

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



AP US History

Board Approval Date: June 18, 2025	Course Length: 2 Semesters
Grading: A-F	Credits: 5 Credits per Semester
Proposed Grade Level(s): 11	Subject Area: History/Social Science Elective Area (if applicable):
Prerequisite(s): Recommended 3.0 GPA, Application, and Passing Score on Reading comprehension.	Corequisite(s): None
CTE Sector/Pathway:	
Intent to Pursue 'A-G' College Prep Status: Yes	
A-G Course Identifier: (a) History/Social Science	
Graduation Requirement: Yes	
Course Intent: District Course Program (if applicable): AP	
<p>Folsom Cordova Unified School District 2024-2025 Nondiscrimination Statement</p> <p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person's actual or perceived ancestry, color, disability, gender, gender identity, gender expression, immigration status, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics. For questions or complaints, contact:</p> <p>Jim Huber, Ed.D., Assistant Superintendent, Educational Services Compliance Officer, Section 504 Coordinator, ADA Coordinator (students) jhuber@fcusd.org 916-294-9000 x 104580</p> <p>Shannon Diaz, Director of Compliance Compliance Officer and Title IX Coordinator sdiaz@fcusd.org 916-294-9000 x 104415</p>	

**1965 Birkmont Drive
Rancho Cordova, CA 95742**

The Folsom Cordova Unified School District does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment.

Inquiries about Title IX may be referred to the Folsom Cordova Unified School District's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both. The District Title IX Coordinator is:

**Shannon Diaz, Director of Compliance
Compliance Officer and Title IX Coordinator
sdiaz@fcusd.org
916-294-9000 x 104415
1965 Birkmont Drive
Rancho Cordova, CA 95742**

The District nondiscrimination policy can be located at:

<https://www.fcusd.org/district/about-us/nondiscrimination-statementpolicy>

The District's nondiscrimination complaint procedures can be located at:

Students: <https://www.fcusd.org/departments/compliance/complaints/uniform-complaints>

Staff: <https://www.fcusd.org/departments/compliance/complaints/nondiscrimination-in-employment>

To report information about conduct that may constitute sex discrimination or sex-based harassment, or make a complaint of sex discrimination or sex-based harassment under Title IX, please refer to:

Students: <https://www.fcusd.org/district/about-us/title-ix-notificationsexual-harassment>

Staff: <https://www.fcusd.org/departments/compliance/complaints/sexual-harrassment-title-ix>

COURSE DESCRIPTION:

Advanced Placement United States History examines the roots of the American nation and its diverse and evolving values. It is designed to prepare students for participatory citizenship as well as to successfully complete the Advanced Placement Examination in U.S. History for college credits. As such, it is a demanding course that calls upon students to master major concepts in both foreign and domestic policy, as well as economic, artistic, and social developments, from 1492-1992. Students are expected to critically analyze a host of important historical events and changes, and to write several critical essays that support a sophisticated thesis through the careful examination of facts, quotations and statistics derived from diverse sources, both primary and secondary. Students are trained in the interpretation and analysis of maps, graphs, graphics, political cartoons, and historical quotations. In addition to the achievement of college credits upon successful completion of the (optional) AP exam, the general purposes of the course are twofold: one, to hone critical thinking skills in reading, historical inquiry, oral presentation, and expository writing; and second, the student should develop an appreciation of the depth and diversity of the values and experiences that make up the American political and cultural heritage.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
<p>Ch. 1 & 2. Period 1: 1491-1700 Transformations of North America</p>	<p>Why did contact among Native Americans, Europeans, and Africans cause such momentous changes? Why did the American Colonies develop the social, political, and economic institutions they did, and why were some colonial experiments more successful than others?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>(All APUSH Key Concepts come from the College Board Course and Exam Description for the AP US History Course) APUSH Key Concepts:1.1-1.7</p>			
<p>Ch. 3 & 4. Period 2: 1607-1763 British North America and the Atlantic World</p>	<p>How and why did the South Atlantic System reshape the economy, society, and culture of British North America?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>ESSENTIAL STANDARDS: APUSH Key Concepts: 2.1-2.8</p>			
<p>Ch. 5 - 7. Period 3: 1754-1800 Revolution and Republican Culture</p>	<p>How did the independence movement succeed, and what changes did it initiate in American society and government? Why did the US survive the challenges of the first three decades to become a viable, growing independent republic?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>ESSENTIAL STANDARDS: APUSH Key Concepts: 3.1-3.13</p>			

<p>Ch. 8-11. Period 4: 1800-1848 Overlapping Revolutions</p>	<p>Why and how did economic transformations of the first half of the 19th century reshape northern and southern society and culture? Why did Andrew Jackson's election mark a turning point in American politics? Why did new intellectual, religious, and social movements emerge in the early 19th century, and how did they change American society? Why did the ideology of Manifest destiny unite ordinary Americans and shape US Policies?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>ESSENTIAL STANDARDS: APUSH Key Concepts: 4.1-4.14</p>			
<p>Ch. 12-15. Period 5: 1844-1877 Consolidating a Continental Union Chapters 12-15</p>	<p>What events led to the political division and southern secession? Why and how did the Union win the Civil War? Why were people dissatisfied with Reconstruction and its aftermath? Why and how did the US build a continental empire and how did this affect people living in the west?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>ESSENTIAL STANDARDS: APUSH Key Concepts:5.1-5.12</p>			
<p>Ch. 16-19. Period 6: Industrial America:</p>	<p>Why did large corporations arise and thrive in the late 19th Century and how did they reshape trade, work and politics?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice</p>

<p>Upheaval and Experiments</p>	<p>How and why did Americans' identities, beliefs and culture change in the early industrial era? How and why did the rise of big cities shape society and politics? Why and how did Progressive reformers seek to address the problem of industrial America and to what extent did they succeed?</p>		<p>questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
--	---	--	--

**ESSENTIAL STANDARDS:
APUSH Key Concepts:6.1-6.14**

<p>Ch. 20-23. Period 7: Global Ambitions and Domestic Turmoil</p>	<p>Why did the US become a major power in the 1910s and what impact did this have at home and abroad? Why did cultural and political conflict erupt in the 1920s and contribute to the Great Depression? Why did the New Deal change the role of government in American life and what were the consequences? Why and how did WWII transform the US domestically and internationally?</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
---	---	---	---

**ESSENTIAL STANDARDS:
APUSH Key Concepts:7.1-7.15**

<p>Ch. 24-28. Period 8: The Modern State and the Age of Liberalism</p>	<p>How did the Cold War create a climate of fear at home and how did it impact the politics and society of the US? Why did consumer culture become a fixture of American life in the post-war decades and how did it affect politics and society? Why did the civil rights movement change over</p>	<p>*Reading Quizzes *In class discussions activities *Mini-projects</p>	<p>*Projects *Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
--	---	---	---

	<p>time, and how did competing ideas and strategies evolve within the movement?</p> <p>Why did debates over liberal values in the 1960s lead to social conflict and divide in the country?</p> <p>Why did social change in the 1960s create new opportunities and political clashes in the 1970s?</p>		
<p>ESSENTIAL STANDARDS: APUSH Key Concepts:8.1-8.15</p>			
<p>Ch. 29-30 Period 9: Globalization and Changing Nation</p>	<p>Why was the New Right able to ascend to national political powers in the 1980s and reshape both government and society?</p> <p>Why did the shape of American politics, economics, and society shift in response to post-Cold War globalization?</p>	<p>*Reading Quizzes</p> <p>*In class discussions activities</p> <p>*Mini-projects</p>	<p>*Projects</p> <p>*Summative assessments aligned to the AP exam which might include: Multiple Choice questions, Short-answer questions, Long-Essay Questions, and Document Based essay questions</p>
<p>ESSENTIAL STANDARDS: APUSH Key Concepts:9.1-9.7</p>			

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the

Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://apcentral.collegeboard.org/courses/ap-united-states-history>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

Program Content Area Standards apply to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
<i>This text will be approved with the approval of this outline</i>		<i>America's History</i>	Rebecca Edwards Eric Hinderaker Robert Self James Henretta	BFW	11th	1/24/2025