

# AP US History Tentative Schedule

## Fall Semester

### 1<sup>st</sup> Quarter

#### **Unit 1-2:**

##### A) Week 1 (Aug 24-28) – Chapter 1, 1450-1600, Summer Reading Review

###### Learning Goals:

1. Explain how Native American peoples structured their societies and why each society developed different economic, social, and political systems.
2. Identify the main characteristics of traditional European society.
3. Analyze the origins of slavery, and explain how the transatlantic slave trade developed.
4. Explain why European nations pursued overseas exploration and colonization.
5. Analyze how the Spanish and Portuguese invasion of the New World affected the lives of peoples in the Americas and Africa.

Assessments: Chapter 1-2 Quiz (on Week 2)

##### B) Week 2 (Aug 1 -Sept 4) – Chapter 2, 1521-1790, Summer Reading Exam

###### Learning Goals:

1. Analyze the goals that the Spanish, Portuguese, French, Dutch, and English pursued in North America, and explain how these ambitions led to different settlement patterns.
2. Evaluate how the European settlements of North America affected Native American populations over time.
3. Explain how and why a system of forced labor based on the factors of class and race emerged in the English Caribbean and Chesapeake colonies in the seventeenth century.
4. Identify the economic, religious, political, and intellectual foundations of Puritan society in New England.
5. Understand how colonial society in the Chesapeake region differed from that of New England.
6. Analyze how the conflicts of the 1670s affected social, economic, and political relations among colonists, Indians, and Africans in America.

Assessments: **Summer Reading Exam Tuesday**, Chapter 1-2 Quiz Thursday

##### C) Week 3 (Sept 7-11) – Chapter 3, 1660-1750

###### Learning Goals:

1. Explain how and why Europeans brought Africans to the American colonies as slaves.
2. Evaluate how African American communities in America responded to and resisted their condition.
3. Understand the structure of colonial government, how it operated, and why Englishmen and colonial citizens viewed the role of assemblies differently.
4. Analyze the role of the colonies within the British mercantilist system and how economic considerations affected political decision-making in both England and North America.
5. Assess the relationships between Native Americans and British colonists, and explain how imperial wars reshaped these interactions as well as Native American political structures.

Assessments: Chapter 3 Quiz Tuesday, Short Answer Quiz Thursday

## D) Week 4 (Sept 14-18) – Chapter 4, 1720-1763, Unit 1-2 Exam

### Learning Goals:

1. Analyze how regional differences in settlement patterns, labor conditions, and religious identity developed during the eighteenth century in both New England's freehold society and the diverse communities of the Middle Atlantic.
2. Evaluate how the Enlightenment affected the emerging intellectual life of American society.
3. Explain and assess the events that led up to and the consequences of the Great Awakening.
4. Understand how and why the Great War for Empire changed the balance of imperial power in North America.

Assessments: **Unit 1-2 Exam Thursday**

## **Unit 3:**

### Week 5 (Sept 21-25) – Chapter 5, 1763-1776, Declaration of Independence

### Learning Goals:

1. Explain how the Great War for Empire changed Britain's relationship with its colonies.
2. Analyze the intellectual, political, and economic rationales colonists offered for their dissatisfaction with British rule between 1763 and 1776.
3. Evaluate how tension and disagreement between colonists and British officials became outright resistance and rebellion by 1776.
4. Understand why the colonies and Britain failed to achieve a compromise to avert hostilities.

Assessments: Chapter 5 Quiz Tuesday

### Week 6 (Sept 28-Oct 2) – Chapter 6, 1776-1789, Virginia Plan, Constitution, Federalist Papers #10,51, Bill of Rights

### Learning Goals:

1. Understand how and why the Americans won the War for Independence.
2. Evaluate the limitations of the Articles of Confederation.
3. Identify and analyze the contours of the debate over the ratification of the Constitution in 1787.
4. Understand why Shays's Rebellion took place.

Assessments: Chapter 6 Quiz Tuesday, **Long-Essay Question Thursday**

### Week 7 (Oct 5- Oct 9) – Chapter 7, 1787-1820, Washington's Farewell Address, Alien & Sedition Acts, Marbury v Madison, McCulloch v Maryland

### Learning Goals:

1. Understand the differences between Hamilton's and Jefferson's visions of the operation and the role of government.
2. Recognize the effects the French Revolution had on American policy and decision making.
3. Evaluate how and why public policy and economic incentives inspired settlers and speculators to migrate westward and what the consequences of this migration were for Native Americans.
4. Analyze Jefferson's vision for the future of American government and society and how he implemented his beliefs during his presidency.
5. Recount the policies of the Republican presidents between 1801 and 1820, and evaluate how they contrasted with the Federalist programs of the 1790s.

6. Assess the reasons for the War of 1812, including American and British military strategies and the significance of the conflict's outcome.

Assessments: Chapter 7 Quiz Tuesday

Week 8 (Oct 12-16) - Chapter 8, 1790-1820, Unit 3 Exam

Learning Goals:

1. Understand the origins and operations of the emerging market economy in America.
2. Evaluate how Americans' pursuit of republican ideals after the Revolution transformed the nation into a more egalitarian society.
3. Analyze why and how the role of women changed in republican society.
4. Examine how Anglo-Americans shaped the institution of slavery during the Revolution and early Republican eras.
5. Investigate the ways that the Missouri Compromise impacted the United States.
6. Comprehend how Protestant Christianity acted as a force for social change in the early republic.

Assessments: **Unit 3 Exam Thursday**

## 2nd Quarter

### Unit 4:

Week 9 (Oct 19-23) – Chapter 9, 1800-1860

Learning Goals:

1. Understand how industrialization affected the American economy.
2. Analyze how and why a transportation revolution occurred before 1860.
3. Evaluate why Americans moved to cities during the first half of the nineteenth century.
4. Recognize how the rise of factories affected the social relationships of Americans.
5. Assess what challenges and opportunities immigrants faced in the United States.

Assessments: Chapter 9 Quiz, **Long-Essay Thursday**

Week 10 (Oct 26-30) – Chapter 10, 1800-1844, On Indian Removal

Learning Goals:

1. Understand why popular politics came about during the 1820s.
2. Evaluate the significance of Andrew Jackson's presidency.
3. Analyze the origins and ideology of the Whig Party.
4. Assess how the events of the 1820s and 1830s shaped American culture.
5. Evaluate the Indian Removal Act and its impact.

Assessments: Chapter 10 Quiz Tuesday, Short Answer Quiz Thursday

Week 11 (Nov 2-6) – Chapter 11, 1800-1860, Scott v Sanford, Ain't I a Woman?, On Civil Disobedience

**Learning Goals:**

1. Understand how the economic and political changes that accelerated in the 1820s and 1830s transformed the way Americans thought about themselves and their society.
2. Evaluate how and why transcendentalists promoted social reform.
3. Analyze why communal settlements increased during the mid-eighteenth century, and what objectives their participants had.
4. Assess how and why the public and private roles of women changed between 1820 and 1860.
5. Examine how and why abolitionism became the dominant American reform movement.
6. Evaluate the impact of antislavery activists on American society and politics.

**Assessments: Chapter 11 Quiz Tuesday, DBQ Thursday**

Week 12 (Nov 9-13) – Chapter 12, 1800-1860, (some sort of slave narrative, either Frederick Douglass or Sojourner Truth)

**Learning Goals:**

1. Understand how the domestic slave trade functioned in the United States, and how it impacted African American people.
2. Comprehend how power was distributed in southern white society.
3. Assess in what ways African Americans expressed spirituality during the slavery era.
4. Evaluate the most important aspects of slave society and culture.
5. Analyze the challenges and opportunities experienced by the free black community.

**Assessments: Unit 4 Exam Thursday**

**Unit 5:**

Week 13 (Nov 16-20) – Chapter 13, 1844-1860, Spot Resolution, Lincoln's 1st Inaugural Address, Cornerstone Address

**Learning Goals:**

1. Explain how western expansion became inextricably linked with sectional identity during the 1840s.
2. Evaluate how and why southerners changed their position on slavery.
3. Assess why the United States fought the war with Mexico, and evaluate the larger impact of this war.
4. Analyze how and why divisions within American society during the 1850s brought the Second Party System to an end.
5. Consider what choices were available to Americans in the election of 1860, and explain why Abraham Lincoln's victory was significant.

**Assessments: Chapter 13 Quiz Tuesday, Short Answer Quiz Thursday**

**NO SCHOOL: Nov 23 - 27**

Week 14 (Nov 30 - Dec 1 4) – Chapter 14, 1861-1865, Emancipation Proclamation, Gettysburg Address, Lincoln's Second Inaugural Address, (Account of Colored Troops?)

**Learning Goals:**

1. Explain why the North and the South chose the path of military conflict in 1861.
2. Assess the stated war aims and military strategies of each side as the war progressed.

3. Evaluate how and why the Civil War became a total war.
4. Understand the significance of emancipation toward the conduct and outcome of the war.
5. Analyze how and why the North won the war in 1865.

Assessments: Chapter 14 Quiz Tuesday, **DBQ Thursday**  
Week 15 (Dec 7-11) – Chapter 15, 1865-1877, 13<sup>th</sup>/14<sup>th</sup>/15<sup>th</sup> Amendments

**Learning Goals:**

1. Evaluate how Presidents Lincoln and Johnson envisioned Reconstruction.
2. Analyze how and why Republicans in Congress took control of Reconstruction.
3. Understand what African Americans expected after the Civil War and the realities that they encountered during Reconstruction.
4. Examine the southern response(s) to Reconstruction.
5. Evaluate why a political crisis emerged in 1877 and how it shaped Reconstruction.
6. Analyze the successes and failures of Reconstruction.

Assessments: Chapter 15 Quiz Tuesday, **Long-Essay Thursday**

Week 16 (Dec 15-19) – Finals Week – Study Units 1 - 5  
Assessments: Chapter 1-15 **EOS Exam**

## Spring Semester

### 3<sup>RD</sup> Quarter

#### Unit 6

Week 17 (Jan 5-8) – Chapter 16, 1854-1890

##### Learning Goals:

1. Evaluate how and why Republicans created an integrated economy during and after the Civil War.
2. Understand what strategies Americans utilized to deal with aridity in the West.
3. Assess in what ways mining, farming, and ranching shaped the development of the West.
4. Explain how Native Americans responded to U.S. government policies and what strategies Indians used for survival.
5. Distinguish the mythical from the real West.

Assessments: Chapter 16 Quiz Tuesday

Week 18 (Jan 11-15) – Chapter 17, 1877-1911

##### Learning Goals:

1. Evaluate what factors led to the economic success of industrial capitalism in America after 1877.
2. Assess how American industry organized business practices and harnessed new technologies in order to maximize profits.
3. Understand the working conditions of American industrial laborers.
4. Analyze how and why American workers sought to improve their working conditions in the late nineteenth century.

Assessments: Chapter 17 Quiz Tuesday, Short Answer Quiz Thursday

Week 19 (Jan 19-22) – Chapters 18/19, 1880-1917

##### Learning Goals:

1. Understand what changes impacted the American family between 1880 and 1917 and how the family responded.
2. Evaluate how the public activities of women in American society changed between 1880 and 1917.
3. Analyze how scientific and artistic accomplishments reflected the themes, tensions, and values of the Gilded Age
4. Understand what enabled American cities to grow so dramatically during the nineteenth century, and how industrialization affected urbanization.
5. Evaluate how class structure, ethnicity, and gender affected urban political affairs.
6. Analyze in why and in what ways cities were crucibles of urban reform.

Assessments: Chapters 18/19 Quiz Tuesday, **Long-Essay Thursday**

Week 20 (Jan 25-29) – Chapter 20, 1880-1917

##### Learning Goals:

1. Understand the role of political parties in domestic politics before 1900 and the choices political parties provided to voters.
2. Evaluate how and why political affairs played a central role in American culture in the late nineteenth century, and assess how women participated in political culture.
3. Explain the origins and aims of the Populist movement.
4. Analyze in what ways the political structure in the South changed after 1877 and how blacks were gradually disenfranchised.

## Assessments: **Unit 6 Exam Thursday**

### Unit 7

Week 21 (Feb 1-5) – Chapter 21, 1890-1918, Roosevelt Corollary, Zimmerman Telegraph, 14 Points Address

#### Learning Goals:

1. Understand how economic interests affected American involvement in overseas expansion.
2. Evaluate the causes and consequences of the War of 1898.
3. Assess in what ways President Wilson attempted to reconcile America's foreign policy with the nation's political ideals.
4. Identify the major patterns and trends of American foreign policy between 1890 and 1914.
5. Analyze why the United States entered World War I.
6. Examine what domestic issues impacted the United States during World War I.

## Assessments: Chapter 21 Quiz Tuesday

Week 22 (Feb 8-11) – Chapter 22, 1919-1932

#### Learning Goals:

1. Assess the conflicted legacies of World War I.
2. Trace how and why business and government became allies in the 1920s and how this partnership affected the American economy.
3. Evaluate how American foreign policy developed during the 1920s.
4. Understand why a mass national culture developed after World War I.
5. Examine how and why cultural conflict broke out in response to the new secular values of the decade.
6. Identify how intellectuals, writers, and artists reacted to the postwar era and what caused these reactions.
7. Analyze why the Great Depression occurred and how it initially affected the United States.

## Assessments: Chapter 22 Quiz Tuesday, **DBQ Thursday**

Week 23 (Feb 15-19) – Chapter 23, 1929-1939, Fireside Chats

#### Learning Goals:

1. Understand how President Herbert Hoover responded to the Great Depression.
2. Evaluate how and why the federal government influenced American economic and political issues during the 1930s.
3. Assess how President Roosevelt responded to economic depression and why he responded in this manner. Examine the primary differences between the first and second New Deal.
4. Consider how labor unions responded to the New Deal.
5. Analyze how the New Deal affected American society both during the 1930s and thereafter.

## Assessments: Chapter 23 Quiz Tuesday, Short Answer Quiz Thursday

Week 24 (Feb 22-26) – Chapter 24, 1937-1945, Declaration of War Against Japan, Executive Order on Japanese Relocation

**Learning Goals:**

1. Understand the key elements of American foreign policy prior to World War II.
2. Trace how and why America edged closer to war between 1939 and 1941.
3. Evaluate how mobilization and war affected American society.
4. Illustrate how the Allies fought and won World War II.
5. Assess how American war aims affected plans for postwar settlement.

**Assessments: Chapter 24 Quiz Tuesday, Unit 7 Exam Thursday**

## **Unit 8**

Week 25 (Feb 29 – March 4) – Chapter 25, 1945-1963, Marshall Plan, Eisenhower’s Farewell Address

**Learning Goals:**

1. Outline the origins of the Cold War and explain its broad ideological, economic, political, and military components.
2. Understand the major aspects of America’s plans of containment and economic aid to foreign countries during the Cold War. Illustrate how these values shaped the most important events that characterized foreign affairs between 1945 and 1963.
3. Evaluate the causes, conduct, and consequences of the Korean War.
4. Assess how President Dwight Eisenhower responded to the Cold War.
5. Analyze how John F. Kennedy escalated the Cold War.

**Assessments: Chapter 25 Quiz Tuesday**

## **NO SCHOOL (March 7-11)**

Week 26 (March 14-18) – Chapter 26, 1945-1963, JFK’s Inaugural Address

**Learning Goals:**

1. Understand the factors that explain the rise of American prosperity during the two decades following World War II.
2. Assess the changing roles of cities and suburbs in American society.
3. Evaluate in what ways the “fifties” were the historical norm of American life.
4. Analyze what changes women, youth, and the family experienced during the era.

**Assessments: Chapter 26 Quiz Tuesday, Long Essay Question**

Week 27 (March 21-25) – Chapter 27, 1941-1973, Brown v Board of Ed., Desegregation of Central High School, I Have a Dream Speech

**Learning Goals:**

1. Understand what it was like to live under Jim Crow.
2. Outline the origins of the civil rights movement.
3. Assess how World War II and the Cold War shaped the civil rights movement.
4. Evaluate how Japanese Americans, Native Americans, and Mexican Americans dealt with discrimination.
5. Explain the major differences between the first phase of the civil rights movement, 1955–1966, and the second stage, the period between 1966 and 1973.

## Assessments: Chapter 27 Quiz Tuesday, SAQ

### Week 28 (March 28-31) – Chapters 28/29, 1961-1980

#### Learning Goals:

1. Explain the most important parts of President Lyndon B. Johnson's Great Society program.
2. Evaluate the relationship between American domestic affairs and the conduct of the Vietnam War.
3. Assess why 1968 is considered a turning point in modern American history.
4. Understand why the term counterculture described the behavior of many baby boomers during the late 1960s.
5. Compare and Contrast how Presidents Johnson and Nixon approached the Vietnam War.
6. Understand how the Watergate scandal unraveled the Nixon presidency.
7. Assess how and why America experienced a severe economic crisis in the 1970s.
8. Analyze how liberalism led to a conservative reaction at the end of the decade.
9. Examine why President Jimmy Carter failed to develop an effective style of leadership and how foreign affairs affected his administration.
10. Evaluate what changes the American family experienced during the era.

## Assessments: **POSSIBLE MOCK EXAM**, Chapter 28, 29 Quiz

### Unit 9

#### Week 29 (April 4-8) – Chapters 30/31, 1980-Present

#### Learning Goals:

1. Understand how the domestic policies of presidents Reagan and Bush reflected the rise of conservatism.
2. Explain the most important foreign policy challenges President Jimmy Carter faced.
3. Evaluate how and why the Cold War concluded with an American victory in 1991.
4. Assess how President George Bush dealt with the Middle East.
5. Assess what economic changes impacted the United States during the 1990s and how the nation recovered from economic stagnation experienced in the 1980s.
6. Evaluate in what ways the United States has taken part in globalization since the early 1990s. Examine what critics of globalization argued.
7. Analyze how computer technology "revolutionized" the United States. Evaluate who benefitted and who did not.
8. Outline the major aspects of U.S. post-Cold War foreign policy.
9. Understand the accomplishments and limitations of the Clinton presidency.
10. Compare and Contrast the domestic and foreign policies of Presidents Bush and Obama.

## Assessments: **Unit 8 Exam**

### AP Exam Review

Week 30 (April 11-15) – AP REVIEW

Week 31 (April 18-22) – AP REVIEW

Week 32 (April 25- May 29) – AP REVIEW

Week 33 (May 2-6) – AP REVIEW – AP EXAM MAY 6 @ 8 am

### Final Project

Week 34 (May 11-15) – Final Project

Week 35 (May 18-22) – Final Project

Week 36 (May 26-29) – Final Project

Week 37 (June 1-4) - Finals Week