



Northern York County School District

Curriculum Overview

<b>Course: AP United States History</b>	
<b>Grade Level: 11<sup>th</sup> and 12<sup>th</sup></b>	
<b>Development/Revision Date: February 2024</b>	<b>Length of Time: 180 Days</b>
<b>Course Description:</b> The Advanced Placement United States History course is designed to be taught at a post-secondary education level. Accordingly, all books, materials, readings, and discussions will be comparable to those used at the college level. Students will be required to read, write, and express themselves at an advanced level. Activities, assignments, and assessments will be rigorous and designed to ensure success on the Advanced Placement test, as determined by the College Board. Students will take regularly scheduled exams designed to mirror the format of the College Board AP exam. The course will include a comprehensive examination of content, critical analysis of primary and secondary sources, higher level historical thinking skills, cooperative learning activities, and extensive opportunities to express thoughts, opinions, analytical thinking skills, and knowledge via written and spoken word. The course will prepare students for the AP exam, but it will also encourage a curiosity for life-long learning and an examination of how our past influences the present.	
<b>Course Objectives:</b> <ul style="list-style-type: none"><li>• Demonstrate an understanding of historical chronology</li><li>• Utilize historical data to support an argument or position</li><li>• Effectively use analytical skills of evaluation, cause and effect, compare and contrast</li><li>• Work effectively with others to produce products and solve problems</li><li>• Apply lessons learned from history to make sensible and responsible judgments about the present</li><li>• Gain an appreciation for the American culture and those who shaped it</li><li>• Develop critical thinking concerning America as an evolving nation</li><li>• Earn a passing score on the AP test</li></ul>	
<b>Course Units:</b> Units are divided by periods, which may overlap, as determined by the College Board <ul style="list-style-type: none"><li>• Unit 1: 1491 to 1607</li><li>• Unit 2: 1607 to 1754</li><li>• Unit 3: 1754 to 1800</li><li>• Unit 4: 1800 to 1848</li><li>• Unit 5: 1844 to 1877</li><li>• Unit 6: 1865 to 1898</li><li>• Unit 7: 1890 to 1945</li><li>• Unit 8: 1945 to 1980</li><li>• Unit 9: 1980 to present</li></ul>	

## **Related Standards:**

### **Pennsylvania Department of Education Standards for History**

- 8.1.12.A. Evaluate chronological thinking
- 8.1.12.B. Synthesize and evaluate historical sources
- 8.1.12.C. Evaluate historical interpretation of events
- 8.1.12.D. Synthesize historical research
- 8.3.12.A. Identify and evaluate the political and cultural contributions of individuals and groups to United States history.
- 8.3.12.B. Identify and evaluate primary documents, material artifacts and historical sites important in United States history.
- 8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to Present.
- 8.3.12.D. Identify and evaluate conflict and cooperation among social groups and organizations in the United States.

### **Pennsylvania Department of Education Academic Standards for Reading in History and Social Studies**

- 8.5.11-12.A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 8.5.11-12.B. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 8.5.11-12.C. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 8.5.11-12.D. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
- 8.5.11-12.E. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- 8.5.11-12.F. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- 8.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 8.5.11-12.H. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 8.5.11-12.I. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

<p><b>Concepts (Determined by the College Board):</b></p> <ul style="list-style-type: none"> <li>• What is America’s national identity and how has it changed over time?</li> <li>• How have markets, transportation, and technology affected American society?</li> <li>• How has migration and population patterns affected American life?</li> <li>• How have various groups sought to change the federal government’s role in American political, social, and economic life?</li> <li>• How has U.S. involvement in global conflicts impacted America domestically and globally?</li> <li>• What role has the geography and environment of North America impacted individuals and groups throughout American history?</li> <li>• How have moral, philosophical, and cultural values affected U.S. history?</li> </ul>	<p><b>Competencies (Determined by the College Board):</b></p> <ul style="list-style-type: none"> <li>• Identify and explain historical developments and processes.</li> <li>• Analyze sourcing and situation of primary and secondary sources.</li> <li>• Analyze arguments in primary and secondary sources.</li> <li>• Analyze the context of historical events, developments, or processes.</li> <li>• Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes</li> <li>• Develop and support an argument using specific and relevant evidence.</li> </ul>
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Primary and Secondary Source examination</li> <li>• Collaborative Practice</li> <li>• Written Responses</li> <li>• Guided Practice</li> <li>• Independent Practice</li> </ul>	<p><b>Performance Tasks (Determined by the College Board):</b></p> <ul style="list-style-type: none"> <li>• SAQ’s (Short Answer Questions)</li> <li>• LEQ’s (Long Essay Questions)</li> <li>• DBQ’s (Document Based Questions)</li> <li>• Period specific Exams</li> <li>• AP Comprehensive Exam</li> </ul>
<p><b>Other Assessment Measures:</b> Classwork, Homework, and online assessment tools</p>	
<p><b>Textbook/Primary Resource:</b> Kennedy, David M. and Lizabeth Cohen. <i>The American Pageant</i>. AP edition. Boston: Wadsworth, Cengage Learning, 2016.</p>	
<p><b>Supplemental Resource Materials:</b></p> <ul style="list-style-type: none"> <li>• Madaras, Larry and James M. SoRelle. <i>Taking Sides: Clashing Views in United States History, Volume 1</i>. 15<sup>th</sup> Edition. New York: McGraw-Hill, 2013.</li> <li>• Madaras, Larry and James M. SoRelle. <i>Taking Sides: Clashing Views in United States History, Volume 2</i>. 15<sup>th</sup> Edition. New York: McGraw-Hill, 2013.</li> <li>• Various historical novels, to include: <i>The Scarlet Letter, Uncle Tom’s Cabin, The Jungle, The Grapes of Wrath, and Animal Farm</i>.</li> <li>• Primary and secondary sources embedded in curriculum</li> <li>• National Archives &amp; Records Administration</li> <li>• Discovery Education</li> <li>• Smithsonian Institution</li> <li>• Online resources</li> </ul>	