

Cocalico School District
Year-at-a-Glance - Curriculum Overview

Department: Social Studies

Course: Advanced Placement U.S. History

Grade Level: 10-12

Big Ideas

- America’s founding owes much to geography, native societies, European immigration, shared colonial experiences, and war with England.
- The new nation faced challenges in creating a constitution and government, the formation of opposing political parties, internal debates over the nature of democracy, changing culture, and threats from abroad.
- The new nation was tested politically, economically, and socially, over the issues of slavery.
- Industrialization and urbanization brought important changes in areas such as politics, work, culture, the development of the west, and involvement in foreign affairs over the issue of imperialism.
- The U.S. was challenged in the pre-War years by the question of how to react to urbanization and industrialization in areas such as the role of government and dealing with hard economic times, and from overseas challenges over what role the U.S. should take in world affairs.
- The U.S. faced challenges from the Cold War, the Civil Rights movement, and increasing cultural changes that had a huge impact on politics.

Units of Study	% of Course Time	Textbooks & Supplemental Materials	Assessments	Standards Addressed
<ul style="list-style-type: none"> • Founding the New Nation 	20%	<ul style="list-style-type: none"> • Textbook (<i>American Pageant</i>) • Davidson and Lytle <i>After the Fact</i> • Gilder Lehman Institute of American History • Kennedy and Baily <i>The American Spirit Reader</i> • Caliguire and Leach AP American History Vol. 1 and 2 (Center for Learning) 	<ul style="list-style-type: none"> • Chapter Tests • Document Based Essays • Primary Source Analysis • Socratic Seminars 	<p>See Historical thinking skills listed below included for all units</p> <p>Key Concepts</p> <ul style="list-style-type: none"> • 1.1 A-D • 1.2.I.A-C • 1.2.II.A-D • 1.2.III A-C • 2.1.I. A-C • 2.1.II A-E • 2.1.III A-F • 2.2.I. A-D • 2.2.II A-C • 3.1.I. A-C • 3.1.II A-D • 3.2.I. A-E
<ul style="list-style-type: none"> • Building the New Nation 	20%	<ul style="list-style-type: none"> • Textbook (<i>American Pageant</i>) • Gilder Lehman Institute of American History • Kennedy and Baily <i>The American Spirit Reader</i> • Hofstadter’s <i>American Political Tradition</i> • Caliguire and Leach AP American History Vol. 1 and 2 (Center for Learning) • Grob and Billias <i>Interpretations of American History</i> 	<ul style="list-style-type: none"> • Chapter Tests • Document Based Essays • Primary Source Analysis • Socratic Seminars • Debate: Federalists vs. Anti-Federalists 	<ul style="list-style-type: none"> • 3.2.II A-E • 3.2.III.A-D • 3.3.I.A-B • 4.1.I A-D • 4.1.II A • 4.1.III A-C • 4.2.I A-C • 4.2.II A-C • 4.2.III. A • 4.3.1 B-C • 4.3.II B • 4.2.III

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<ul style="list-style-type: none"> Testing the New Nation 	20%	<ul style="list-style-type: none"> Textbook (<i>American Pageant</i>) Gilder Lehman Institute of American History Kennedy and Baily <i>The American Spirit Reader</i> Caliguire and Leach <i>AP American History Vol. 1 and 2</i> (Center for Learning) 	<ul style="list-style-type: none"> Chapter Tests Document Based Essays Primary Source Analysis Socratic Seminars Power point presentation 	<ul style="list-style-type: none"> 4.1.III.B 4.1.II D 4.3.B 4.2.III.C 4.3.II.A 5.1.I A-E 5.1.II A-B 5.2.I A-C 5.2.II A-D 5.3.I. A-D 5.3.II A-E
<ul style="list-style-type: none"> Forging an Industrial Society 	15%	<ul style="list-style-type: none"> Textbook (<i>American Pageant</i>) Kennedy and Baily <i>The American Spirit Reader</i> Gilder Lehman Institute of American History Gillon's <i>10 Days that Unexpectedly Changed American History</i> Caliguire and Leach <i>AP American History Vol. 1 and 2</i> (Center for Learning) 	<ul style="list-style-type: none"> Chapter Tests Document Based Essays Primary Source Analysis Socratic Seminars Debate: Robber Barons vs. Industrial Statesmen 	<ul style="list-style-type: none"> 6.1.I. A-E 6.1.II.A-D 6.1.3 C 6.2.I A-E 6.2.II A-E 6.3.I A-C 6.3.II A-C
<ul style="list-style-type: none"> Struggling for Justice at Home and Abroad 	15%	<ul style="list-style-type: none"> Textbook (<i>American Pageant</i>) Kennedy and Baily <i>The American Spirit Reader</i> Gilder Lehman Institute of American History Kinzer's Overthrow Brown's <i>Bury My Heart at Wounded Knee</i> Caliguire and Leach <i>AP American History Vol. 1 and 2</i> (Center for Learning) 	<ul style="list-style-type: none"> Chapter Tests Document Based Essays Primary Source Analysis Socratic Seminars 	<ul style="list-style-type: none"> 7.1.I A-D 7.1.II A-D 7.1.III A-D 7.2.I A-D 7.2.II A-D 7.3.I A-C 7.3.II A-E 7.3.III A-E
<ul style="list-style-type: none"> Making Modern America 	10%	<ul style="list-style-type: none"> Textbook (<i>American Pageant</i>) Gilder Lehman Institute of American History 	<ul style="list-style-type: none"> Research Paper Document Based Essays Primary Source Analysis 	<ul style="list-style-type: none"> 8.1.I A-E 8.1.II A-E 8.2.I A-D 8.2.II A-D 8.2.III A-F 8.3.I A-E 8.3. II A-D 9.1.I A-D 9.2.I A-C 9.2.II A-C 9.3 I A-C 9.3.II A-D

Additional information about the key concepts of this course:

Developments and Processes

- Identify and explain a historical concept, development, or process.

Sourcing and Situation

- Identify and explain a source's point of view, purpose, historical situation, and/or audience.
- Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.

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Claims and Evidence in Sources

- Identify and describe a claim and/or argument in a source.
- Identify the evidence used in a source to support an argument.
- Compare the arguments or main ideas of two sources.
- Explain how claims or evidence support, modify, or refute a source's argument.

Contextualization

- Identify and describe a historical context for a specific historical development or process.
- Explain how a specific historical development or process is situated within a broader historical context.

Making Connections

- Identify patterns among or connections between historical developments and processes.
- Explain how a historical development or process relates to another historical development or process.

Argumentation

- Make a historically defensible claim.
- Support an argument using specific and relevant evidence.
- Use historical reasoning to explain relationships among pieces of historical evidence.



Eagle P.A.C.T. Course Connections:

The Advanced Placement (AP) United States History course fosters both leadership and initiative in preparing for the long-term goal of doing well on the AP history test. Taking AP U.S. History also contributes to the responsibility of being an informed and active citizen. Finally, this class encourages cooperation and productivity, with the challenging goal of doing well on the AP test.