



HUDSONVILLE HIGH SCHOOL COURSE FRAMEWORK



COURSE / SUBJECT

AP United States History (APUSH)

| KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS (Important ideas and core processes) | UNIT PACING (names of units and approximate pacing) | UNIT LEARNING TARGETS (By the end of the unit, students will be able to. . .) | STANDARD (Which standards (i.e. common core, MMC, etc.) does this address?) |
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| <p>1.Master a broad body of historical knowledge.</p> <p>2.Use historical data to support a thesis.</p> <p>3.Interpret and apply data from original documents, cartoons, graphs, letters, etc.</p> <p>4. Effectively use analytical skills of evaluation, cause and effect, compare and contrast, etc.</p> <p>5. Understanding of interpretations of historical events and people through supplemental readings by historians.</p> <p>6. Prepare for and successfully pass the AP examination in May.</p> | <p>Period 1: 1491-1607 4 Days</p> | <p>1.1 Analyze how as native populations migrated and settled across the vast expanse of North America over time, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.</p> <p>*Different native societies adapted to and transformed their environments through innovations in agriculture, resource use, and social structure.</p> <p>1.2 Analyze how contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.</p> <p>*European expansion into the Western Hemisphere generated intense social, religious, political, and economic competition and changes within European societies.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 1.1, 1.2</p> <p><u>Learning Targets (cont.)</u></p> <p>*The Columbian Exchange and development of the Spanish Empire in the Western Hemisphere resulted in extensive demographic, economic, and social changes.</p> <p>*In their interactions, Europeans and Native Americans asserted divergent world views regarding issues such as religion, gender roles, family, land use, and power.</p> |

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| | Period 2: 1607-1754 12 Days | <p>2.1 Analyze how Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources.</p> <p>*Spanish, French, Dutch, and British colonizers had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.</p> <p>*In the 17th century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</p> <p>*Competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict in the Americas.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 2.1, 2.2</p> <p><u>Learning Targets (cont.)</u> 2.2 Analyze how the British colonies participated in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.</p> <p>*Analyze how transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.</p> <p>*Analyze how like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</p> |

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| <p style="text-align: center;">OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS (ideas/skills that transcend discipline-specific learning)</p> | <p>Period 3: 1754-1800 14 Days</p> | <p>3.1 Analyze how British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.</p> <p>*The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.</p> <p>*The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war w/ Britain.</p> <p>3.2 Analyze how the American Revolution's democratic and republican ideals inspired new experiments w/ different forms of gov't.</p> <p>* The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th Cent.</p> <p>*New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 3.1, 3.2, 3.3</p> <p><u>Learning Targets (cont.)</u> 3.2 Continued</p> <p>*After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.</p> <p>3.3 Analyze how migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</p> <p>*In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.</p> <p>*The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.</p> |

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| <p>Historical Thinking Skills:</p> <ol style="list-style-type: none"> 1) Causation 2) CCOT: Continuity and Change Over Time 3) Compare and Contrast 4) Contextualization 5) Interpretation 6) Argumentation | <p>Period 4: 1800-1848 19 Days</p> | <p>4.1 Analyze how the United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.</p> <p>4.2 Analyze how innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</p> <p>4.3 Analyze how the U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 4.1, 4.2, 4.3</p> |

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| | Period 5: 1844-1877 22 Days | <p>5.1 Analyze how the United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the destination for many migrants from other countries.</p> <p>5.2 Analyze how intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into civil war.</p> <p>5.3 Analyzed how the Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</p> | Collegeboard: APUSH Concept Outline Key Concept 5.1, 5.2, 5.3 |

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| | Period 6: 1865-1898 14 Days | <p>6.1 Analyze how technological advances, large-scale production methods, and the opening of new markets encouraged the rise of industrial capitalism in the United States.</p> <p>6.2 Analyze how the migrations that accompanied industrialization transformed both urban and rural areas of the United States and caused dramatic social and cultural change.</p> <p>6.3 Analyze how the Gilded Age produced new cultural and intellectual movements, public reform efforts, and political debates over economic and social policies.</p> | Collegeboard: APUSH Concept Outline Key Concept 6.1, 6.2, 6.3 |

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| | <p>Period 7: 1890-1945 25 Days</p> | <p>7.1. Analyze how growth expanded opportunity, while economic instability led to new efforts to reform U.S. society and its economic system.</p> <p>*The United States continued its transition from a rural, agricultural economy to an urban, industrial economy led by large companies.</p> <p>*In the Progressive Era of the early 20th century, Progressives responded to political corruption, economic instability, and social concerns by calling for greater government action and other political and social measures.</p> <p>*During the 1930s, policymakers responded to the mass unemployment and social upheavals of the Great Depression by transforming the U.S. into a limited welfare state, redefining the goals and ideas of modern American liberalism.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 7.1</p> |

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| | P7 continued. | <p>7.2 Analyze how innovations in communications and technology contributed to the growth of mass culture, while significant changes occurred in internal and international migration patterns.</p> <p>*Popular culture grew in influence in U.S. society, even as debates increased over the effects of culture on public values, morals, and American national identity.</p> <p>*Economic pressures, global events, and political developments caused sharp variations in the numbers, sources, and experiences of both international and internal migrants.</p> | Collegeboard: APUSH Concept Outline Key Concept 7.2 |

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| | P7 continued. | <p>7.3 Analyze how participation in a series of global conflicts propelled the United States into a position of international power while renewing domestic debates over the nation's proper role in the world.</p> <p>*In the late 19th century and early 20th century, new U.S. territorial ambitions and acquisitions in the Western Hemisphere and the Pacific accompanied heightened public debates over America's role in the world.</p> <p>*World War I and its aftermath intensified ongoing debates about the nation's role in the world and how best to achieve national security and pursue American interests.</p> <p>* U.S. participation in World War II transformed American society, while the victory of the United States and its allies over the Axis powers vaulted the U.S. into a position of global, political, and military leadership.</p> | Collegeboard: APUSH Concept Outline Key Concept 7.3 |

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| <p style="text-align: center;">OVERARCHING/ESSENTIAL SKILLS OR QUESTIONS</p> | <p>Period 8: 1945-1980 14 Days</p> | <p>8.1 Analyze how the United States responded to an uncertain and unstable postwar world by asserting and working to maintain a position of global leadership, with far-reaching domestic and international consequences.</p> <p>*United States policymakers engaged in a cold war with the authoritarian Soviet Union, seeking to limit the growth of Communist military power and ideological influence, create a free-market global economy, and build an international security system.</p> <p>*Cold War policies led to public debates over the power of the federal government and acceptable means for pursuing international and domestic goals while protecting civil liberties.</p> | <p>Collegeboard: APUSH Concept Outline Key Concept 8.1</p> |

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| | P8 continued. | <p>8.2 Analyze how new movements for civil rights and liberal efforts to expand the role of government generated a range of political and cultural responses.</p> <p>*Seeking to fulfill Reconstruction-era promises, civil rights activists and political leaders achieved some legal and political successes in ending segregation, although progress toward racial equality was slow.</p> <p>*Responding to social conditions and the African American civil rights movement, a variety of movements emerged that focused on issues of identity, social justice, and the environment.</p> <p>*Liberalism influenced postwar politics and court decisions, but it came under increasing attack from the left as well as from a resurgent conservative movement.</p> | Collegeboard: APUSH Concept Outline Key Concept 8.2 |

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| | P8 continued. | <p>8.3 Analyze how postwar economic and demographic changes had far-reaching consequences for American society, politics, and culture.</p> <p>*Rapid economic and social changes in American society fostered a sense of optimism in the postwar years.</p> <p>*New demographic and social developments, along with anxieties over the Cold War, changed U.S. culture and led to significant political and moral debates that sharply divided the nation.</p> | Collegeboard: APUSH Concept Outline Key Concept 8.3 |

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| | Period 9: 1980-Present 6 Days | 9.1 Analyze how a newly ascendant conservative movement achieved several political and policy goals during the 1980s and continued to strongly influence public discourse in the following decades. *Conservative beliefs regarding the need for traditional social values and a reduced role for government advanced in U.S. politics after 1980. | Collegeboard: APUSH Concept Outline Key Concept 9.1 |
| KEY COURSE OBJECTIVES/ ENDURING UNDERSTANDINGS | UNIT PACING | UNIT LEARNING TARGETS | STANDARD |
| | P9 Continued. | 9.2 Analyze how moving into the 21st century, the nation experienced significant technological, economic, and demographic changes. *New developments in science and technology enhanced the economy + transformed society, while manufacturing decreased. *The U.S. population continued to undergo demographic shifts that had significant cultural and political consequences. | Collegeboard: APUSH Concept Outline Key Concept 9.2 |

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| | P9 Continued. | <p>9.3 The end of the Cold War and new challenges to U.S. leadership forced the nation to redefine its foreign policy and role in the world.</p> <p>*The Reagan administration promoted an interventionist foreign policy that continued in later administrations, even after the end of the Cold War.</p> <p>*Following the attacks of September 11, 2001, U.S. foreign policy efforts focused on fighting terrorism around the world.</p> | Collegeboard: APUSH Concept Outline Key Concept 9.3 |
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