

Wallenpaupack Area School District Planned Course Curriculum Guide

Social Studies

Advance Placement US History

Course Description:

In AP US History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

Initial Creation Date (if applicable) and Revision Dates:

2008 Revised: 2024

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 1: Periods 1 & 2; 1491-1607, 1607-1754	TIMEFRAME: September- October

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C Pennsylvania History: 8.2.U; 8.2.12 United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.C World History: 8.4.12.A,B; 8.4.C.A,C Scarcity and Choice: 6.1.12.A,B,D Markets and Economic Systems: 6.2.U.A,D,G; 6.2.12.A,B,F,G Function of Government: 6.3.U.B; 6.3.12.B,D</p>
<p>UNIT OBJECTIVES (SWBATS): - Compare and Contrast English settlement to other European Settlement - Compare and Contrast Southern, Middle, Northern, and Frontier colonies - Explain Causal relationships between the English and Puritans and Puritans and Native Americans - Detail Consistency and Change Over Time (CCOT) aspects of triangular trade - Contextualize the Pequot Wars, and how they led to CCOT between Americans and Native Americans</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Practice DBQ (Document Based Question) (Puritans) LEQ (Long Essay Question) in presentation format (Triangle Trade)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ's and LEQ's are designed to be answered in any number of directions, any of which will highlight the student's understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: Permanent settlement with permanent populations, vs Permanent settlements with transient populations, Frontier, Tidewater Region</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 2: Period 3; 1754- 1800	TIMEFRAME: October

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C Pennsylvania History: 8.2.U.A,C,D; 8.2.12.A,C,D United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.A,B,C World History: 8.4.12.A,B,D; 8.4.C.A,B,C,D Scarcity and Choice: 6.1.12.A,B,D Markets and Economic Systems: 6.2.U.A,D,F; 6.2.12.A,E,F Function of Government: 6.3.U.B,C; 6.3.12.D</p>
<p>UNIT OBJECTIVES (SWBATS): -Evaluate different cultural and political causes of the Revolutionary War -Compare and Contrast the American Revolution, French Revolution, and Haitian Revolution -Identify causal relationships between “The Acts” and the American Revolution -Contextualize and Periodize Thomas Paine’s Common Sense -Compare and Contrast the American Revolution and Shay’s Rebellion -Compare and Contrast the Articles of Confederation and American Constitution - Identify the Federalist Papers, and Enlightenment Ideals</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): DBQ (Revolution area) SWA (Short Writing Assignment) (Start of American Revolution) SWA (Type of Revolution that occurred in America) Small Presentation (The Acts, leading to Revolution) Small Presentation (Thomas Paine’s Common Sense) Test One (Exploration- Adams’ Administration)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ’s and LEQ’s are designed to be answered in any number of directions, any of which will highlight the student’s understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p> <p>Students will create a pictorial account of one of Common Sense’s chapters</p> <p>Students will contextualize one of “The Acts” based on their own understanding and interpretation of National Identity</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: National identity, Rugged Individualism, Mobocracy vs Democratic Despotism, Enlightenment Ideals</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 3: Period 4; 1800-1848	TIMEFRAME: November

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D World History: 8.4.12.A,B; 8.4.C.A,C Scarcity and Choice: 6.1.12.A,B,C,D Markets and Economic Systems: 6.2.U.B,D,E,F; 6.2.12.B,E,F Function of Government: 6.3.U.B,D; 6.3.12.A,B</p>
<p>UNIT OBJECTIVES (SWBATS): -Periodization, Westward expansion and Manifest Destiny -Periodization, Monroe Doctrine and War of 1812 -Explain causal effect of National Bank, and central banking in general - Explain CCOT in relationship to westward expansion and slavery -Contextualize reforms of Antebellum Era - Compare Election of 1824, with previous and subsequent elections - Identify causal relationship between Jacksonian policy and era reform movements - Contextualize antebellum reforms</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): DBQ (Antebellum Reforms) SWA (Early Immigration to US)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ's and LEQ's are designed to be answered in any number of directions, any of which will highlight the student's understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: democratic and republican ideals vs Democratic and Republican ideals, Antebellum reform, Immigration vs Emigration, Manifest Destiny</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 4: Period 5; 1844-1877	TIMEFRAME: December

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.A,C,D Function of Government: 6.3.U.B; 6.3.12.B</p>
<p>UNIT OBJECTIVES (SWBATS) - Explain CCOT within the institution and politics of slavery - Compare and Contrast Free Soil Ideology with Abolitionist Ideology (John Brown, Fredreck Douglass) - Causal effects between westward expansion and slavery - CCOT between National Politics and Slavery - Contextualize and Periodize life for the slave under slavery CCOT and Causal relationships within the Reconstruction Era</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): Small Presentation (Slave Testimonials from Library of Congress) LEQ Presentation (Mexican American War and Slavery) Test Two (Jefferson Era – Civil War) SWA (Reconstruction)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ’s and LEQ’s are designed to be answered in any number of directions, any of which will highlight the student’s understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p> <p>Students will be introduced to the “Born into Slavery” the Federal Writers Project, compiled in 1936-1938 as part of the WPA. Students will peruse through over 2,000 first hand accounts of slavery and report back to the class a number of slave biographies that they found interesting.</p> <p>Students will be introduced to “Yale Open Course” and be able to watch some Yale lectures given by Dr. David Blight, one of the recognized Civil War Historians in the early 21st Century</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: Free Soil, Redemption, Reconciliation, Lost Cause Ideology</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 5: Period 6; 1865-1898	TIMEFRAME: January, February

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C Pennsylvania History: 8.2.U.A,B,C,D; 8.2.12.A,B,C,D United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.A,B,C,D World History: 8.4.12.A,C; 8.4.C.C,D Scarcity and Choice: 6.1.12.A,B,C,D Markets and Economic Systems: 6.2.U.A,D,G; 6.2.12.A,B,C,D,G Function of Government: 6.3.U.B,D; 6.3.12.A,C,D</p>
<p>UNIT OBJECTIVES (SWBATS): - Compare and Contrast different business consolidation models - Explain causal relationship between business practice and union growth - Compare and Contrast union goals of 1800's to today - Compare and Contrast business leaders, and union leaders - Identify CCOT between railroad growth and homesteader growth - Identify causal relationship between Industrialization, Immigration, City Growth, and Political Machines - Compare and contrast European Socialist, Communists, and Anarchist movements to those in the US</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): DBQ, written in class (Variety of Summative Topics) SWA (Starting point of Industrial Revolution)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ's and LEQ's are designed to be answered in any number of directions, any of which will highlight the student's understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: Bloody Shirt Campaign, Cross of Gold, Trust, Vertical and Horizontal consolidation, Knights of Labor, American Federation of Labor, Sectionalism trumps classism, Pinkertons</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 6: Period 7; 1890-1945	TIMEFRAME: January, March, April

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.A,B,C,D World History: 8.4.12.A,B,C,D; 8.4.C.A,C,D Markets and Economic Systems: 6.2.U.C,D,E,G; 6.2.12.C,D,E,G Function of Government: 6.3.U.B,C,D; 6.3.12.B,C,D</p>
<p>UNIT OBJECTIVES (SWBATS): - Compare and Contrast US foreign Policy before and after The Spanish- American War - Compare and Contrast conservationism and modern environmentalism - Demonstrate causal relationship between city ills (from unit 5) to Progressive reforms. - Identify causal relationship between WWI and WWII - CCOT 1920's and 1930's</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): LEQ presentation (Spanish American war and 20th century Foreign Policy) SWA (Conservation movement) Small presentation (Progressive Reforms) Test Three (Reconstruction- Great Depression)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): DBQ's and LEQ's are designed to be answered in any number of directions, any of which will highlight the student's understanding of an era. The DBQ and LEQ will highlight different levels of complex understanding unique to each student.</p> <p>Students will have a chance to look at some particular Progressive reforms, and create a narrative about the society that led to the reform, and how it has changed over time</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: Idealism, Suffrage, Dollar Diplomacy, Economic Depression</p>

Wallenpaupack Area School District Curriculum	
COURSE: APUSH	GRADE/S: 11 th 12 th
UNIT 7: Periods 8 & 9; 1945-1980, 1980- 2010	TIMEFRAME: April, May

<p>PA COMMON CORE/NATIONAL STANDARDS: Historical Analysis and Skills Development: 8.1.U.A,B,C; 8.1.12.A,B,C United States History: 8.3.U.A,B,C,D ; 8.3.12.A,B,C,D; 8.3.C.A,B,C,D World History: 8.4.12.A,B,C,D; 8.4.C.A,C,D Markets and Economic Systems: 6.2.U.C,D,E,F,G; 6.2.12.C,F</p>
<p>UNIT OBJECTIVES (SWBATS): -Compare and Contrast different countries ideological governments at the start of WWII - Contextualize the raise of the Communists, the USSR, and the beginning of the Cold War - Compare and Contrast European and Asian containment policies - Compare and Contrast the Cuban Missile Crises and Operation Able Archer - Contextualize Operation Able Archer -Contextualize Chernobyl, and show causal link to Glasnost and Perestroika - Compare New Liberalism and New Conservatism of the late 20th century</p> <p>-Historically Analyze a periodization movie -Historically Contextualize a non-modern piece of pop music</p>
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES: Notes, Group Projects, Videos, Class Discussions, Writing Assignments</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): SWA (US Internationalism) SWA (Vietnam War) Test Four (World War II- Post 9-11)</p> <p>Pop Music Contextualization (counts as 4th Qt DBQ) Movie Historical Analysis (counts as 4th Qt LEQ)</p>
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): Students will learn to historically analyze mainstream movies and will put one that takes place in a historical time period into proper historical context.</p> <p>Students will learn to historically analyze mainstream music and will put a song from the 1960's, 70's 80's, 90's or 00's into historical context. Focusing on the cultural and language of the time, that might need further contextualization today.</p>
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): American Pageant 16th edition, Schoology YouTube Playlists available on Schoology, Primary Source Documents available on Schoology, Websites available on Schoology Student Laptop, Apple TV</p>
<p>KEY VOCABULARY: Containment, Cold War, Détente, Liberal, Conservative, Glasnost and Perestroika, Totalitarianism</p>