
- Unit 7: 1890-1945 (16-17 days)
- Unit 8: 1945-1980 (15-16 days)
- Unit 9: 1980-Present (5 days)

Enduring Understandings for the Course

Students in Advanced Placement United States History will consider how successful America has been in achieving its foundational ideals at home and abroad over the course of its history, from colonialism to the present.

Enduring Understandings By Unit

- **Unit I: 1491-1607**
Overview: On a North American continent controlled by American Indians, contact among the peoples of Europe, the Americas, and West Africa created a new world.

Students will understand that ...

- a. Key Concept 1.1 — As native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- b. Key Concept 1.2 — Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.

- **Unit 2: 1607-1754**

Overview: Europeans and American Indians maneuvered and fought for dominance, control, and security in North America, and distinctive colonial and native societies emerged.

Students will understand that...

- a. Key Concept 2.1 — Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.
- b. Key Concept 2.2 — The British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.

- **Unit 3: 1754-1800**

Overview: British imperial attempts to reassert control over its colonies and the colonial reaction to these attempts produced a new American republic, along with struggles over the new nation's social, political, and economic identity.

Students will understand that...

- a. Key Concept 3.1 — British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- b. Key Concept 3.2 — The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.
- c. Key Concept 3.3 — Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.

- **Unit 4: 1800-1848**

Overview: The new republic struggled to define and extend democratic ideals in the face of rapid economic, territorial, and demographic changes.

Students will understand that...

- a. Key Concept 4.1 — The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- b. Key Concept 4.2 — Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
- c. Key Concept 4.3 — The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

● **Unit 5: 1844-1877**

Overview: As the nation expanded and its population grew, regional tensions, especially over slavery, led to a civil war — the course and aftermath of which transformed American society.

Students will understand that...

- a. Key Concept 5.1 — The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.
- b. Key Concept 5.2 — Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
- c. Key Concept 5.3 — The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.

● **Unit 6: 1865-1898**

Overview: The transformation of the United States from an agricultural to an increasingly industrialized and urbanized society brought about significant economic, political, diplomatic, social, environmental, and cultural changes.

Students will understand that ...

- a. Key Concept 6.1 — Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.
- b. Key Concept 6.2 — The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.

- c. Key Concept 6.3 — The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.

- **Unit 7: 1890-1945**

Overview: An increasingly pluralistic United States faced profound domestic and global challenges, debated the proper degree of government activism, and sought to define its international role.

Students will understand that ...

- a. Key Concept 7.1 — Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.
- b. Key Concept 7.2 — Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.
- c. Key Concept 7.3 — Participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.

- **Unit 8: 1945-1980**

Overview: After World War II, the United States grappled with prosperity and unfamiliar international responsibilities, while struggling to live up to its ideals.

Students will understand that ...

- a. Key Concept 8.1 — The United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.
- b. Key Concept 8.2 — New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.
- c. Key Concept 8.3 — Postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.

- **Unit 9: 1980-Present**

Overview: As the United States transitioned to a new century filled with challenges and possibilities, it experienced renewed ideological and cultural debates, sought to redefine its foreign policy, and adapted to economic globalization and revolutionary changes in science and technology.

Students will understand that ...

- a. Key Concept 9.1 — A newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades.

- b. Key Concept 9.2 — Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.
- c. Key Concept 9.3 — The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.

Standards

Connecticut Core Standards

Adopted in 2010 | English Language Arts Standards, History/Social Studies, Grade 11-12

Connecticut Social Studies Frameworks

Adopted in February 2015 | Pages 101 through 110

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
- INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge. INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

(See below, beginning with “Civic and Political Institutions”)

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
- INQ 9–12.8 Identify evidence that draws information directly and substantially from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)
- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
- INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

(applicable DIMENSION 2 main concepts are listed below)

Civics

- CIV 9–12.12 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.13 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
- CIV 9–12.14 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights

History

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.

- HIST 9–12.3 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.4 Analyze how historical contexts shaped and continue to shape people’s perspectives. (e.g., immigration, labor, the role of women).
- HIST 9–12.5 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- HIST 9–12.6 Explain how the perspectives of people in the present shape interpretations of the past.
- HIST 9–12.7 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- HIST 9–12.8 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- HIST 9–12.9 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
- HIST 9–12.10 Critique the appropriateness of the historical sources used in a secondary interpretation.
- HIST 9–12.11 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.12 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Economics

Economic Decision-Making

- ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

- ECO 9–12.2 Generate possible explanations for a government role in markets when market inefficiencies exist.
- ECO 9–12.3 Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

Geography

Human Population: Spatial Patterns and Movements

- GEO 9–12.1 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Greenwich Public Schools Vision of the Graduate

- Pose and pursue substantive questions
 - Students will develop and explore their own research question during a variety of research assignments
- Critically interpret, evaluate, and synthesize information
 - Students will critically interpret, evaluate and synthesize information by analyzing a variety of primary and secondary sources and by conducting research. This

source evaluation and research will allow students to gain a variety of perspectives.

- Explore, define, and solve complex problems
 - Students will apply historical knowledge to critically analyze current problems and issues.
- Communicate effectively for a given purpose
 - Students will be evaluated on their ability to communicate effectively through a variety of methods. Through persuasive writing assignments, class discussions and presentations, students will continue to develop and improve their communication skills.
- Advocate for ideas, causes and actions
 - Students will evaluate past advocacy successes and failures and determine when others have chosen to fight for causes and taken action.
- Generate innovative, creative ideas and products
 - Students will demonstrate their mastery of curriculum objectives with innovative projects. Students will explore answers to essential questions through creative and varied assignments with research structured by the use of GPS research process.
- Collaborate with others to produce a unified work and/or heightened understanding
 - Students will learn to collaborate with one another while working in structured groups in a variety of cooperative learning activities in order to create a final product.
- Contribute to community through dialogue, service, and/or leadership
 - Through the study of community outreach, students gain the skills they need to become active citizens. The community service project will give students the opportunity to contribute to the community.
- Conduct themselves in an ethical and responsible manner
 - Current and historical situations will be analyzed so students gain perspective and information in order to conduct themselves in a responsible manner.
- Recognize and respect other cultural contexts and points of view
 - Through teaching about others' political ideologies, students will recognize and respect other cultural contexts and points of view. By developing an understanding of and empathy for others, students will appreciate differences and similarities between themselves and others.
- Pursue their unique interests, passions and curiosities
 - Students will have choice in many assignments and will be able to pursue their interests, specifically through the Capstone Community Service Project.
- Respond to failures and successes with reflection and resilience
 - Students will reflect on their writing and group work, in order to analyze what they did well and where they can improve. Frequent and constructive feedback by teachers will be used to ensure continuous reflection and refinement.
- Be responsible for their own mental and physical health
 - Social studies classes will help students develop study skills, and reduce stress through organization and planning.

Assessments / Resources

Required Textbook:

Henretta, *America's History*

Assessments

- Each unit, students will take assessments closely modeled after the College Board Exam. The assessments will include: stimulus-based multiple choice questions, short answer questions, long essay questions and document based questions.
- Sophomore Research Paper (Assured Experience and Graduation Requirement, Capstone VOG #1)
 - Students will complete the Sophomore Research Paper to fulfill the Capstone graduation requirements. Students will choose a topic, research that topic using a variety of primary and secondary sources and synthesize those sources into a complete research paper with citations and works cited.

Suggested Resources

- AP Daily Videos (accessed on AP Classroom)
- Gilder Lehrman AP U.S. History Study Guide
- Declaration of Independence
- Articles of Confederation
- United States Constitution
- Harvard Case Study: Inflation Mini Case
- Harvard Case Study: Madison and the Federal Negative
- Harvard Case Study: Battle over a Bank
- Harvard Case Study: The Cherokee Removal Act
- Harvard Case Study: The ERA and the Fight for Women's Rights
- Harvard Case Study: Lincoln and Secession
- Harvard Case Study: Reconstruction A
- Harvard Case Study: Martin Luther King and the Fight for Voting Rights
- Harvard Case Study: Labor, Capital, and Government: The Anthracite Coal Strike of 1902
- Harvard Case Study: The Jungle and the Debate over Federal Meat Inspection in 1906