

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CASS86329	Grade Level	9, 10, 11, 12
Course Name	AP U.S. History A	# of Credits	0.5
SCED Code	04104E0.5012	Curriculum Type	Connections Academy

COURSE DESCRIPTION

The student will learn about the history of the United States while preparing for the College Board Advanced Placement exam in May. The student will use interactive assignments, write essays, study primary source documents and engage in critical analysis on topics ranging from Colonial America to the Civil War to the Cold War to the present. The student will be required to show competency in analyzing, evaluating, and synthesizing information from primary and secondary sources. Using historical thinking skills, the student will engage in inquiry into concepts and issues related to seven themes. Advanced Placement United States History is a college-level course.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
SS12.1.1	Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.
SS12.1.2	Explain and/or demonstrate how to participate in the political process and form personal opinions.
SS12.1.4	Demonstrate an understanding of the United States civil and criminal legal systems and distinguish differences between those systems.
SS12.1.6	Compare and contrast various world political systems (e.g., ideologies, structure, and institutions) with that of the United States.
SS12.2.1	Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.
SS12.2.2	Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.
SS12.2.3	Evaluate how the unique characteristics of cultural groups have contributed and continue to influence Wyoming's history and contemporary life (e.g., tribes, explorers, early settlers, and immigrants).
SS12.2.4	Analyze and critique the conflicts resulting from cultural assimilation and cultural preservation in Wyoming, the United States, and the World (e.g., racial, ethnic, social, and institutional).
SS12.3.1	Analyze the impact of supply, demand, scarcity, prices, incentives, competition, and profits on what is produced, distributed, and consumed.
SS12.3.2	Analyze and evaluate how people organize for the production, distribution, and consumption of goods and services in various economic systems (e.g., capitalism, communism, and socialism).
SS12.3.5	Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and the modern world.
SS12.4.2	Analyze the development and impact of tools and technology and how it shaped history and influenced the modern world.
SS12.4.3	Given a significant current event, critique the actions of the people or groups involved; hypothesize how this event would have played out in another country.
SS12.4.4	Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.
SS12.4.5	Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives.
SS12.5.1	Use geographic tools and reference materials to interpret, analyze, evaluate, and synthesize historical and geographic data to demonstrate an understanding of global patterns and interconnectedness.
SS12.5.2	Describe regionalization and analyze how physical characteristics distinguish a place, influence human trends, political and economic development, and solve immediate and long-range problems.
SS12.5.3	Analyze, interpret, and evaluate how conflict, demographics, movement, trade, transportation, communication, and technology affect humans' sense of place.
SS12.6.1	Analyze, evaluate, and/or synthesize multiple sources of information in diverse formats and media in order to address a question or solve a problem.
SS12.6.3	Use digital tools to research, design, and present social studies concepts (e.g., understand how individual responsibility applies in usage of digital media). https://www.iste.org/standards/nets-for-students

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
--------------	-----------	----------

<p>Unit 1: Can the Colonies Survive? Unit 1 covers the age of exploration and the colonial era. You will begin learning about the requirements for the AP Exam including essay writing and document-based questions (DBQs).</p>	<p>SS12.1.1, SS12.1.6, SS12.2.1, SS12.2.2, SS12.4.1, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2,</p>	<ul style="list-style-type: none"> • Summarize the movement of early humans to the western hemisphere. • Cite examples of societal and cultural differences between early Native American groups. • Explain the circumstances that led to European exploration of the New World. • Understand how early British colonies laid the foundation for democratic government in the New World. • Distinguish the characteristics that separated the New England, Middle, and Southern colonies. • Compare and contrast the regions' governments, economies, educational, and social systems. • Distinguish the treatment of slaves from other types of laborers.
<p>Unit 2: The Constitutional Challenge Unit 2 focuses on the birth of a new nation and the creation of the Constitution. You will research and write about the events that led to the founding of this new nation of colonies, as well as the founding fathers and colonists who helped determine the path of the nation.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.4, SS12.4.5,</p>	<ul style="list-style-type: none"> • Describe the British policies enacted to implement mercantilism. • Give reasons why a plantation economy developed in sections of North America and describe how slavery played a key role. • Explain the differences between British and French settlements in America. • Contrast the advantages and disadvantages of Great Britain and France during the French and Indian War. • Contrast British policy toward the colonies before and after the French and Indian War. • Describe principles of the Enlightenment that influenced the founding fathers. • Analyze how weaknesses in the Articles of Confederation led to an inability to effectively govern the new nation. • Contrast the major differences between the Articles of Confederation and the Constitution.
<p>Unit 3: The Dawn of a New Nation In Unit 3, you will closely follow the first several presidents and the establishment of a two-party political system. You will also spend some time learning how to analyze maps, political cartoons, and court documents.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.1, SS12.4.1, SS12.4.1, SS12.4.3, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3.</p>	<ul style="list-style-type: none"> • Analyze the development of the first two political parties and the ideas that shaped them. • Contrast the relationships that developed with other nations and reasons for those relationships. • Understand how the first two major political parties were an outgrowth of the contrasts between Hamilton and Jefferson. • Separate the beliefs of the Democratic-Republican and Federalist parties. • Understand the circumstances of Jefferson's election and the change it represented. • Identify the conflict between Jefferson's strict constructionist views and the land purchase. • Understand the outcome of the War of 1812 and how the status quo was restored.
<p>Unit 4: Antebellum America In Unit 4, you will study the growth of the country in several areas, including population and culture. You will try your hand at creative writing, and you will get a bit more practice analyzing documents in preparation for a big article you will be writing (a DBQ).</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.1, SS12.4.1, SS12.4.1, SS12.4.3, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3.</p>	<ul style="list-style-type: none"> • Distinguish the candidates of the Election of 1824 from one another. • Summarize and contextualize the beliefs of Andrew Jackson and his followers. • Analyze the extent to which Jackson's actions aligned with his ideology. • Understand the broad patterns of development and growth in the U.S. economy. • List significant advances in technology in the mid-19th century and explain their importance. • Contrast the treatment of immigrants from different regions of the world in the mid-19th century. • Examine the efforts to reform American society in the mid-19th century. • Develop an overview of American literature in the mid-19th century.

<p>Unit 5: Sectional Strife Rising In Unit 5, you will learn about sectional strife by conducting historical research, writing a standard essay, and analyzing primary-source documents.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.4.1, SS12.4.1, SS12.4.3, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3.</p>	<ul style="list-style-type: none"> •Understand how sectional differences led to contrasting views about government and its role. •Describe the lives of slaves in the antebellum American South. •Contrast the restrictions imposed on slaves with the rights given to free people in the Constitution. •List and explain the accomplishments of key people in the Abolition movement. •Explain the origins of Texan independence and the Mexican War. •Contrast the arguments for and against the idea that the Mexican War was justified. •Analyze the factors that led to the increasing divisions between the North and the South in the years leading up to the Civil War. •Identify key people whose actions drove a wedge between pro-slavery and anti-slavery forces. •Assess the effectiveness of compromise in the 1850s.
<p>Unit 6: The United States of America? In Unit 6, you will go beyond the battlefields and into the lives of the Americans who experienced the conflict of the American Civil War firsthand. You will be writing about the aftermath of the war and examining its effects on U.S. society.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.4.1, SS12.4.1, SS12.4.3, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.1, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3.</p>	<ul style="list-style-type: none"> •Evaluate the rationale President Lincoln used to attempt to hold the Union together. •Identify the events at Fort Sumter that led to war between the Union and the Confederacy. •Compare and contrast the Union and Confederate strengths and weaknesses in the Civil War. •Describe the military strategies used by both the Union and Confederacy during the Civil War. •Cite major military engagements and explain their importance to the outcome of the war. •Explain Whitman's connection to the Civil War and his work with wounded soldiers. •Compare the casualties of the Civil War with those of other American wars. •Explain the contributions of African Americans during the Civil War. •Contrast the effects of the Civil War on various areas of the nation.