**APUSH Syllabus**

**Teacher:** Mrs. Zajicek-Bagenski  **Room Number:** 208

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**Webpage:** http://zajicekbagenski.weebly.com/

**Contact Times:** Before and after school. Students can also reach me through school email.

**Remind:** Sign up for Remind to keep in the classroom loop.

**Course:** 36 weeks; One Credit

**Required Supplies:**

* 3 inch thick three ring binder
* Black or Blue pens
* Number 2 pencils with erasers
* Colored pencils
* Spiral notebook designated for APUSH only
* Highlighters (Any color/s are fine)
* Backpack with shoulder straps (Not a draw string bag)

Students who struggle economically to be able to purchase these materials are encouraged to talk to me about possible resources.

**About the College Board:**

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world’ leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success – including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools. For further information, visit [www.collegeboard.org](http://www.collegeboard.org/).

**AP Equity and Access Policy:**

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepared them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

**Prerequisites:** Successful completion of Honors or Regular US History.

**Course Standards:**

Social Studies standards may be viewed at: www.kusd.edu.

Most essential benchmarks may be viewed at [www.kusd.edu](http://www.kusd.edu/).

**Lifelong Learning Standards:**

1. Knowledgeable person

2. Complex thinker

3. Effective communicator

4. Self-directed learner

5. Quality producer

6. Contributing citizen

**Lifelong learning benchmarks may be viewed at: www. kusd.edu.**

**Course Description**

This course is designed to highlight the major political, social, cultural, and economic developments of America from European exploration through the 21th century. During the fall semester we will cover the period from European exploration to the end of Reconstruction. The spring semester should cover from Reconstruction to the present. Students will understand the diverse cultures and ethnic groups that contributed to the making of America's social fabric, and understand the political development of American democracy.

Each student will be expected to learn specific historical facts; however it will be more important to

understand the various themes, concepts, and interpretations that make up United States history. Critical analysis and critical thinking are essential for success in this course; asking questions and understanding why things happened and what different meanings they had are imperative, rather than just knowing that they happened.

AP US History is a college level course. Reading, writing, and analytical skills need to be at or above college level to succeed on the AP exam. This course will require a daily commitment to improving these skills throughout the entire school year.

**Course Objectives:**

Students will:

▪master an extensive body of historical knowledge.

▪demonstrate an understanding of historical chronology.

▪effectively use historical data to support an argument.

▪develop reading comprehension, writing, and critical thinking skills.

▪recognize and differentiate between historiographical schools of thought.

▪prepare for and successfully pass the Advanced Placement Exam in May.

**Relevance**

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

**Supplementary Materials and Resources:**

We will frequently be using a variety of supplementary readings, handouts, and sources outside of the standard textbook. These materials will allow us to take a more detailed approach to studying our course content. In addition to supplemental reading materials, we will also be utilizing other media resources such as the Internet and web based data bases. Students are also expected to utilize various forms of technology, given the appropriate support. Students should expect to receive multiple supplemental readings throughout the year to assist in strengthening their knowledge of US History. Readings and materials not listed on this syllabus may be added to the course as they become available to me as an educator.

Students will be engaging in historical thinking using primary and secondary resources. According the AP Board’s framework for understanding history, historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources. It also requires students to pay attention to the content, authorship, purpose, format, and audience of such sources. So it is important that students spend time reading and interpreting primary and secondary source documents. As students read documents to answer an Essential Question or master a Learning Objective, students must draw appropriate conclusions, while also noting the context in which the evidence was produced and used. Finally, they must recognize the source’s limitations and assess the points of view it reflects.

**Course Time Management**

As the class progresses through the material I will be setting due dates for assignments, projects, and readings. This is to keep pace with the demands of the time constraints. It is imperative that each student spends two to three hours a week reading and critically thinking about their AP US History topics, assignments, and projects. At times each student may need to put more time in than the two to three hour requirement to be prepared for quizzes, tests, in class writing, projects, and discussion. Some students may need to put more time in compared to others depending upon mastery of skills prior to taking the course, speed of reading comprehension, and note taking skills. With practice throughout the year these are skills that will improve as long as the student puts the time into the practice. **Students will not be successful in this course without putting in required time outside of class.** All students are encouraged to schedule time for AP US History in their daily/weekly/monthly planners to ensure ample time will be set aside to master the course material and skills.

**Time management strategies student are expected to utilize to be successful in AP include:**

* Plan blocks of study time and breaks
* Establish dedicated study spaces
* Weekly reviews of due dates, tests,…
* Prioritize assignments
* Get assigned work done
* Postpone unnecessary activities until the work is done
* Identify resource and sources of help
* Use free time wisely
* Review notes and readings before class

**Assessment:**

* Formative Assessments 40%
* Summative Assessments 60%

(percentages are subject to change as changes within the course occur)

* The final exam will represent 20% of the final grade.
* All students take a final exam each semester in addition to the optional AP Exam in May. The AP Exam does not count toward the final grade in the class and cannot be taken in place of taking the final exam.

**AP Exam**

Each AP course has a corresponding exam that participating schools worldwide administer in May. Except for AP Studio Art, which is a portfolio assessment, each AP Exam contains a document based written section (essays, problem solving, etc.) as well as multiple-choice questions. Written by a committee of college and university faculty and experienced AP teachers, the AP Exam is the culmination of the AP course and provides students with the opportunity to earn credit and/or placement in college. A proficient score on the AP Exam for AP US History is worth 3-6 college credits depending upon the university. Exams are scored by college professors and experienced AP teachers using scoring standards developed by the committee. **All students are encouraged to take the AP Exam. The course is designed to prepare students for college as well as master the content and skills assessed on the AP exam.**

The AP Exam will assess students’ achievements of the thematic learning objectives and their use of the historical thinking skills. The AP US History Exam is 3 hours and 15 minutes long and includes both a 100 minute multiple choice/short answer section and a 95 minute free-response section. Each section is divided into two parts, as shown in the table below. Student performance on these four parts will be compiled and weighted to determine an AP Exam score.

**Exam Sections and scoring:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Section:** | **Type of Question** | **Number of Questions** | **Time to complete** | **Percent of total score** | **Total Points possible** |
| I | Part A: Multiple Choice | 55 Questions | 55 minutes | 40% | 55 points |
| Part B: Short Answer Questions | 4 questions (broken down into 2-3 sub-questions) | 45 minutes | 20% | 12 points |
| II | Part A: Document Based Question (DBQ) | 1 Question | 60 minutes | 25% | 7 points |
| Part B: Long Essay question | 1 question (chosen from a pair) | 35 minutes | 15% | 6 points |

**Explanation of Exam Parts:**

**Multiple Choice Questions** provided in sets of questions that ask students to respond to stimulus material (primary or secondary source, texts, image, charts, graphs, maps, etc..)

There will be **Short-Answer Questions** which directly address one or more of the thematic learning objectives for the course. At least two the four questions will have elements of internal choice, providing opportunities for students to demonstrate what they know best. Each questions will ask students to identify and analyze examples of historical evidence relevant to the source or questions; these examples can be drawn from the concept outline or from other examples explored in depth during classroom instruction.

Next will be the **Document based Question** that measure students’ ability to analyze and synthesize historical data and to assess verbal, quantitative, or visual materials as historical evidence. Documents will include charts, graphs, cartoons, and pictures as well as written materials. All questions will be hand written and include a developed thesis or argument.

Finally, to provide opportunities for students to demonstrate what they know best, students will be given a choice between two comparable **Long Essay Questions.** The long essay questions will measure the use of historical thinking skills to explain and analyze significant issues in US History as defined by the thematic learning objectives. Students’ essays must include the development of a thesis or argument supported by an analysis of specific, relevant historical evidence.

**AP Exam Grades:**

The Readers’ scores on the document based question and short answer questions are combined with the results of the computer-scored multiple-choice questions; the weighted raw scores are summed to give a composite score. The composite score is then converted to a grade on AP’s 5-point scale and measure a student’s level of college readiness:

**AP GRADE QUALIFICATION:**

5 Extremely well qualified

4 Well qualified

3 Qualified

2 Possibly qualified

1 No recommendation

AP Exam grades of 5 are equivalent to A grades in the corresponding college course. AP Exam grades of 4 are equivalent to grades of A–, B+, and B in college. AP Exam grades of 3 are equivalent to grades of B–, C+, and C in college. Moreover, research has proven that the majority of students earning a 3 or better in a specific discipline tend to be more prepared in that subject area than students who study for the course as a freshman in college.

The lowest AP grade qualification to earn college credit is a 3. Some universities will only accept a 4 or 5 to earn college credit. Each university elects which grade qualification they will give college credit for or to allow a student to be relieved of needing to pay for the class and credits while attending their university.

AP US History is a general education course that is required of almost all students at every university in the United States. Mastery in AP US History potentially can alleviate the need for one or two semesters of history upon entrance in college resulting in thousands of saved dollars and valuable time toward earning a degree. If students are not able to use their AP Exam score to alleviate the course in college, students will enter the course in college ahead in skills, content, and rigor than students who did not take the course at the AP level.

**Class Participation and Academic Behavior:**

The AP Exam and class measure a student’s skills, knowledge and academic behavior. A struggle for many student’s in achieving college readiness is maintaining the rigor, focus, and adjusting their priorities to meet the needs of being part of an AP class. The responsibility of learning in an AP class rest much more strongly on an AP student which means time spent on reading, studying, writing, and processing information outside of class becomes a crucial element of success. It is also crucial for students to share their knowledge and experience in order to really help the class as a whole comprehend the course material. Thus, it is absolutely necessary that all students attend class on a regular basis and invest their time and thought in a productive manner. Having good attendance, time management, and study skills will help strengthen the learning environment and assist the student become a better learner. If an absence is required, it is the responsibility of the student to retrieve their missed homework, class notes, and to remain an active learner.

**Board-Approved Grading Scale**

A+ = 98-100%

A = 93- 97%

A- = 90- 92%

B+ = 86- 89%

B = 83- 85%

B- = 80- 82%

C+ = 76- 79%

C = 73- 75%

C- = 70- 72%

D+ = 66- 69%

D = 63- 65%

D- = 60- 62%

F = 0- 59%

**MAKE-UP WORK:**

Students submitting work up to ten school days late without prior approval may receive up to two grades lower on the work than they would have received if the work had been submitted on time (i.e., B+ lowered to a D+). Student work submitted after ten school days without prior approval shall not be accepted for credit and shall be recorded with a score of zero.

Upon returning to school after an absence, a student has the responsibility within the number of days equal to the length of the absence or suspension to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. A truant student has the responsibility on the first day he or she returns to the course/class to meet with the teacher to develop a plan for making up missed work, quizzes, and examinations. Lower grades may not be given for late work due to excused absences, suspension, or truancy unless the work is submitted later than agreed upon deadlines.

**See Rule 6452 in its entirety at: www.kusd.edu.**

**Course Textbook**

Kennedy, David, Lizabeth Cohen, and Thomas Bailey. The American Pageant. Thirteenth. Boston: Houghton Mifflin Company, 2006. Print.

**Supplemental textbooks, readings and references:**

Davidson, James, and Mark Lytle. After the Fact. Fourth. Madison: McGraw Hill, 2000. Print.

Zinn, Howard. A People's History of the United States. New York City: Harper Perennial, 2003. Print.

Also online at: <http://www.historyisaweapon.com/zinnapeopleshistory.html>

Ellis, Joseph J. Founding Brothers: The Revolutionary Generation. Boston: Hardcover, Jan, 2000. Print.

<https://www.youtube.com/user/crashcourse> - Youtube channel that cover content from Original Americans to New Millennium Globalization.

Kennedy, David M. et al. The American Spirit (2006,) Internet Modern History Sourcebook

http://www.fordham.edu/halsall/mod/modsbook.html

“Course-Notes.org.” 2008. http://www.course-notes.org/us\_history/. (outlines, vocabulary, practice quizzes, etc.)

“From Revolution to Reconstruction . . . and What Happened in Between,” 2006. <http://odur.let.rug.nl/~usa/D/>.

Constitution Society. [www.Constitution.org](http://www.Constitution.org/)

Project Vote Smart. [www.votesmart.org](http://www.votesmart.org/)

Harp Week. 2001-2008. <http://www.harpweek.com/>

Annenberg Foundation. A biography of America. 2014. http://www.learner.org/biographyofamerica/

Hippocampus. Monterey Institute for Technology and Education. 2014. <http://www.hippocampus.org/>

Madaras, Larry, and James SoRelle. "Revolution and the New Nation." Taking Sides: United States History. No ed. Vol. 1. Boston: McGraw-HIll, 2009. 378. Print

**AP Board Historical Periods:**

|  |  |  |
| --- | --- | --- |
| **Period:** | **Date Range:** | **% of questions on the AP Exam** |
| 1 | 1491-1607 | 5% |
| 2 | 1607-1754 | 45% |
| 3 | 1754-1800 |
| 4 | 1800-1848 |
| 5 | 1844-1877 |
| 6 | 1865-1898 | 45% |
| 7 | 1890-1945 |
| 8 | 1945-1980 |
| 9 | 1980-present | 5% |

**Course Outline:**

Please be advised that this is the anticipated pacing guide but, I reserve the right to change as the students and year advances.

**Unit I. 1491-1607;** **Week One**

**Textbook Chapters: 1 & 2**

* New World Beginnings
* The planting of English America

**Content:** Native Americans pre-contact and in cultural collision

**Primary theme:** Environment

**Primary Historical Thinking Skill:** Use of Evidence

**Key Concepts:**

1. Before the arrival of Europeans, native populations in North America developed a wide variety of social, political, and economic structures based in part on interactions with the environment and each other.
2. European overseas expansion resulted in the Columbian Exchange, a series of interactions and adaptations among societies across the Atlantic.
3. Contacts among American Indians, Africans, and Europeans challenged the worldviews of each group.

**Supplemental Reading**:

* After the Fact “Noble Savage” Students analyze primary sources photos and woodcuts and secondary source research. This project demonstrates how the perceptions of Native Americans has developed over time and how Noble Savages were used as propaganda for the New World.

**Supplemental Video Clip:**

* Video clip from the movie “New World” which provides a narrative of the reenactment of the capture of Capt. John Smith.

**Activities include:**

* Students will create a graphic organizer of the different European powers and their areas of Colonization documenting the different interactions between American Indian cultures and environment over time. Students will also be able to contextualize and compare the politics, economies, societies, religions, and goals of each exploring group within the time period and link these foundations to American colonization issues, struggles and concerns in the next unit.
* Students will also be introduced to and will examine the seven themes of the AP US History curriculum Framework and apply them to the course work studied in this unit.
* Introduction to the DBQ and DBQ practice. Students will be using the strategy of APPARTS to identify audience, point of view, format, argument, limitations and context germane to be used as evidence to answer a specific question related to American History. Students will continue to practice this strategy on all DBQ and FRQs for the rest of the year.
* Students will be focusing on the theme of Environment and Geography in this unit. Students will be examining the role of environment, geography, and climate in both constraining and shaping human actions of colonists and Native Americans. Students will analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students will also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments such as Jamestown and Roanoke, and connect the geographic implications of the historical contexts within which interactions with the environment have taken place. Students will be in small groups working on this content and will demonstrate knowledge in a drawing.

**Assessment:**

* Students will be demonstrating content knowledge with a multiple choice quiz from both chapters one and two of which a photo of Capt. John Smith’s capture will be evaluated following the AP Boards multiple choice format.
* The Noble Savage reading will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis.
* This unit emphasizes all seven themes of the AP US History Curriculum Framework. Students will be linking the content, primary and secondary sources to the themes in all activities.

**Unit II. 1607 – 1754; Week Two – Five**

**Textbook Chapters: 3 – 6**

* Settling the Northern Colonies
* American Life in the Seventeenth Century
* Colonial Society on the Eve of Revolution
* The Duel for North America

**Content: Colonial Comparisons**

**Primary Theme:** Peopling

**Primary Historical Thinking Skill:** Comparison

**Key Concepts:**

1. Differences in imperial goals, cultures, and the North American environments that different empires confronted led Europeans to develop diverse patterns of colonization.
2. European colonization efforts in North America stimulated intercultural contact and intensified conflict between the various groups of colonizers and native peoples.
3. The increasing political, economic, and cultural exchanges within the “Atlantic World” had a profound impact on the development of colonial societies in North America.

**Supplemental Reading:**

After the Fact. “Serving Time in Virginia”

After the Fact. “Salem”

“French and Indian War and Pontiac’s Rebellion”

The Journal of Major George Washington By George Washington

**Supplemental Videos:**

The Last of the Mohicans

Three soverigns for Sarah

**Activities include:**

* Students will read primary and secondary sources about the French and Indian War and debate what factors prove that America was in a position of transition from Colonization to Revolution. Conclusions will need to be categorized by cultural, economic, political and social which will demonstrate the seven key themes of APUSH.
* To practice APPARTS, point of view, and documents as well as thesis development students will practice analization skills in groups using the AP Boards 2004 French and Indian War 1754-1763 DBQ.
* Students will build a timeline of the causes of the Revolutionary War including linkage to the 7 Key Themes of the AP Board. Timeline will need to include primary resources images of propaganda, documents, drawings, newspaper articles. Minimum of six cause and effect connections to Colonialization to the Revolution.
* This unit theme focuses on peopling and why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students will examine the different goals of the migrating colonist across colonial and national borders and including the impact of the long distances between powers, including the slave trade and internal migration. Students will need to show how both newcomers and indigenous inhabitants transformed North America politically, socially, environmentally, economically, and religiously. Students will need to demonstrate understanding of the conflict between colonist and Native Americans as a result of crossing borders. Students will also explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and society. Students will work in small groups to compile their data and information to defend these connections. Students will need to demonstrate their knowledge and understanding of the time period by creating skits or a play to demonstrate the complex interaction taking place among people.

**Assessment:**

* Students will take multiple choice quizzes each week focusing on one chapter of assigned reading for each week. Each quiz will demonstrate content knowledge through the interpretation of primary and secondary resources. This unit will include maps of Colonial America in the early 1700s, excerpt from George Washington’s book The Journal of Major George Washington, and Benjamin Franklin’s Join or Die poster.
* The After the Fact readings “Serving Time in Virginia” and “Salem” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will compare and contrast the religious, cultural, and economic support of regional divisions in the colonies and how these trends will support division in the colonies over the ideology of Revolution and Independence.

**Unit III. 1754-1800; Week Six – Ten**

**Textbook Chapters: 7 – 11**

* The Road to Revolution
* America Secedes from the Empire
* The Confederation and the Constitution
* Launching the New Ship of State
* The Triumphs and Travails of Jeffersonian Republic

**Content:** The American Revolution

**Primary Theme:** Identity

**Primary Historical Thinking Skill:** Causation and Argumentation

**Key Concepts:**

1. Britain’s victory over France in the imperial struggle for North America led to new conflicts among the British government, the North American colonists, and American Indians, culminating in the creation of a new nation, the United States.
2. In the late 18th century, new experiments with democratic ideas and republican forms of government, as well as other new religious, economic, and cultural ideas, challenged traditional imperial system across the Atlantic World.
3. Migration within North America, cooperative interaction, and competition for resources raised questions about boundaries and policies, intensified conflicts among peoples and nations, and led to contests over the creation of a multiethnic, multiracial national identity.

**Supplemental Reading:**

After the Fact “Declaring Independence”

Articles of Confederation

American Constitution and Bill of Rights

Declaration of Independence

Founding Brothers Chapter One “The Duel”; Chapter Two “The Diner”; Chapter Three “The Silence”

Taking Sides: Were the Founding Fathers Democratic Reformers?

Taking Sides: Was Alexander Hamilton an Economic Genius?

**Supplemental Video Clip:**

John Adams HBO Series. Clip of Adams defending the British over the Boston Massacre.

**Activities Include:**

1. Students will identify the core values of the American identity in John Adams defense of the British.
2. Students will compare and contrast the Articles of Confederation and the Constitution and analyze why the differences within the two documents exist. Discussion on who is included in the documents and who is left out.
3. Students will debate Thomas Jefferson and Alexander Hamilton and analyze who was the better Founding Father. Students must include the elements of Political, Economic, Social, Religious, Intellectual and Arts contributions in their defenses as well as show continuity and change over time.
4. Student debate on Jefferson and Hamilton will include comparing different historical points of view from two different scholars debating were the founding fathers democratic reformers taken from the book *Taking Sides*. Howard Zinn’s point of view of no they were not and John P Roche point of view or yes they were. Students will also read the article “Was Alexander Hamilton an Economic Genius?” which debates two scholarly view points. John Steele Gordon states Yes and Carey Roberts states No and both sides discuss why.
5. Students will interpret the role African Americans, Native Americans and women played in the time period in a Socratic seminar.
6. Students will read three chapters from Founding Brothers and create a literature circle debating the issues of the Founding Brothers such as the two party system under Federalist and Republicans, slavery and it’s addition to the constitution, National debit and the creation of the Bank of the United States.
7. This unit theme focuses on American identity and the formation of both American national identity and group identities in US History. Students will be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of US History, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity. Students will need to present how different American identities emerged as a result of American Revolution and the formation of the American political system. Students will need to demonstrate knowledge of these connections through a verbal presentation.

**Assessment:**

1. Students will use the 1998 DBQ Constructionalists to synthesize the Jefferson/Hamilton debate. Students will be expected to incorporate connections to the 7 themes of the AP US History Curriculum Framework in their responses.
2. Quizzes each week on the important concepts, themes, important people and vocabulary of each chapter in the unit. Quizzes will include images of the Boston Massacre, parts of the Articles of Confederation and Constitution, as well as political cartoons surrounding the Jefferson/Hamilton debate.
3. Students will also be assessed on their ability to apply the themes and skills of the AP exam within the debate on Jefferson and Hamilton.
4. The After the Fact reading “Declaring Independence” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will compare and contrast the religious, cultural, and economic support of regional divisions in the colonies and how these trends will support division in the colonies over the ideology of Revolution and Independence.
5. Students will write a thesis and defend their ideas of one topic covered in the Founding Brothers.

**Unit IV. 1800-1848; Week Eleven – Fourteen**

**Textbook Chapters: 12 – 17**

* The Second War for Independence and the Upsurge of Nationalism
* The Rise of Mass Democracy
* Forging the National Economy
* The Ferment of Reform and Culture
* The South and the Slavery Controversy
* Manifest Destiny and its Legacy

**Content:** Growth and spread of democracy and capitalism

**Primary Theme:** Work, Exchange, and Technology

**Primary Historical Thinking Skill**: Work, Exchange, and Technology

**Key Concepts:**

1. The United States developed the world’s first modern mass democracy and celebrated a new national culture, while Americans sought to define the nation’s democratic ideals and to reform its institutions to match them.
2. Developments in technology, agriculture, and commerce precipitated profound changes in US settlement patterns, regional identities, gender and family relations, political power, and distribution of consumer goods.
3. US Interest in increasing foreign trade, expanding its national borders, and isolating itself from European conflicts shaped the nation’s foreign policy and spurred government and private initiatives.

**Supplemental Reading:**

After the Fact “Jackson and Turners Frontier

After the Fact “Invisible Pioneers”

**Supplemental Video:**

Andrew Jackson: Good, Evil and the Presidency

**Activities:**

1. Students will watch the video on Andrew Jackson and debate Jackson as a president. Did he maintain the American values of the Founding Fathers or not? How did his presidency change forever the identity of America? Students will also assess Jackson’s domestic and foreign policies.
2. Students will engage in a research project on the major reformers and movements of the Antebellum Era. Students will design a dinner party for these reformers and act out the conversations and debates.
3. Students will create a timeline of the cause and effects of the War of 1812 and the upsurge of Nationalism and its impact on social reform. Timeline will need to include primary images and documents to support each cause and effect.
4. The theme of this unit focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students will examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students will explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation. Students will demonstrate knowledge of this units theme by creating a map of the United States that represents the political, social, economic, religious demographics of the United States as a result of the changes brought forth by the Jacksonian Era. Students will need to demonstrate understanding of the era through interpretation of continuity and change reflected in the map they created.

**Assessment:**

1. Students will demonstrate their abilities to assess primary and secondary source documents and formulating a thesis by using the 1990 DBQ “Jacksonian Democracy.”
2. Timeline will be assessed for historical accuracy and link to AP US History themes and periodization.
3. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read. Excerpts used on the quizzes will include the Turner thesis, images and documents from the reform movements, and a demonstration knowledge of the causes of the Civil War.
4. The After the Fact reading “Jackson and Turners Frontier” and “Invisible Pioneers” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will compare and contrast the religious, cultural, and economic support of regional divisions in the forming United States and how these trends will support division in the states and government over the ideologies of the frontier and Manifest Destiny and how to handle the people and countries that caused conflict.

**Unit V. 1844-1877; Fifteen – Eighteen**

**Textbook Chapters: 18 – 22**

* Renewing the Sectional Struggle
* Drifting Toward Disunion
* Girding for War: The North and the South
* The Furnace of Civil War
* The Ordeal of Reconstruction

**Content:** Division, war and reunion

**Primary Theme:** Politics and Power

**Primary Historical Thinking Skill:** Politics and Power

**Key Concepts:**

1. The United States became more connected with the world ass it pursued an expansionist foreign policy in the Western Hemisphere and emerged as the destination for many migrants from other countries.
2. Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.
3. The Union victory in the Civil War and the contested Reconstruction of the South settled the issue of slavery and succession, but left unresolved many questions about the power the federal government and citizenship rights.

**Supplemental Reading:**

After the Fact “Madness of John Brown”

“Reconstruction on the World Stage”

Article from Smithsonian Magazine “Opening Salvo”

**Supplemental Video:**

1. Segments from American Experience – Reconstruction: The Second Civil War

**Activities:**

1. Students will create a list of causes for the Civil War and debate which causes were of the most important.
2. Students will engage in a Western Expansion and Sectionalism activity that will examine different perspectives on expanding the West including topics of Native Americans, women, technology, War and Peace, slavery and American borders. Students will create a map of sectionalism in America.
3. Students will assess the successes and failures of Reconstruction and dissect the era politically, economically, and socially.
4. Students will examine ongoing debates over the role of the state in society and its potential as an active agent for change through linking causes of the Civil War such as nullification together. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local government. Students will trace political and social efforts to define of gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority throughout this time period. Students will also need to evaluate the starting point of these tensions and be able to argue the evolution of the causes and effects of the Civil War. Students will argue their causes and starting points in small groups which will rotate. Students will identify specific themes and outcomes of the political, economic, social, and religious tensions in the United States leading up to and including this time period. A class timeline will be created to document the students evaluation of the cause and effects of the time period.

**Assessment:**

1. The After the Fact reading “Madness of John Brown” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will compare and contrast the religious, cultural, and economic support of regional divisions in the causes of the Civil War and how these divisions supported division in the states and government over the ideologies of slavery and social and political reform.
2. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read including primary resources and maps and graphs from the Civil War and Reconstruction time periods.
3. Students will demonstrate cause and effect in a DBQ on the time period.

**Unit VI. 1865-1898; Nineteen – Twenty-Two**

**Textbook Chapters: 23 – 28**

* Political Paralysis in the Gilded Age
* Industry Come of Age
* America Moves to the City
* The Great West and the Agricultural Revolution
* Empire and Expansion
* Progressivism at Home and Abroad

**Content:** The Gilded Age

**Primary Theme:** Idea, Beliefs, and Culture

**Primary Historical Thinking Skill:** Causation, Continuity and Change over time, and Argumentation

**Key Concepts:**

1. The rise of big business in the United States encouraged massive migrations and urbanization, sparked government and popular efforts to reshape the US economy and environment, and renewed debates over US national identity.
2. The emergence of an industrial culture in the United States led to both greater opportunities for, and restrictions on, immigrants, minorities, and women.
3. The “Gilded Age” witnessed new cultural and intellectual movements in tandem with political debates over economic and social policies.

**Supplemental Reading:**

After the Fact “The View From the Bottom Rail”

After the Fact “USDA Government Inspected”

**Activities:**

1. Students will use images from Jacob Riis to analyze issues of reform.
2. Students will compare primary documents from Carniege’s Gospel of Wealth, Union songs from the AFL and Wobbilies, Sherman Anti-Trust Act, and Federal Food and Drug Act.
3. Students will analyze American immigration policies and how they impacted American development of industrialism, reform, and society.
4. Lecture on Populism and the Origins of Progressivism
5. Debate the view points on Isolationism and Interventionism
6. This unit theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States through political movements such as Progressivism and Populism as well as social movements such as temperance. Students will examine the development of aesthetic, moral, religious, scientific, and philosophical principals and consider how these principles have affected individual and group actions. Students will analyze the interactions between beliefs and communities, economic values and political movements, including attempts to American society to align it with specific ideals. Students will identify the different political, economic, and social beliefs developed in the time period and assess their causes. Students will then need to create a poster that links the cause of the political, social, and economic change to the effects they had on shaping the United States culture coming out of the Civil War.

**Assessments:**

1. The After the Fact reading “The View From the Bottom Rail” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. This topic area will use images from the Gilded Age to illustrate the view point of immigrants and impoverished in American cities.
2. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read including images of the Gilded Age and period of Industrialism. Students will also analyze immigration charts and graphs and American demographic changes.

**Unit VII. 1890-1945; Twenty-Three – Twenty – Six**

**Textbook Chapters: 29 – 35**

* Wilsonian Progressivism at Home and Abroad
* The War to End Wars
* American Life in the Roaring ‘20s
* The politics of Boom and Bust
* The Great Depression and the New Deal
* Franklin D Roosevelt and the Shadow of War
* American in World War II

**Content:** Reforming the system – and the world

**Primary Theme:** American in the World

**Primary Historical Thinking Skill:** Comparison and Argumentation

**Key Concepts:**

1. Governmental, political, and social organizations struggled to address the effects of large-scale industrializations economic uncertainty, and related social changes such as urbanization and mass migration.
2. A revolution in communication and transportation technology helped to create a new mass culture and spread “modern” values and ideas, even as cultural conflict between groups increased under the pressure of migration, world wars, and economic distress.
3. Global conflicts over resources, territories, and ideologies renewed debates over the nations; values and its role in the world while simultaneously propelling the United States in a dominant international military, political, cultural and economic position.

**Supplemental Reading:**

After the Fact “Sacco and Vanzetti”

After the Fact “Dust Bowl Odessey”

After the Fact “Huey Generis”

**Activities:**

1. Assess Wilson 14 points with American foreign policy goals of 1919.
2. Students will create a concept web of the major concepts of the time period between 1865 -1945. While creating this web students will identify specific historical events and people who defined the individual time periods within American History.
3. Using the information organized within each historical time period, students will create a historical narrative of each of the time periods. This narrative will reflect historical research and include visuals, maps, and graphs from this time period as well as important historical people, events significant to each time period.
4. Students will also complete a timeline of American historical time periods complete with historical turning points, important people, events, political parties, and link these events to the concept web created in class as well as their historical narrative.
5. In this unit theme, students will focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs as a result of interventionist and isolationist points of view. Students will examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students will also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself. Students will research the isolationist and interventionist views that society and politics shared and apply these views to the actions of the United States government and society. Students will create a timeline of events that demonstrate this tension in America. Students will choose one topic of American debate and research that issue to conclude why that debate was a turning point in American foreign or domestic policy.

**Assessment:**

1. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read including images of the 1920s, WWI, and the Great Depression and New Deal. Students will also analyze immigration charts and graphs and American demographic changes.
2. Students will be presenting their historical narratives and will need to demonstrate their connection to the skills and themes of APUSH as well as demonstrate comprehension of the content researched. Students must demonstrate historical periodization in their concept webs, timeline and narratives.
3. The After the Fact reading “Sacco and Vanzetti”, “Dust Bowl Odessy” and “Huey Generis” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. This topic area will use images from the 1920s and Great Depression to demonstrate point of view of rural versus urban effects of the eras.

**Unit VIII: 1945-1980; Twenty – Seven – Thirty**

**Textbook Chapters: 36 – 40**

* The Cold War Begins
* The Eisenhower Era
* The Stormy Sixties
* The Stalemated Seventies
* The Resurgence of Conservatism

**Content:** The Cold War and liberalism

**Primary Theme:** Identity

**Primary Historical Thinking Skill:** Continuity and Change over Time and Argumentation

**Key Concepts:**

1. The United States responded to an uncertain and unstable postwar world by asserting and attempting to defend a portion of global leadership, with far-reaching domestic and international consequences.
2. Liberalism, based on anticommunism abroad and a firm belief in the efficacy of government and especially federal power to achieve social goals at home, reached it ape in the middle 1960s and generated a variety of political and cultural responses.
3. Postwar economic, demographic, and technological changes has a far reaching impact on American society, politics, and the environment.

**Supplemental Reading:**

After the Fact “The Decision to Drop the Bomb”

After the Fact “From Rosie to Lucy”

After the Fact “Instant Watergate”

After the Fact “Watergate”

After the Fact “Vietnam”

**Activities:**

1. Students will create a timeline of major events within the Cold War demonstrating Containment and Detent policies. Students will demonstrate historical periodization within this activity by demonstrating clear turning points and relevant historical information and people in their time line and classroom discussion on the topic.
2. Students will create a presentation as to why one of the Cold War presidents was the best in regards to American foreign and domestic policies while maintaining American prestige and identity. Points of view will be argued using historical evidence.
3. This unit theme focuses on the formation of both American national identity and group identities in US History. Students will be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of US History, with special attention given to the formation of gender, class, racial, and ethnic identities. Students will be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity. To achieve this focus, students will be assessing the meaning of liberalism or conservatism in American culture and assessing what that meant to different social groups emerging and established in the American cultural landscape of the time. Students will demonstrate how the American identity remained constant while also shifting to meet the demands of the time. Students will do this through a documentary of music and lyrics, political action, social movements, timeline of foreign or domestic policies or demonstration of conformity and non-comformity.

**Assessment:**

1. The After the Fact reading “The Decision to Drop the Bomb”, “From Rosie to Lucy” and “Instant Watergate” and “Vietnam” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will focus heavily on causation, point of view, and periodization.
2. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read including images and documents from 1960s, 1970s, and 1980s.

**Unit IX: 1980-Present; Thirty-One – Thirty-Two**

**Textbook Chapters: 41-42**

* America Confronts the Post-Cold War Era
* The American People Face a New Century

**Key Concepts:**

1. A new conservatism grew to prominence in US culture and politics, defending traditional social values and rejecting liberal views about the role of government.
2. The end of the Cold War and new challenges to US Leadership in the world forced the nation to redefine its foreign policy and global role.
3. Moving into the 21st century, the nation continued to experience challenges stemming from social, economic and demographic changes.

**Content:** Globalization and conservatism

**Primary Theme:** America in the World

**Primary Historical Thinking Skill:** Synthesis and Argumentation

**Supplemental Reading:**

After the Fact “Body in Question”

**Activities:**

1. Students will create a timeline to analyze the progression of the Cold War and Cold War American foreign policy.
2. Students will study the rise of conservatism in America and link its importance to the effects of the Cold War.
3. In this unit theme, students focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself. Students will asess the validity of the statement “The Cold War foreign and domestic policies are the cause of the current political, military, economic, and social developments of this present time period. In effect making present day the effects of past decisions of American social, government and world politics.” Students will synthesize the course and development of American history to answer the question based upon proof from what they have studied throughout the course. Each students response will be in the form of a written essay.

**Assessment:**

1. There will be a quiz each week covering the major topics of the outside reading and textbook chapters read including images and documents from the Regan Era and the 1980s – present day.
2. The After the Fact reading “The Body in Question” will be presented in a power point format demonstrating content knowledge and AP skills through interpretation of historical primary and secondary source materials. Students will also write a five paragraph style essay proving a thesis created from research done on the topic in which students will need to use primary and secondary source information from the reading to support their thesis. These topic areas will focus heavily on causation, point of view, and periodization.

**APUSH: Textbook Reading and Summary schedule:**

Each week one or more chapters will be assigned for outside reading.

Plan to divide the number of sections in the chapter by the number of days until the reading is due. Complete the reading or those sections each day.

Do not try to read an entire chapter in one day unless you are practicing rereading the chapter for review purposes only.

Other supplemental reading assignments will also support the textbook reading. Be prepared to stay on top of all your outside reading and studying requirements.

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| **Week Day Assignment is due** | **Due Date** | **Chapter(s)** |
| Monday | Sept 8 | Chapter 1 |
| Monday | Sept 15 | Chapters 2 and 3 |
| Monday | Sept 22 | Chapter 4 |
| Monday | Sept 29 | Chapter 5 |
| Monday | Oct 6th | Chapter 6 |
| Monday | Oct 13 | Chapter 7 |
| Monday | Oct 20 | Chapters 8 & 9 |
| Monday | Oct 27 | Chapter 10 |
| Monday | Nov 3 | Chapters 11 & 12 |
| Monday | Nov 10 | Chapter 13 |
| Monday | Nov 17 | Chapter 14 |
| Monday | Nov 24 | Chapter 15 |
| Monday | Dec 1 | Chapters 16 & 17 |
| Monday | Dec 8 | Chapter 18 |
| Monday | Dec 15 | Chapter 19 |
| Monday | Jan 5 | Chapters 20, 21, 22 & 23 |
| Monday | Jan 12 | Chapter 24 |
| Monday | Jan 26th | Chapters 25 & 26 |
| Monday | Jan 2 | Chapter 27 |
| Monday | Jan 9 | Chapter 28 |
| Monday | Jan 16 | Chapters 29 & 30 |
| Monday | Feb 23 | Chapter 31 |
| Monday | Mar 2 | Chapters 32 |
| Monday | Mar 9th | Chapter 33 |
| Monday | Mar 16th | Chapters 34 & 35 |
| Monday | Mar 23 | Chapter 36 |
| Monday | Mar 30 | Chapter 37 & 38 |
| Monday | April 13 | Chapters 39 & 40 |
| Monday | April 20 | Chapter 41 |
| Monday | April 27 | Chapter 42 |
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| APUSH Fast Track | April 28th - May 13th | All Chapter Review |
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| APUSH Exam | May 14th | Everyone gets a 5! |

**Key Skills of APUSH**

Every AP Exam question will require a student to apply one of the historical thinking skills to one of the thematic learning objectives. The AP US History course seeks apprentice students to the practice of history by explicitly stressing the development of historical thinking skills while learning about the past.

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| --- | --- |
| Chronological Reasoning | 1. Historical Causation |
| 1. Patterns of Continuity and Change over Time |
| 1. Periodization |
| Comparison and Contextualization | 1. Comparison |
| 1. Contextualization |
| Crafting Historical Arguments from Historical Evidence | 1. Historical Argumentation |
| 1. Appropriate use of Historical Evidence |
| Historical interpretation and synthesis | 1. Interpretation |
| 1. Synthesis |

1. **Historical Causation:** Historical thinking involves the ability to identify, analyze, and evaluate the relationships among multiple historical causes and effects, distinguishing between those that are long-term and proximate, and among coincidence, causation, and correlation.
2. **Patterns of Continuity and Change over time:** Historical thinking involves the ability to recognize, analyze, and evaluate the dynamics of historical continuity and change over periods of time of varying lengths, as well as the ability to relate these patterns to larger historical processes or themes.
3. **Periodization:** Historical thinking involves the ability to describe, analyze, evaluate and construct models that historians use to organize history into discrete periods. To accomplish this periodization of history, historians identify turning points and recognize that the choice of specific dates gives a higher value to one narrative, region, or group than to other narratives, regions or groups. How a historian defines historical periods depends on what the historian considers most significant – political, economic, social, cultural, or environmental factors. Changing periodization can change a historical narrative. Moreover, historical thinking involves being aware of how the circumstances and contexts of a historian’s work might shape his or her choices about periodization.
4. **Comparison:** Historical thinking involves the ability to describe, compare, and evaluate multiple historical developments within one society, one or more developments across or between different societies, and in various chronological and geographical contexts. It also involves the ability to identify, compare, and evaluate multiple perspectives on a given historical experience.
5. **Contextualization:** Historical thinking involves the ability to connect historical events and processes to specific circumstances of time and place and to broader regional, national, or global processes.
6. **Historical Argumentation:** Historical thinking involves the ability to define and frame a question about the past and address that question through the construction of an argument. A plausible and persuasive argument requires a clear, comprehensive, and analytical thesis, supported by relevant historical evidence – not simply evidence that supports a preferred or preconceived position. In addition, argumentation involves the capacity to describe, analyze, and evaluate the arguments of others in light of available evidence.
7. **Appropriate use of relevant historical evidence:** Historical thinking involves the ability to describe and evaluate evidence about the past from diverse sources (including written documents, works of art, archaeological artifacts, oral traditions, and other primary sources) and requires students to pay attention to the content, authorship, purpose, format and audience of such sources. It involves the capacity to extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence while also noting the context in which the evidence was produced and used, recognizing its limitations, and assessing the points of view it reflects.
8. **Interpretation:** Historical thinking involves the ability to describe, analyze, evaluate, and construct diverse interpretations of the past, and being aware of how particular circumstances and contexts in which individual historians work and write also shape their interpretation of past events. Historical interpretation requires analyzing evidence, reasoning, determining the context, and evaluating points of view found both in primary and secondary sources.
9. **Synthesis:** Historical thinking involves the ability to develop meaningful and persuasive new understandings of the past by applying all of the other historical thinking skills, by drawing appropriately on ideas and methods from different fields of inquiry of disciplines, and by creatively fusing disparate, relevant, and sometimes contradictory evidence from primary sources and secondary works. Additionally, synthesis may involve applying insights about the past to other historical contexts or circumstances, including the present.

**Key Themes of APUSH**

The AP US History framework presents a set of learning objectives, organized by seven major themes that describe what student should know and be able to do by the end of the AP US History course. These represent the major historical understandings that colleges and universities want AP students to have developed in order to merit placement out of the introductory college US History survey course. Students should use a range of historical thinking skills to investigate the thematic learning objectives.

The AP Exam will measure student proficiency in the historical thinking skills as well as the thematic learning objectives. Every AP Exam question will be rooted in these specified learning objectives.

These content learning objectives for the AP US History course and exam are organized under seven themes, which are topics of historical inquiry to explore throughout the AP US History course.

**Identity:** This theme focuses on the formation of both American national identity and group identities in US History. Students should be able to explain how various identities, cultures, and values have been preserved or changed in different contexts of US History, with special attention given to the formation of gender, class, racial, and ethnic identities. Students should be able to explain how these sub-identities have interacted with each other and with larger conceptions of American national identity.

**Work, Exchange, Technology**: This theme focuses on the development of American economies based on agriculture, commerce, and manufacturing. Students should examine ways that different economic and labor systems, technological innovations, and government policies have shaped American society. Students should explore the lives of working people and the relationships among social classes, racial and ethnic groups, and men and women, including the availability of land and labor, national and international economic developments, and the role of government support and regulation.

**Peopling:** This theme focuses on why and how the various people who moved to, from, and within the United States adapted to their new social and physical environments. Students examine migration across borders and long distances, including the slave trade and internal migration, and how both newcomers and indigenous inhabitants transformed North America. The theme also illustrates how people responded when “borders crossed them.” Students explore the ideas, beliefs, traditions, technologies, religions, and gender roles that migrants/immigrants and annexed peoples brought with them and the impact these factors had on both these peoples and society.

**Politics and Power:** Students should examine ongoing debates over the role of the state in society and its potential as an active agent for change. This includes mechanisms for creating, implementing, or limiting participation in the political process and the resulting social effects, as well as the changing relationships among the branches of the federal government and among national, state, and local government. Students should trace efforts to define of gain access to individual rights and citizenship and survey the evolutions of tensions between liberty and authority in different periods of US History.

**America in the World:** In this theme, students should focus on the global context in which the United States originated and developed as well as the influence of the United States on world affairs. Students should examine how various world actors (such as people, states, organizations, and companies) have competed for the territory and resources of the North American continent, influencing the development of both American and world societies and economies. Students should also investigate how American foreign policies and military actions have affected the rest of the world as well as social issues within the United States itself.

**Environment and Geography:** This theme examines the role of environment, geography, and climate in both constraining and shaping human actions. Students should analyze the interaction between the environment and Americans in their efforts to survive and thrive. Students should also explore efforts to interpret, preserve, manage, or exploit natural and man-made environments, as well as the historical contexts within which interactions with the environment have taken place.

**Ideas, Beliefs, Culture:** This theme explores the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States. Students should examine the development of aesthetic, moral, religious, scientific, and philosophical principals and consider how these principles have affected individual and group actions. Students should analyze the interactions between beliefs and communities, economic values and political movements, including attempts to American society to align it with specific ideals.