



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Advanced Placement U.S. History

Course Description:

- Advanced Placement United States History is designed to be the equivalent of a two-semester introductory college or university U.S. history course.
- The curriculum for this elective course is developed from the College Board curriculum for AP U.S. History. An overview of the course content, disciplinary practices and reasoning skills, and AP Exam can be found at [AP United States History Course Overview](#).
- 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, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time.
- The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society.
- Each school year in May, the College Board offers an Exam which is a college-level assessment developed and scored by college and university faculty as well as experienced AP teachers. AP Exams enable students to demonstrate their mastery of college-level course work. Most four-year colleges and universities in the United States and universities in more than 60 countries recognize AP in the admission process and grant students credit, placement, or both on the basis of successful AP Exam scores. Visit www.collegeboard.org/apcreditpolicy to view AP credit and placement policies. **Taking the College Board Exam is not a course requirement and students must pay the approximately \$95 fee associated with the Exam.**
- This Advanced Placement course is weighted 1.0 and grades are determined by student performance on assessments, both formative and summative, that reflect the College Board Exam format.

Mastery Standards:

In AP U.S. History, mastery standards established by the College Board fall primarily into two categories--History Disciplinary Practices and History Reasoning Skills. Students will be assessed on their ability in:

- AP History Disciplinary Practices
 - Analyzing Historical Evidence
 - Primary Sources
 - Explain the relative historical significance of a source's point of view, purpose, historical situation, and/or audience.
 - Evaluate a source's credibility and/or limitations.
 - Secondary Sources
 - Explain how a historian's claim or argument is supported with evidence.
 - Analyze patterns and trends in quantitative data in non-text-based sources.
 - Evaluate the effectiveness of a historical claim or argument.
 - Argument Development
 - Make a historically defensible claim in the form of an evaluative thesis.
 - Support an argument using specific and relevant evidence.
 - Use historical reasoning to explain relationships among pieces of historical evidence.
 - Consider ways that diverse or alternative evidence could be used to qualify or modify an argument.

- NOTE: The College Board Standards are related to the Wisconsin Standards for Social Studies, and therefore, Wisconsin standards are noted for the purpose of this document.
 - Standard SS.Hist4: Wisconsin students will evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author’s point of view (Historical Methodology).
- AP History Reasoning Skills
 - Contextualization
 - Use context to explain the relative historical significance of a specific historical development or process.
 - Comparison
 - Explain the relative historical significance of similarities and/ or differences between different historical developments or processes.
 - Causation
 - Explain the difference between primary and secondary causes and between short- and long-term effects.
 - Explain the relative historical significance of different causes and/or effects.
 - Continuity and Change Over Time
 - Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/ or change.
 - NOTE: The College Board Standards are related to the Wisconsin Standards for Social Studies, and therefore, Wisconsin standards are noted for the purpose of this document.
 - Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect.
 - Standard SS.Hist2: Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
 - Standard SS.Hist3: Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.

Unit	Description of Unit and Learning Targets
<p>Unit Title: Period 1: 1491-1607</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● In what ways were Native American societies similar and different? ● What historical forces caused Europeans to conquer territories in the Americas? ● How did the Columbian Exchange lead to demographic shifts on both sides of the Atlantic? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I can identify key ways Native American societies were similar to and different from one another. ● I can explain important historical forces that caused Europeans to conquer territories in the Americas. ● I can compare how the Columbian Exchange led to demographic shifts on both sides of the Atlantic.
<p>Unit Title: Period 2: 1607-1754</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> ● In what ways did Europeans develop different patterns of colonization? ● How did European colonization of North America intensify conflicts between colonizers and Natives? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> ● I can differentiate ways European nations developed patterns of colonization. ● I can describe how European colonization of North America intensified conflicts between colonizers and Natives. ● I can summarize the impact the increase in exchanges within

<ul style="list-style-type: none"> • What impact did the increase in exchanges within the Atlantic World have on colonial societies? 	<p>the Atlantic World had on colonial societies.</p>
<p>Unit Title: Period 3: 1754-1800</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What were the causes and consequences of the American Revolution? • How did leading Americans address regional differences to develop a federal government? • In what ways did migrations across North America intensify conflicts? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can distinguish between the causes and consequences of the American Revolution. • I can explain how leading Americans addressed regional differences to develop a federal government. • I can describe ways migrations across North America intensified conflicts.
<p>Unit Title: Period 4: 1800-1848</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did the United States government adapt to changing demographics in the early 19th century? • In what ways did the market revolution impact American society? • How did the US participate in foreign affairs in the early 19th century? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can give examples of ways the United States government adapted to changing demographics in the early 19th century. • I can summarize ways the market revolution impacted American society. • I can give examples of key instances the U.S. participated in foreign affairs in the early 19th century.
<p>Unit Title: Period 5: 1844-1877</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What were the motives and consequences of westward expansion? • What were the causes and consequences of the Civil War? • How did the US government react to post-Civil War pressures from Northerners and Southerners? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can show the relationship between the motives and consequences of westward expansion. • I can discriminate between the causes and consequences of the Civil War. • I can describe how the US government reacted to post-Civil War pressures from Northerners and Southerners.
<p>Unit Title: Period 6: 1865-1898</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did industrial capitalism affect US business and politics? • What were the motives and consequences of 19th century migrations? • In what ways were social norms challenged during the Gilded Age? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can explain how industrial capitalism affected US business and politics. • I can demonstrate the relationship between the motives and consequences of 19th century migrations. • I can show ways social norms were challenged during the Gilded Age.
<p>Unit Title: Period 7: 1890-1945</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What were the goals and achievements of the Progressive Era? • How did the growth of mass culture affect US society? • In what ways did the global conflicts of the early 20th century affect the 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can show how the goals and achievements of the Progressive Era were connected. • I can illustrate how the growth of mass culture affected US society. • I can give examples of ways the global conflicts of the early 20th century affect the United States.

<p>United States?</p>	
<p>Unit Title: Period 8: 1945-1980</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How did America foreign policy change and stay the same throughout the Cold War? • What were the goals and achievements of liberal movements during the 1960s? • How did post-WWII demographic shifts affect the United States? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can distinguish between ways America foreign policy changed and how it stayed the same throughout the Cold War. • I can relate the goals to the achievements of liberal movements during the 1960s. • I can summarize how key post-WWII demographic shifts affected the United States.
<p>Unit Title: Period 9: 1980 to present</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What were the goals and achievements of the Conservative movement? • How did advancements in technology affect the economy and society of the US? • In what ways did foreign policy change and stay the same after the Cold War? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can connect the goals and achievements of the Conservative movement. • I can explain how advancements in technology affected the economy and society of the US. • I can distinguish between ways America foreign policy changed and how it stayed the same throughout the Cold War.