

## **COURSE DESCRIPTION:**

This course is a survey of United States History from the period of exploration to the present. It is geared toward the Advanced Placement examination and is open to recommended students who have not taken U.S. History. This course fulfills the American History requirement.

## **ALIGNMENT TO LEARNING EXPECTATIONS:**

- Demonstrate an ability to write and speak effectively.
- Demonstrate an ability to read critically.
- Gather, synthesize, and evaluate information and communicate it in a variety of ways.
- Develop and apply problem-solving skills independently and in collaboration with others.
- Produce original and creative work
- Demonstrate tolerance of differences and a respect for self and others
- Exhibit appropriate behavior and personal integrity by following the rules and guidelines as stated in the NCHS Handbook.
- Demonstrate an understanding of current events, the political process and function as responsible citizens.

**COURSE OBJECTIVES:** *(what you expect students to learn, not what you want them to do)*

### **Students will:**

- Develop an understanding of the major events and trends in American History from exploration to the present.
- Develop their abilities to perform at a high level on multiple choice and essay examinations.
- Develop an understanding that American History is a complex area of study and is subject to different interpretations.

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**STUDENT OUTCOMES:** *(what measurable skills you want students to be able to perform)*

### **Students will demonstrate:**

An understanding of such historical concepts as:

- Cause and effect
- Change

An understanding of such political concepts and generalizations as:

- Government
- Democracy
- Constitutionalism

- Federalism
- Interdependence
- Political and social diversity

An understanding of such economic concepts and generalizations as:

- Factors of production
- Scarcity
- Supply and demand
- Conservation of Resources

An understanding of the following geographic concepts and generalizations:

- Five themes of geography: Location, Place, Interaction, Movement, Regions

An understanding and appreciation of diverse cultures

### **GRADING POLICY:**

#### **Grades are based on:**

- Multiple-choice examinations
- Essay examinations
- Answering documents based questions
- Research assignments

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### **CONTENT OUTLINE:**

#### Pre-Revolutionary America

- American before the European
- The impact of colonization

#### Revolution

- Causes of the struggle for independence
- Political, social, and economic implications of success in that struggle

#### Constitution

- Confederation to Constitution
- Federal system in the present day

#### Washington through Jackson

- Political, social, and economic patterns of national survival, growth and struggle

## National Divisions and Sectional Conflict

- Road to disunion
- Civil War
- Reconstruction

## Mature Industrial Period

### Ascent to World Power

- Spanish-American War
- United States as a colonial power (1898-1930)

## Progressive Period and World War I

- Domestic reform
- World War and Versailles Conference/Treaty

## Boom and Bust

- 1920s
- 1930s

## Challenges to Democracy and World War

- Threats from the left and right - Communism and Fascism
- World War II

## Fair Deal to New Frontier

- Post-war domestic challenges
- Response to a new international order

## Turbulence at Home and Abroad

- Social change in post World War II America
- Vietnam

## United States in a new era

- Continuing social, political, and economic change
- Ongoing efforts to find an appropriate American role in a changing world

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## **ALIGNMENT WITH STATE STANDARDS**

### **AP US HISTORY**

### **Standard I - Historical Thinking**

- Gather, analyze and reconcile historical information, including contradictory data, from primary and secondary sources to support or reject hypotheses. (1.9-10.1)
- Interpret oral traditions and legends and “histories”. (1.9-10.2)
- Use primary source documents to analyze multiple perspectives. (1.9-10.3)
- Formulate historical questions and hypotheses from multiple perspectives, using multiple sources. (1.11-12.1)
- Evaluate data within the history, social, political and economic context in which it was created, testing its credibility and evaluating its bias. (1.11-12.2)
- Describe the multiple intersecting causes of events. (1.11-12.3)

### **Standard II - Local, United States and World History**

- Demonstrate an understanding of major events and trends in world history, United States and local history, from all historical periods and from all the regions of the world. (2.9-10.1)
- Locate events, peoples and places they have studied in time and place (e.g., on a timeline and map) relative to their own location. (2.9-10.2)
- Explain the relationships among the events and trends studied in local, state, national and world history. (2.9-10.3)

### **Standard III - Historical Themes**

- Demonstrate an understanding of the ways race, gender, ethnicity and class issues have affected individuals and societies in the past. (3.9-10.3)
- Explain how the use and expansion of trade have connected and affected the history of a global economy. (3.9-10.4)
  - Identify various parties and analyze their interest in conflicts from selected historical periods. (3.11-12.2)
  - Describe, explain and analyze political economic and social consequences that came about as the resolution of a conflict. (3.11-12.3)
  - Analyze the causes and consequences of major technological turning points in history, e.g., their effects on people, societies and economies. (3.11-12.4)

### **Standard IV - Applying History**

- Initiate questions and hypotheses about historic events they are studying. (4.9-10.1)
- Describe and analyze using historical data and understandings, the options which are available to parties involved in contemporary conflicts or decision-making. (4.9-10.2)
- Display empathy for people who have lived in the past. (4.9-10.4)

### **Standard V – United States Constitution and Government**

- Analyze historical and contemporary conflicts through the respective roles of local, state and national governments. (5.9-10.1)

- Explain how the design of the U.S. Constitution is intended to balance and check the powers of the branches of government. (5.9-10.2)
- Evaluate the contemporary roles of political parties, associations, media groups and public opinion in local, state and national politics. (5.9-10.3)
- Apply an understanding of historical and contemporary conflicts over constitutional principles. (5.11-12.1)
- Analyze, using historical and contemporary examples, the meaning and significances of the ideal of equal protection under the law for all persons. (5.11-12.2)
- Explain why state and federal courts powers of judicial review reflect the United States idea of constitutional government. (5.11-12.3)

### **Standard VII – Political Systems**

- Evaluate the importance of developing self-government so as to restrict arbitrary power. (7.9-10.1)
- Analyze and evaluate the advantages and disadvantages of limited and unlimited government. (7.9-10.2)
- Describe how constitutions may limit government in order to protect individual rights and promote the common good. (7.9-10.3)
- Explain how purposes served by government have implications for the individual and society. (7.11-12.2)
- Provide examples of legitimate authority and exercise of power without authority. (7.11-12.3)

### **Standard VIII - International Relationships**

- Describe how the United States influences other governments and international organizations and how the United States, in turn, is influenced by them. (8.9-10.1)
- Develop proposals regarding solutions to significant international, political, economic, demographic or environmental issues. (8.9-10.2)
- Analyze the respective roles of the executive and legislative branches in developing and implementing foreign policy. (8.9-10.3)
- Analyze and evaluate the significance of major U.S. foreign policies and major international events and conditions over time. (8.11-12.1)
- Identify and analyze the various domestic, political, economic and social interests which play roles in the development of foreign policy. (8.11-12.2)
- Describe and analyze the process by which foreign policy decisions are developed and executed. (8.11-12.3)

### **Standard IX - Places and Regions**

- Explain and describe the natural and cultural characteristics of one place to distinguish it from another. (9.9-10.1)
- Apply the concept of region to organize the study of a complex problem. (9.9-10.2)
- Explain that regions are interconnected and may also overlap. (9.9-10.3)
- Explain and describe the natural and cultural characteristics of one place to distinguish it from another. (9.11-12.1)

- Explain why places and regions are important to human and cultural identity and stand as symbols for unifying society. (9.11-12.2)
- Analyze ways different groups in society view places and regions differently. (9.11-12.3)

#### **Standard X - Physical System**

- Describe regional variations of physical processes. (10.9-10.1)

#### **Standard XI - Human Systems**

- Describe the consequences of human population patterns and growth trends over time. (11.9-10.1)
- Explain the characteristics, distribution and relationships of economic systems at various levels. (11.9-10.2)
- Use geographic tools to represent and interpret Earth's physical and human systems. (11.9-10.3)

#### **Standard XII – Human and Environment Interaction**

- Use maps, globes, charts and databases to analyze and suggest solutions to real-world problems. (12.9-10.1)
- Analyze how human systems interact, connect and cause changes in physical systems. (12.9-10.3)

#### **Standard XIII - Limited Resources**

- Compare the resources used by various cultures, countries and/or regions throughout the world. (13.9-10.1)
- Explain that a country's potential gross Domestic Product depends on the quantity and quality of natural resources, the size and skills of the population, and the amount and quality of its capital stock. (13.9-10.2)
- Analyze how market forces and government regulations impact the use of resources. (13.9-10.3)
- Analyze the impact of economic choices on the allocation of scarce resources. (13.11-12.1)
- Analyze how technological change can affect long-range productivity. (13.11-12.3)

#### **Standard XIV – Economic Systems**

- Identify and explain the factors that determine and cause changes in demand, supply and the market-clearing (equilibrium) price. (14.9-10.1)
- Compare and contrast the characteristics and effects of different market structures, including pure competition, monopolistic competition, oligopoly and monopoly. (14.9-10.2)
- Understand the causes and effects of periods of growth and recession evident in the history of market economics. (14.9-10.3)
- Contrast and compare different types of taxes, including progressive, regressive and proportional taxes. (14.9-10.4)

- Evaluate economic systems by their ability to achieve broad societal goals, such as efficiency, equity, security, employment, stability and economic growth. (14.11-12.1)
- Interpret important statistics about the national economy, the inflation rate, unemployment rate, Gross Domestic Product and its growth rate. (14.11-12.2)
- Analyze the impact of government taxing and spending actions and changes in the money supply and interest rates on the national economy. (14.11-12.3)
- Explain reasons for government action in the economy, including providing public goods and services, maintaining competition, redistributing income, promoting employment, stabilizing prices and sustaining reasonable rates of economic growth. (14.11-12.4)

#### **Standard XV - Economic Interdependence**

- Illustrate the international differences in resources, productivity, and prices that are a basis for international trade. (15.9-10.1)
- Explain that a nation has a comparative advantage when it can produce at a lower opportunity cost than its trading partner. (15.9-10-2)
- Evaluate the effects of national policies (e.g., on trade, immigration and foreign investments, as well as fiscal and monetary policies) on the international exchange of goods, services and investments. (15.11-12.1)