

**WARREN COUNTY SCHOOL DISTRICT  
PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** A.P. U.S. History

**Course Number:** 00150

**Course Prerequisites:** U.S. History I

**Course Description:**

A.P. U.S. History is a college-level course covering the gamut of American history, from discovery and exploration to the present day. As with all AP courses, the course offers students the opportunity to earn potential college credits.

The A.P. 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 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. AP U.S. History thus develops 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.

It is recommended that students who enroll in A.P. U.S. History have attained a final average of at least 80 percent in CP U.S. History I.

The course does have a comprehensive final examination.

**Suggested Grade Level:** 11

**Length of Course:**        One Semester    X Two Semesters            
       Other

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certification(s):**

social studies 7-12

**Certification verified by WCSD Human Resources Department:**

☒ Yes                      ☐ No

**Board Approved Textbooks, Software, Materials:**

Title:

Publisher:

ISBN #:

**Copyright Date:**

**Date of WCSD Board Approval:**

BOARD APPROVAL:

**Date Written:** October 2010

**Date Approved:**

**Implementation Year:** 2011-2012

**Suggested Supplemental Materials:**

Course Standards

**PA Academic Standards addressed:**

**5.1 Principles and Documents of the Government**

- C. Analyze the principles and ideals that shape government.
- D. Interpret significant changes in the basic document shaping the government of Pennsylvania.
- E. Analyze the basic document shaping the government of the U.S.
- F. Contrast the individual rights created by the Pennsylvania Constitution and those created by the Constitution of the U.S.
- H. Explain and interpret the roles of framers of basic documents of government from a national and Pennsylvania perspective.
- I. Explain the essential characteristics of limited and unlimited government and explain the advantages and disadvantages.
- L. Interpret Pennsylvania and U.S. court decisions that have impacted their principles and ideals of government.
- M. Interpret the impact of famous speeches and writings on civic life.

**5.2 Rights and Responsibilities**

- C. Analyze skill used to resolve conflicts in society and government.
- D. Analyze political leaders and public service in a republican form of government.
- E. Explain the importance of the political process for participation in civic life.

**5.3 How Government Works**

- A. Explain the structure and organization and operation of the local, state, and national government including domestic and national policy-making.
- B. Compare the responsibilities and powers of the three branches within the national government.
- E. Explain how citizens participate in choosing their leaders through political parties, campaigns, and elections.
- F. Explain the election process.
- H. Analyze how interest groups provide opportunities for citizens to participate in the political process.
- K. Identify and explain systems of government.

#### **5.4 How International Relationships Function**

- A. Explain how the U.S. is affected by policies of nations- states, governmental and nongovernmental organization.
- B. Explain the role of the U.S. in world affairs.
- C. Contrast how the three branches of federal government function in foreign policy.

#### **6.1 Economic Systems**

- C. Explain how economic indications reflect changes to economy.
- D. Describe historical examples of expansion, recession, and depressions in the U.S.

#### **6.2 Markets and the Function of Government**

- B. Analyze how the number of consumers and production affect the level of competition within a market.
- D. Analyze the functions of economic institutions
- H. Analyze the economic roles of government in market economies.
- L. Explain how the price of one currency is related to the price of another.

#### **6.3 Scarcity and Choices**

- A. Describe the way to deal with scarcity.

#### **6.4 Economic Interdependence**

- A. Explain why specialization may lead to increased production and consumption.
- B. Explain how trade may improve a standard of living.
- C. Explain why government sometimes restricts or subsidizes trade.
- D. Explain how locations of resources, transportation, communication, and technology have affect U.S. economic patterns
- G. Describe geographic patterns of economic activities in the U.S.

#### **6.5 Work and Earning**

- A. Identify and explain the characteristics of the three types of businesses.

#### **7.1 Basic Geography Literacy**

- A. Explain geographic tools and their uses.
- B. Explain and locate places and regions.

#### **7.2 The Physical Characteristics of Places and Regions**

- A. Explain the physical characteristics of places and regions including spatial pattern.

#### **7.3 The Human Characteristics of Places and Regions**

- A. Explain the human characteristics of places and regions by their population characteristics.
- B. Explain the human characteristics of places and regions by their cultural characteristics.

- C. Explain the human characteristics of places and regions by their settlement characteristics.
- D. Explain the human characteristics of places and regions by their economic activities.

#### **7.4 Interaction Among People and Places**

- A. Explain the impacts of physical systems on people.
- B. Explain the impacts of people on physical systems.

#### **8.1 Historical Analysis and Skills Development**

- A. Analyze chronological thinking
- B. Analyze and interpret historical sources.
- C. Analyze the fundamentals of historical interpretation
- D. Analyze and interpret historical research.

#### **8.2 Pennsylvania History**

- A. Analyze the political and cultural contributions of individuals and groups in Pennsylvania 1787 -1914.
- B. Identify and analyze primary document material, artifacts, and historical sites important in Pennsylvania history 1787-1914.
- C. Identify and analyze how continuity and change have influenced Pennsylvania history 1787-1914.
- D. Identify and analyze conflict and cooperation among social groups and organizations in Pennsylvania history 1787-1914.

#### **8.3 United States History**

- A. Identify and analyze the political and cultural contributions of individuals and groups to U.S. history for 1787-1914.
- B. Identify and analyze the primary documents, material artifacts, and historical sites important to U.S. history.
- C. Analyze how continuity and change has influenced U.S. history 1787-1914.
- D. Identify and analyze conflict and cooperation among social groups and organizations in U.S. history.

#### **8.4 World History**

- A. Analyze the significance of individuals and groups who made major political and cultural contributions to the world before 1500.
- B. Analyze the historical documents, material artifacts and historical sites important to world history before 1500.
- C. Analyze how continuity and change throughout history has impacted belief system and religions, commerce, industry, innovations, settlement patterns, social organizations, transportation and role of women.
- D. Analyze how conflict and cooperation among social groups and organizations impact world history through 1500.

## ASSESSMENTS

**PSSA Assessment Anchors Addressed: The teacher must be knowledgeable of the PDE Assessment Anchors and/or Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at [pde@state.pa.us](mailto:pde@state.pa.us).**

### Suggested Formative Assessments:

- Pre-assessments of prior knowledge (e.g. entrance cards or KWL chart)
  - Discussions
  - Projects
  - Teacher observation
  - Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
  - Summarizing
  - Debate
  - Writing prompts
  - Note taking
  - Problem-based learning modules
  - Open-ended written response
  - Quizzes /tests
  - Essays

### Suggested Summative Assessments:

- Student presentations/projects
- Essays
- Quizzes/tests

**Portfolio Assessment:**        \_\_\_\_\_ Yes      x   No

**District-wide Final Examination Required:**          x   Yes    \_\_\_\_\_ No

**Course Challenge Assessment (Describe):**

Does not apply.

## ESSENTIAL QUESTIONS, COURSE SEQUENCE AND TIMELINE

### *Essential Questions*

1. Why is understanding context important to the study of American history?
2. Why is it important when considering a historical event to look at multiple perspectives?
3. How does what we learn from historical events influence us today?
4. How has conflict affected American society, both for good and bad?
5. How has the United States' emergence as a superpower affected world affairs?

## **SEQUENCE AND TIMELINE**

**(Each unit is to be one to 1½ weeks in length.)**

- I. Pre-Columbian Societies
- II. Transatlantic Encounters and Colonial Beginnings, 1492-1690
- III. Colonial North America, 1690-1754
- IV. The American Revolutionary Era, 1754-1789
- V. The Early Republic, 1789-1815
- VI. Transformation of the Economy and Society in Antebellum America
- VII. The Transformation of Politics in Antebellum America
- VIII. Religion, Reform, and Renaissance in Antebellum America
- IX. Territorial Expansion and Manifest Destiny
- X. The Crisis of the Union
- XI. Civil War
- XII. Reconstruction
- XIII. The Origins of the New South
- XIV. Development of the West in the Late Nineteenth Century
- XV. Industrial America in the Late Nineteenth Century
- XVI. Urban Society in the Late Nineteenth Century
- XVII. Populism and Progressivism
- XVIII. The Emergence of America as a World Power
- XIX. The New Era: 1920s
- XX. The Great Depression and the New Deal
- XXI. The Second World War
- XXII. The Home Front During the War
- XXIII. The United States and the Early Cold War
- XXIV. The 1950s
- XXV. The Turbulent 1960s
- XXVI. Politics and Economics at the End of the Twentieth Century
- XXVII. Society and Culture at the End of the Twentieth Century
- XXVIII. The United States in the Post-Cold War World

### **Objectives:**

1. Students will demonstrate knowledge of the geography of North America.
2. Students will demonstrate knowledge of how early cultures developed in North America.
3. Students will demonstrate knowledge of European exploration in North America.
4. Students will demonstrate knowledge of the factors that shaped colonial America.
5. Students will demonstrate knowledge of the causes and results of the American Revolution.
6. Students will demonstrate knowledge of the challenges faced by the United States after winning independence.
7. Students will demonstrate knowledge of westward expansion and reform in America from 1801-1861.

8. Students will demonstrate knowledge of the causes, major events and effects of the Civil War.
9. Students will demonstrate knowledge of the effects of Reconstruction on American life.
10. Students will demonstrate knowledge of the social, economic and political forces that shaped the United States in the late nineteenth century.
11. Students will demonstrate understanding of the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution from 1899 to 1918.
12. Students will demonstrate understanding of the changing American society and the role of the United States in world affairs through World War I.
13. Students will analyze the major political, social, economic, technological and cultural developments of the period from 1919-1945.
14. Students will demonstrate understanding of the causes, course, and consequences of World War II, including the character of the war at home.
15. Students will demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1946 to 1963.
16. Students will demonstrate understanding of domestic policies and politics from 1946 to 1963.
17. Students will demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1964 to 1980.
18. Students will demonstrate understanding of the political, economic, social, and cultural developments from 1964 to 1980.
19. Students will demonstrate understanding of how the Cold War and related conflicts influenced domestic politics and foreign policy from 1981 to the present.
20. Students will demonstrate understanding of the political, economic, social, and cultural developments from 1981 to the present.

**WRITING TEAM:** Jim Morrison, Monica Linkerhof

### WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ☒ Yes ☐ No
2. Does this course issue a mark/grade for the report card? ☒ Yes ☐ No
3. Does this course issue a Pass/Fail mark? ☐ Yes ☒ No
4. Is the course mark/grade part of the GPA calculation? ☒ Yes ☐ No
5. Is the course eligible for Honor Roll calculation? ☒ Yes ☐ No
6. What is the academic weight of the course?  
☐ No weight/Non credit      ☒ Standard weight  
☒ Enhanced weight

