# Advanced Placement United States History

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| **Grade(s):** | ☐ K<br>☐ 1<br>☐ 2<br>☐ 3<br>☐ 4<br>☐ 5 | ☐ 6<br>☐ 7<br>☐ 8 | ☐ 9<br>☐ 10<br>☑ 11<br>☐ 12<br>☐ Other _____ |
| **Discipline/Course:** | **Discipline:** Social Studies<br>**Course:** AP U.S. History | | |
| **Course Title:** | Advanced Placement United States History | | |
| **Prerequisite(s):** | Teacher recommendation advised | | |
| **Course Description:**<br>*Program of Studies* | The AP U.S. History course focuses on developing students' understanding of American history from Pre-Columbian times to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; andculture and society) that students explore throughout the course in order to make connections among historical developments in different times and places. | | |
| **Course Essential Questions:** | ● To what extent was the Columbian Exchange a historic turning point?<br>● To what extent did Americans share common beliefs about society, slavery, culture, religion, economics, and politics in the Colonial Era?<br>● To what extent did America's experience as colonies influence American values?<br>● To what extent did the expansion of the United States include or exclude people?<br>● What is the difference between freedom and equality?<br>● To what extent is America a land of opportunity?<br>● What is the role of the American government in the lives of citizens and the world? | | |

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| | ● To what extent was the American government successful in upholding American values both at home and abroad?<br>● What do Americans see as the federal government's role in their lives? |
| **Course Enduring Understandings:** | ● Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens.<br>● Push and pull factors shape immigration to and migration within America, and the demographic change as a result of these moves shapes the migrants, society, and the environment.<br>● The development of and debates about democracy, freedom, citizenship, diversity, and individualism shape American national identity, cultural values, and beliefs about American exceptionalism, and in turn, these ideas shape political institutions and society. Throughout American history, notions of national identity and culture have coexisted with varying degrees of regional and group identities.<br>● The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.<br>● Geographic and environmental factors, including competition over and debates about natural resources, shape the development of America and foster regional diversity. The development of America impacts the environment and reshapes geography, which leads to debates about environmental and geographic issues.<br>● Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world. |
| **Duration:**<br>**Credit:** | ☐ Semester<br>☑ Full-Year<br><br>☐ 0.5 Credit (s)<br>☑ 1.0 Credit(s)<br>☐ 1.5 Credit(s) |
| **Course Materials/Resources:** | *Give Me Liberty* by Eric Foner, Norton<br>AP United States History (AMSCO) |
| **FPS Course** | ☑ Exploring and Understanding (EU) |

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| **Academic Expectation(s):** | ☑ Synthesizing and Evaluating (SE)<br>☐ Creating and Constructing (CC)<br>☑ Conveying Ideas (CI)<br>☐ Collaborating Strategically (CS)<br>☐ Using Communication Tools (UCT) |
| **Year at a Glance (Units):** | **Unit 1:** Conquest & Exploration, 1491-1607 (~1-2 weeks) *Summer*<br>**Unit 2:** Settlements & Salutary Neglect, 1607-1754 (~1-2 weeks)<br>**Unit 3:** Revolution & the Federalist Era, 1754-1800 (~3-4 weeks)<br>**Unit 4:** Expansion & Reform, 1800-1848 (~3-4 weeks)<br>**Unit 5:** Civil War & Reconstruction, 1844-1877 (~3-4 weeks)<br>**Unit 6:** Industrialization & Immigration, 1865-1898 (~3-4 weeks)<br>**Unit 7:** America & the World, 1890-1945 (~3-4 weeks)<br>**Unit 8:** Expanding Democracy at Home & Abroad, 1945-1980 (~3-4 weeks)<br>**Unit 9:** Neoconservatism & the New Millenium, 1980-Present (~2 weeks) |

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| **Unit Number and Title:** | **Unit 1:** Conquest & Exploration, 1491-1607 |
| **Duration:** | ~1-2 weeks (Summer) |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. 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. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● To what extent was the Columbian Exchange a historic turning point? |
| **Enduring Understanding(s):** | ● 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.<br>● 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. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:* | **Content:** (Students will know…)<br>● the spread of maize cultivation from present- day Mexico northward into the present-day American Southwest and beyond supported economic development, settlement, advanced irrigation, and social diversification among societies. |

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| (Content/ Skills) | ● European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity.<br>● The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.<br>● Spanish colonial economies marshaled Native American labor to support plantation-based agriculture and extract precious metals and other resources.<br>● Europeans and Native Americans asserted divergent worldviews regarding issues such as religion, gender roles, family, land use, and power.<br>● 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.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze the impact of maize cultivation on economic development, settlement patterns, and social diversity among Native American societies in the Southwest and beyond.<br>● explain the motivations behind European exploration and conquest of the New World, including economic, military, and religious factors.<br>● evaluate the consequences of the Columbian Exchange for both Europe and the Americas, including demographic, economic, and environmental effects.<br>● describe how Spanish colonial economies utilized Native American labor for agriculture and resource extraction, and assess the impacts on indigenous populations.<br>● compare and contrast European and Native American worldviews regarding religion, gender roles, family structure, land use, and authority.<br>● analyze the ways native populations adapted to and transformed their environments across North America, resulting in diverse and complex societies.<br>● assess how the introduction of new crops and resources from the Americas contributed to economic and social change in Europe.<br>● interpret the effects of European colonization on Native American societies, including cultural, economic, and demographic changes. |

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| | ● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 2:** Settlements & Salutary Neglect, 1607-1754 |
| **Duration:** | 1-2 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. The British colonies participated in political, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | • To what extent did Americans share common beliefs about society, slavery, culture, religion, economics, and politics in the Colonial Era? |

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| **Enduring Understanding(s):** | ● Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled. They competed with each other and American Indians for resources.<br>● 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.<br>● All the British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Over time, the colonists developed laws that created a strict social hierarchy. African Americans participated in various types of overt and covert resistance. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● Spanish efforts to extract wealth from the land led them to develop institutions based on subjugating native populations, converting them to Christianity, and incorporating them, along with enslaved and free Africans, into Spanish colonial society.<br>● the Chesapeake and North Carolina colonies grew prosperous exporting tobacco, a labor-intensive product initially cultivated by white, mostly male indentured servants and later by enslaved Africans.<br>● an Atlantic economy developed in which goods, as well as enslaved Africans and American Indians, were exchanged between Europe, Africa, and the Americas through extensive trade networks. European colonial economies focused on acquiring, producing, and exporting commodities that were valued in Europe and gaining new sources of labor.<br>● interactions between European rivals and American Indian populations fostered both accommodation and conflict. French, Dutch, British, and Spanish colonies allied with and armed American Indian groups, who frequently sought alliances with Europeans against other American Indian groups.<br>● British colonies participated to varying degrees in the Atlantic slave trade due to the abundance of land and a growing European demand for colonial goods, as well as a shortage of indentured servants. Small New England farms used relatively few enslaved laborers, all port cities held significant minorities of enslaved people, and the emerging plantation systems of the |

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| | Chesapeake and the southern Atlantic coast had large numbers of enslaved workers, while the great majority of enslaved Africans were sent to the West Indies.<br>● the presence of different European religious and ethnic groups contributed to a significant degree of pluralism and intellectual exchange, which were later enhanced by the first Great Awakening and the spread of European Enlightenment ideas.<br>● the goals and interests of European leaders and colonists at times diverged, leading to a growing mistrust on both sides of the Atlantic. Colonists, especially in British North America, expressed dissatisfaction over issues including territorial settlements, frontier defense, self- rule, and trade.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how Spanish colonial policies shaped social, religious, and labor structures in the Americas.<br>● explain the evolution of labor systems in the Chesapeake and North Carolina colonies, including the shift from indentured servitude to slavery.<br>● describe the development and impact of the Atlantic economy, including the movement of goods, enslaved Africans, and American Indians.<br>● evaluate the causes and effects of interactions and alliances between European powers and American Indian groups.<br>● compare regional variations in the use of enslaved labor and their effects on colonial economies and societies.<br>● assess the influence of religious and ethnic pluralism on intellectual exchange and cultural development in the colonies.<br>● analyze the origins and consequences of colonial dissatisfaction with European leaders, especially regarding self-rule and trade.recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability. |

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| | ● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 3:** Revolution & the Federalist Era, 1754-1800 |
| **Duration:** | ~2-3 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | British attempts to assert tighter control over its North American colonists and the colonial resolve to pursue self-government lead to a colonial independence movement and the Revolutionary War. The American Revolution's' democratic and republican ideals inspired new experiments with different forms of government. Migration within North America and competition over resources, boundaries, and trade intensified conflicts among people and nations. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● To what extent did America's experience as colonies influence American values? |
| **Enduring Understanding(s):** | ● 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.<br>● The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.<br>● Migration within North America and competition over resources, boundaries, and trade intensified conflicts among people and nations. |
| **Learning Goal(s):**<br>*Students will know and* | **Content:** (Students will know…) |

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| *will be able to use their learning to:*<br>(Content/ Skills) | ● Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.<br>● imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies, began to unite the colonists against perceived and real constraints on their economic activities and political rights.<br>● Enlightenment ideas and philosophy inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.<br>● despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.<br>● during and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater political democracy in the new state and national governments.<br>● The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.<br>● many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.<br>● delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution.<br>● delegates from the states participated in the Constitutional Convention that created a limited but dynamic central government embodying federalism and providing for a separation of powers between its three branches.<br>● during the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.<br>● new forms of national culture developed in the United States alongside continued regional variations.<br>● various American Indian groups repeatedly evaluated and adjusted their alliances with |

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| | Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. British alliances with American Indians contributed to tensions between the United States and Britain.<br>● the expansion of slavery in the deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward slavery.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze the causes and consequences of intensified colonial rivalry between Britain and France, including effects on American Indian groups and trade networks.<br>● evaluate how imperial policies and Enlightenment ideas united colonists and inspired calls for greater political rights and individual liberty.<br>● explain the key factors that contributed to the Patriot victory in the American Revolution despite loyalist opposition and British advantages.<br>● assess the social and political impacts of the American Revolution, including movements for abolition and expanded democracy.<br>● describe how the ideals of the American Revolution influenced independence movements in France, Haiti, and Latin America.<br>● analyze the formation and implementation of the U.S. Constitution, focusing on negotiation, federalism, and separation of powers.<br>● interpret how American Indian groups and the expansion of slavery shaped regional attitudes and policies in the early United States.recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an |

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| | argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 4:** Expansion & Reform, 1800-1848 |
| **Duration:** | ~2-3 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to the U.S. society and to national and regional identities. 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. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● To what extent did the expansion of the United States include or exclude people? |
| **Enduring Understanding(s):** | ● The United States began to develop a modern democracy and celebrated a new national culture, while American sought to define the nation's democratic ideals and change their society and institutions to match them.<br>● Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.<br>● The U.S. interest in increasing foreign trade and expanding national borders shaped the nation's foreign policy and spurred government and private initiatives. |
| **Learning Goal(s):** | **Content:** (Students will know…) |

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| *Students will know and will be able to use their learning to:*<br>(Content/ Skills) | ● 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.<br>● innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.<br>● 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.<br>● in the early 1800s, national political parties continued to debate issues such as the tariff, powers of the federal government, and relations with European powers.<br>● regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.<br>● struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.<br>● entrepreneurs helped to create a market revolution in production and commerce, in which market relationships between producers and consumers came to prevail as the manufacture of goods became more organized.<br>● large numbers of international migrants moved to industrializing Northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.<br>● the nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.<br>● by the 1820s and 1830s, new political parties arose, the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay, that disagreed about the role and powers of the federal government and issues such as the national bank, tariffs, and federally funded internal improvements.<br>● a new national culture emerged that combined American elements, European influences, and regional cultural sensibilities.<br>● the rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, |

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| | contributed to a Second Great Awakening among Protestants.<br>● although the majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.<br>● 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.<br>● innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.<br>● 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.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how Americans defined and pursued democratic ideals through political, social, and institutional reforms.<br>● evaluate the impact of technological, agricultural, and commercial innovations on economic growth and changes in national and regional identities.<br>● explain how U.S. foreign policy and territorial expansion were shaped by interests in trade and growth.<br>● assess the influence of political parties and regional interests on debates about federal power, tariffs, slavery, and economic policy.<br>● describe the causes and effects of migration and westward movement on urbanization, regional development, and new communities.<br>● interpret the development of a new national culture and its relationship to democratic and individualistic beliefs, religious revival, and regional diversity.<br>● analyze the arguments for and against slavery in the context of Southern society and national debates.<br>● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary |

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| | source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 5:** Civil War & Reconstruction, 1844-1877 |
| **Duration:** | ~2-3 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war. The Union victory in the Civil War and the contested reconstruction of the South settled issues of slavery and secession, but left unresolved many issues about the power of the federal government and citizenship rights. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● What is the difference between freedom and equality? |
| **Enduring Understanding(s):** | ● The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as a destination for many migrants from other countries.<br>● Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.<br>● 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. |

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| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br>● 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<br>● intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.<br>● 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.<br>● the desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.<br>● advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to thePacificOcean;however, this frequently provoked competition and violent conflict.<br>● westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.<br>● U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.<br>● the United States added large territories in the West through victory in the Mexican– American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.<br>● U.S.government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups economic self-sufficiency and cultures.<br>● the Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.<br>● the courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850.<br>● substantial numbers of international migrants continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where |

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| | they could preserve elements of their languages and customs.<br>● strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.<br>● the North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate enslaved people eventually led to the Union military victory over the Confederacy in the devastating Civil War.<br>● African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery, presenting moral arguments against the institution, assisting escapes, and sometimes expressing a willingness to use violence to achieve their goals.<br>● defenders of slavery based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.<br>● the courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.<br>● the Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.<br>● both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.<br>● Abraham Lincoln's victory on the Republicans' free-soil platform the presidential election of 1860 was accomplished without any Southern electoral votes. After a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.<br>● although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South's infrastructure.<br>● Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to |

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| | undermine the Confederacy.<br>● Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding democratic ideals.<br>● Reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.<br>● Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.<br>● the 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.<br>● the women's rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.<br>● efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes. Reconstruction opened up political opportunities and other leadership roles to formerly enslaved persons but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.<br>● Southern plantation owners continued to own the majority of the region's land even after Reconstruction. Formerly enslaved persons sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks' and poor whites' access to land in the South.<br>● Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how expansionism and migration shaped U.S. foreign policy, regional development, and interactions with American Indians and other groups. |

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| | • evaluate the causes and consequences of regional divisions and debates over slavery that led to the Civil War.<br>• assess how Manifest Destiny and economic opportunities fueled westward migration, including the effects on indigenous peoples and Mexicans.<br>• explain the major factors that contributed to the Union victory in the Civil War, such as manpower, resources, leadership, and the Emancipation Proclamation.<br>• describe how legal, political, and military efforts attempted to resolve the issue of slavery in new territories and their ultimate effectiveness.<br>• examine the experiences and responses of migrants and ethnic groups in the United States, including nativist reactions and the development of ethnic communities.<br>• interpret the goals and outcomes of Reconstruction, including changes in federal-state relationships and debates over citizenship and civil rights.<br>• assess the impact of the 13th, 14th, and 15th Amendments on the legal status and rights of African Americans and other minorities.<br>• analyze the successes and limitations of Reconstruction, focusing on leadership opportunities, resistance, and the emergence of sharecropping and segregation.<br>• evaluate the arguments for and against slavery and the long-term effects of civil rights amendments on later social and legal development<br>• recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>• explain the historical context surrounding a specific development, event, or process.<br>• interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>• analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>• examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>• evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>• synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 6:** Industrialization & Immigration, 1865-1898 |
| **Duration:** | ~2-3 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | Technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States. The migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change. The Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● To what extent is America a land of opportunity? |
| **Enduring Understanding(s):** | ● The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the U.S. economy and environment, and renewed debates over U.S. national identity.<br>● The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, people of color, and women.<br>● The "Gilded Age" witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies. |
| **Learning Goal(s):** | **Content:** (Students will know…) |

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| *Students will know and will be able to use their learning to:*<br>(Content/ Skills) | ● technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.<br>● the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.<br>● the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.<br>● improvements in mechanization helped agricultural production increase substantially and contributed to declines in food prices.<br>● in hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching.<br>● despite the industrialization of some segments of the Southern economy, a change promoted by Southern leaders who called for a "New South," agriculture based on sharecropping and tenant farming continued to be the primary economic activity in the South.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how technological advances and new markets facilitated the rise of industrial capitalism in the United States.<br>● evaluate the social and cultural impacts of migration during industrialization on both urban and rural communities.<br>● interpret the key political, cultural, and intellectual movements that emerged during the Gilded Age in response to economic and social changes.<br>● explain how mechanization increased agricultural production and affected food prices and rural life.<br>● assess the motivations and experiences of migrants moving westward for opportunities in railroad building, mining, farming, and ranching.<br>● compare the economic development of the "New South" with the continued dominance of sharecropping and tenant farming.<br>● describe how large-scale production methods transformed work, society, and the economy |

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| | during the industrial era.<br>● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 7:** America & the World, 1890-1945 |
| **Duration:** | ~3-4 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | Growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system. Innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns. 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. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● What is the role of the American government in the lives of citizens and the world? |
| **Enduring Understanding(s):** | ● Governmental, political, and social organizations struggled to address the effects of large-scale industrialization, economic uncertainty, and related social changes such as urbanization and mass migration.<br>● A revolution in communications and transportation technology helped to create a new mass culture and spread "modern" values and ideas, even as cultural conflicts between groups increased under the pressure of migration, world wars, and economic distress.<br>● Global conflicts over resources, territories, and ideologies renewed debates over the nation's values and its role in the world while simultaneously propelling the United States into a dominant international military, political, cultural, and economic position. |

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| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● imperialists cited economic opportunities, racial theories, competition with European empires, and the perception in the 1890s that the western frontier was "closed" to argue that Americans were destined to expand their culture and institutions to peoples around the globe.<br>● the American victory in the Spanish–American War led to the U.S. acquisition of island territories in the Caribbean and the Pacific, an increase in involvement in Asia, and the suppression of a nationalist movement in the Philippines.<br>● some Progressive Era journalists attacked what they saw as political corruption, social injustice, and economic inequality, while reformers, often from the middle and upper classes and including many women, worked to effect social changes in cities and among immigrant populations.<br>● preservationists and conservationists both supported the establishment of national parks while advocating different government responses to the overuse of natural resources.<br>● after initial neutrality in World War I, the nation entered the conflict, departing from the U.S. foreign policy tradition of noninvolvement in European affairs, in response to Woodrow Wilson's call for the defense of humanitarian and democratic principles.<br>● official restrictions on freedom of speech grew during World War I, as increased anxiety about radicalism led to a Red Scare and attacks on labor activism and immigrant culture.<br>● new technologies and manufacturing techniques helped focus the U.S. economy on the production of consumer goods, contributing to improved standards of living, greater personal mobility, and better communications systems.<br>● by 1920, a majority of the U.S. population lived in urban centers, which offered new economic opportunities for women, international migrants, and internal migrants.<br>● episodes of credit and market instability in the early 20th century, in particular the Great Depression, led to calls for a stronger financial regulatory system.<br>● Franklin Roosevelt's New Deal attempted to end the Great Depression by using government power to provide relief to the poor, stimulate recovery, and reform the American economy.<br>● in the years following World War I, the United States pursued a unilateral foreign policy that used international investment, peace treaties, and select military intervention to promote a vision of international order, even while maintaining U.S. isolationism. |

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| | ● the mass mobilization of American society helped end the Great Depression, and the country's strong industrial base played a pivotal role in winning the war by equipping and provisioning allies and millions of U.S. troops.<br>● Americans viewed the war as a fight for the survival of freedom and democracy against fascist and militarist ideologies. This perspective was later reinforced by revelations about Japanese wartime atrocities, Nazi concentration camps, and the Holocaust.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how technological advances and new markets facilitated the rise of industrial capitalism in the United States.<br>● evaluate the social and cultural impacts of migration during industrialization on both urban and rural communities.<br>● interpret the key political, cultural, and intellectual movements that emerged during the Gilded Age in response to economic and social changes.<br>● explain how mechanization increased agricultural production and affected food prices and rural life.<br>● assess the motivations and experiences of migrants moving westward for opportunities in railroad building, mining, farming, and ranching.<br>● compare the economic development of the "New South" with the continued dominance of sharecropping and tenant farming.<br>● describe how large-scale production methods transformed work, society, and the economy during the industrial era.<br>● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant |

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| | historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 8:** Expanding Democracy at Home & Abroad, 1945-1980 |
| **Duration:** | ~3-4 weeks |
| **Resource(s):** | *Give Me Liberty*<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. New movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses. Postwar economic and demographic changes had far-reaching consequences for American society, politics,<br>and culture. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● To what extent was the American government successful in upholding American values both at home and abroad? |
| **Enduring Understanding(s):** | ● The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a position of global leadership, with far-reaching domestic and international consequences.<br>● Liberalism, based on anti-communism abroad and a firm belief in the efficacy of governmental and especially federal power to achieve social goals at home, reached its apex in the mid 1960s and generated a variety of political and cultural responses.<br>● Postwar economic, demographic, and technological changes had a far-reaching impact on |

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| | American society, politics, and the environment. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their learning to:*<br>(Content/ Skills) | **Content:** (Students will know…)<br><br>● 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.<br>● new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.<br>● postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.<br>● United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.<br>● Americans debated policies and methods designed to expose suspected communists within the United States even as both parties supported the broader strategy of containing communism.<br>● a burgeoning private sector, federal spending, the baby boom, and technological developments helped spur economic growth.<br>● as higher education opportunities and new technologies rapidly expanded, increasing social mobility encouraged the migration of the middle class to the suburbs and of many Americans to the South and West. The Sun Belt region emerged as a significant political and economic force.<br>● mass culture became increasingly homogeneous in the postwar years, inspiring challenges to conformity by artists, intellectuals, and rebellious youth.<br>● seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.<br>● Cold War competition extended to Latin America, where the United States supported non-Communist regimes that had varying levels of commitment to democracy.<br>● despite an overall affluence in postwar America, advocates raised concerns about the prevalence and persistence of poverty as a national problem.<br>● during and after World War II, civil rights activists and leaders, most notably Martin Luther |

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| | King Jr., combated racial discrimination utilizing a variety of strategies, including legal challenges, direct action, and nonviolent protest tactics.<br>● Latino, American Indian, and Asian American movements continued to demand social and economic equality and a redress of past injustices.<br>● feminist and LGBTQ+ activists mobilized behind claims for legal, economic, and social equality.<br>● although anti-communist foreign policy faced little domestic opposition in previous years, the Vietnam War inspired sizable and passionate anti-war protests that became more numerous as the war escalated and sometimes led to violence.<br>● ideological, military, and economic concerns shaped U.S. involvement in the Middle East, with several oil crises in the region eventually sparking attempts at creating a national energy policy.<br>● in the 1960s, conservatives challenged liberal laws and court decisions and perceived moral and cultural decline, seeking to limit the role of the federal government and enact more assertive foreign policies.<br><br>**Skills:** (Students will be able to…)<br><br>● analyze how the United States asserted global leadership in the postwar era and assess the domestic and international consequences of this leadership.<br>● evaluate the causes and effects of the Cold War, including U.S. strategies to contain communism and the impact on foreign and domestic policy.<br>● assess the influence of economic growth, demographic shifts, and technological advances on American society, migration patterns, and regional development.<br>● explain the rise and impact of mass culture and the various challenges to social conformity in postwar America.<br>● interpret the origins, strategies, and outcomes of civil rights and social justice movements for African Americans, Latinos, American Indians, Asian Americans, women, and LGBTQ+ groups.<br>● analyze the range of political and cultural responses to civil rights activism and the expansion of government, including conservative opposition and debates over federal power. |

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| | ● describe the economic, social, and political consequences of suburbanization and the emergence of the Sun Belt as a significant force in the U.S.<br>● evaluate U.S. foreign policy in Latin America and the Middle East during the Cold War, including support for non-communist regimes and responses to oil crises.<br>● examine the causes and effects of anti-communist sentiment and anti-war protests during the Cold War, especially in relation to the Vietnam War.<br>● assess efforts to address poverty and inequality amid overall postwar affluence, and the successes and limitations of these initiatives.<br>● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |

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| **Unit Number and Title:** | **Unit 9:** Neoconservatism & the New Millenium, 1980-Present |
| **Duration:** | ~2 weeks |
| **Resource(s):** | Give Me Liberty<br>AP United States History (AMSCO) |
| **Unit Overview:** | 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. Moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. 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. |
| **Learning Goals** | |
| **Standard(s):** | This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement United States History.<br><br>Please see the AP United States History Course Exam and Description. All required components for the course are included in this document. |
| **Essential Question(s):** | ● What do Americans see as the federal government's role in their lives? |
| **Enduring Understanding(s):** | ● A new conservatism grew to prominence in U.S. culture and politics, defending traditional social values and rejecting liberal views about the role of government.<br>● The end of the Cold War and new challenges to U.S. leadership in the world forced the nation to redefine its foreign policy and global role.<br>● Moving into the 21st century, the nation continues to experience challenges stemming from social, economic, and demographic changes. |
| **Learning Goal(s):**<br>*Students will know and will be able to use their* | **Content:** (Students will know…)<br><br>● a newly ascendant conservative movement achieved several political and policy goals during |

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| *learning to:*<br>(Content/ Skills) | the 1980s and continued to strongly influence public discourse in the following decades.<br>● moving into the 21st century, the nation experienced significant technological, economic, and demographic changes.<br>● 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.<br>● 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.<br>● Reagan asserted U.S. opposition to communism through speeches, diplomatic efforts, limited military interventions, and a buildup of nuclear and conventional weapons.<br>● economic productivity increased as improvements in digital communications enabled increased American participation in worldwide economic opportunities.<br>● in the wake of attacks on the World Trade Center and the Pentagon in 2001, the United States launched Military Efforts Against terrorism and lengthy,controversial conflicts in Afghanistan and Iraq.<br><br>**Skills:** (Students will be able to…)<br><br>● evaluate the effects of technological, economic, and demographic changes on American society in the late 20th and early 21st centuries.<br>● assess how the end of the Cold War and emerging global challenges led to shifts in U.S. foreign policy and international roles.<br>● describe how advances in digital communications and economic productivity expanded American participation in global markets.<br>● interpret the U.S. response to the terrorist attacks of September 11, 2001, including military actions in Afghanistan and Iraq.<br>● recall key historical developments, concepts, and processes relevant to a specific time period or theme.<br>● explain the historical context surrounding a specific development, event, or process.<br>● interpret the claim and/or main argument in a text-based or non-text-based primary or secondary source.<br>● analyze how a source's point-of-view, purpose, historical situation, or audience shapes its |

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| | content or reliability.<br>● examine patterns of continuity and change, comparison, and/or causation in significant historical events over time.<br>● evaluate the relevance, reliability, and credibility of evidence used in a source to support an argument.<br>● synthesize relevant and specific evidence from multiple sources to construct historically defensible arguments. |