

ADVANCED PLACEMENT AMERICAN HISTORY

LENGTH OF TIME: one semester, 90 minutes daily

GRADE LEVEL: 11-12

COURSE STANDARDS:

Students will:

1. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare. (NCSS VIa; PA Std 8.3a)
2. Explain the purpose of government and analyze how its powers are acquired, used, and justified. (NCSS VIb; PA Std 5.1a)
3. Analyze and evaluate conditions, actions, and motivations that contribute to conflict and cooperation within and among nations. (NCSS VIc; PA Std 5.1e)
4. Identify and describe ways regional, ethnic, and national cultures influence individuals' daily lives. (NCSS VIe; PA Std 7.3b)
5. Examine the interactions of ethnic, national, or cultural influences in specific situations or events. (NCSS IVe; PA Std 7.3b)
6. Evaluate the role of institutions in furthering both continuity and change. (NCSS Vf; PA Std 7.4e)
7. Compare how values and beliefs influence economic decision in different societies. (NCSS VIIf; PA Std 8.3d)
8. Analyze a variety of public policies and issues from the perspective of formal and informal political actions. (NCSS Xf; PA Std 8.3d)
9. Consider costs and benefits to society of allocating goods and services through private and public access. (NCSS VIId; PA Std 5.3h)
10. Illustrate how individual behaviors and decisions connect with global systems. (NCSS IXh; PA Std 5.3h)

NATIONAL COUNCIL FOR THE SOCIAL STUDIES STANDARDS

- I. Culture and Cultural Diversity
- II. Time, Continuity, and Change
- III. People, Places, and Environments
- IV. Individual Development and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Distribution, and Consumption
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

RELATED PA ACADEMIC STANDARDS FOR CIVICS AND GOVERNMENT

5.1 Principles and Documents of Government

A. Purpose of Government

E. Documents and Ideals Shaping United States Government

5.3 How Government Works

H. Impact of Interest Groups on Government

RELATED PA ACADEMIC STANDARDS FOR GEOGRAPHY

7.3 The Human Characteristics of Places and Regions

B. Culture

7.4 The Interactions Between People and Places

A. Impact of Physical Systems on People

RELATED PA ACADEMIC STANDARDS FOR HISTORY

8.3 United States History

A. Contributions of Individuals and Groups

D. Conflict and Cooperation Among Groups

PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Writing short papers on: document based, free response, and thematic essay questions, relating to political, social and economic themes in US History. (Course Standards 1-10)
2. Preparing notes from classroom lectures and discussion. (Course Standards 1-10)
3. Writing document based essays. (Course Standard 1-10)
4. Responding to objective questions similar to the AP test they will take in May. (Course Standards 1-10)
5. Preparing oral arguments which critically analyze questions of American History. (Course Standards 1-10)
6. Reading and interpreting maps and timelines which analyze and evaluate patterns and themes of geography and their impact on the events of American History. (Course Standards 1-10)
7. Tests, quizzes and essays will be prepared from 1-6 above and all standards will be reflected in what is asked on these assessments.

DESCRIPTION OF COURSE:

The objective of the Advanced Placement American History course is to develop a deep understanding of the principal political, historical, economical, and cultural themes in US History since 1492 through a study of primary and secondary source materials, classroom lecture, and the development of critical thinking skills.

TITLES OF UNITS:

1. Discovery of American – American Revolution 2 weeks
 - A. Europe Discover America
 - B. American Society in the Making
 - C. America in the British Empire
 - D. The American Revolution
2. Creating a Nation 2 weeks
 - A. The Federalist Era

- B. Jeffersonian Democracy
- C. National Growing Pains
- D. Towards a National Economy
- 3. A Different Kind of Culture 1.5 weeks
 - A. Jacksonian Democracy
 - B. The Making of Middle-Class America
 - C. A Democratic Culture
- 4. The American Civil War and Reconstruction 2.5 weeks
 - A. Expansion and Slavery
 - B. The Sections Go Their Ways
 - C. The Coming of the Civil War
 - D. The War to Save the Union
 - E. Reconstruction and the South
 - F. In the Wake of War
- 5. 19th Century Industrial American 1 week
 - A. An Industrial Giant
 - B. American Society in the Industrial Age
 - C. Intellectual and Cultural Trends
- 6. Corruption and Reform in 19th Century Politics .5 week
 - A. Politics: Local, State and National
 - B. The Age of Reform
- 7. US Foreign Policy: Isolation to the World War and Back 1.5 weeks
 - A. From Isolation to Empire
 - B. Woodrow Wilson and the Great War
 - C. Postwar Society and Culture: Change and Adjustment
- 8. The 20's and 30's: Growth then Depression 2 weeks
 - A. The New Era: 1921-1933
 - B. The New Deal: 1933-1941
- 9. US Foreign Policy, World War II-1960: Hot and Cold Wars 2.5 weeks
 - A. War and Peace
 - B. The American Century
- 10. The USA, 1961-Present 1.5 weeks
 - A. The Best of Times, the Worst of Times
 - B. Society in Flux
 - C. Our Times

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Classroom lecture
2. Document study
3. Cooperative learning
4. Partner discussion
5. Class discussion
6. Debate

MATERIALS:

1. A Short History of the American Nation, John Garraty, 7th edition, 1997, Addison-Wesley Educational Publishers, Inc., New York
2. Supplemental readings
3. Primary source documents
4. Video presentations

METHODS OF ASSISTANCE AND ENRICHMENT:

1. Use of appropriate level of reading materials
2. Essays to evaluate understanding of primary source documents
3. Essays to evaluate ability to support writer's position on a historical question
4. Pairing students
5. Group debates
6. Listening to music from various historical periods

PORTFOLIO DEVELOPMENT:

1. Essays
2. Objective and essay tests
3. Presentation of oral arguments
4. Development of thesis statements

METHODS OF EVALUATION:

1. Tests
2. Quizzes
3. Document based essays
4. Free response essays
5. Primary/secondary source based essays
6. Oral presentations

INTEGRATED ACTIVITIES:

1. Concepts
 - a. map reading
 - b. working with graphs
 - c. data analysis
2. Communication
 - a. writing of essays
 - b. presenting written arguments
 - c. discuss/debate
3. Thinking/Problem Solving
 - a. data analysis
 - b. make predictions
 - c. compare/contrast

4. Application of Knowledge
 - a. evaluate historical figures
 - b. relate cause and effect through history

5. Interpersonal Skills
 - a. work cooperatively
 - b. debate coherently