

# Wyoming Department of Education Required Virtual Education Course Syllabus

## BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CASS86330	Grade Level	9, 10, 11, 12
Course Name	AP U.S. History B	# of Credits	0.5
SCED Code	04104E0.5022	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.
SS12.3.2	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).
SS12.3.3	Analyze and evaluate the impact of current and emerging technologies at the micro and macroeconomic levels (e.g., jobs, education, trade, and infrastructure) and their impact on global economic interdependence.
SS12.4.1	Describe patterns of change (cause and effect) and evaluate how past events impacted future events and 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.
SS12.5.2	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). <a href="https://www.iste.org/standards/nets-for-students">https://www.iste.org/standards/nets-for-students</a>
SS12.6.4	Evaluate and integrate accurate, sufficient, and relevant information from primary and secondary sources to support writing

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p><b>Unit 1: The Gilded Age</b></p> <p>Reconstruction came to an end with the Compromise of 1877, but was it really over? In Unit 1, you will research the post-Reconstruction Era. Slavery was no longer an issue in America, although its effects would linger for years to come. The country would soon see an increase in growth, both in its population and geographic size. You will focus on bringing this new reality to your US History, AP readers through the use of primary-source documents.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3,</p>	<ul style="list-style-type: none"> <li>• Explain how policies in the New South created obstacles to full equality for African Americans.</li> <li>• Analyze how Western settlement benefited some groups and hurt others.</li> <li>• Explain the diversity of economic opportunities in the American West.</li> <li>• List and describe some of the major changes in America's Second Industrial Revolution.</li> <li>• List efforts of American workers to organize into unions in the late 19th century.</li> <li>• Analyze the significant changes in patterns of American immigration between 1880 and 1930.</li> <li>• Explain the circumstances of the rise and fall of the Populist Party.</li> </ul>

<p><b>Unit 2: Progressive or Regressive? The Road to World War</b> Unit 2 focuses on the expansion of the United States, a reform movement that improved the lives of many Americans, and victorious American war effort.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3,</p>	<ul style="list-style-type: none"> <li>•Analyze the circumstances under which the United States annexed Hawaii.</li> <li>•Describe the circumstances that led to American involvement in the Spanish American War.</li> <li>•Define yellow journalism and explain its impact on sentiment about the war.</li> <li>•Name and describe major accomplishments of the Progressives, as well as general goals of the movement.</li> <li>•Explain the reasons for increased American involvement in foreign affairs during this era.</li> <li>•Describe the context of American neutrality prior to World War I, and give example of actions that seemingly violated isolationist policy.</li> <li>•Describe warfare during World War I.</li> <li>•Analyze the reasons why the United States did not ratify the Treaty of Versailles.</li> <li>•Examine the issues Wilson sought to resolve in his Fourteen Points address, including his plan to create the League of Nations.</li> </ul>
<p><b>Unit 3: It Was the Best of Times, It Was the Worst of Time</b> Unit 3 covers the Roaring Twenties. It was a decade filled with social, cultural, moral, and technological change. However, it was also a decade filled with racial tension and discrimination, intolerance of immigrants and minorities, and fear of new ideas. You will cover the financial collapse at the end of the 1920s and the onset of the Great Depression, the great leaders of the time, and the struggle to come to grips with economic reality.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3,</p>	<ul style="list-style-type: none"> <li>•Analyze policies and accomplishments associated with the presidents of the 1920s.</li> <li>•Explain why American turned toward a more isolationist foreign policy after World War I.</li> <li>•List and describe trends and innovations of the 1920s and analyze their impact on American society.</li> <li>•Explain how racial tension resulted in wide scale violence and rioting in the 1920s.</li> <li>•Understand the underlying economic problems in the 1920s that led to the Great Depression.</li> <li>•List ways that consumer, businesses, and the government played a role in the country's economic collapse.</li> <li>•List, categorize, and analyze President Roosevelt's strategies for dealing with the Great Depression.</li> <li>•Describe problems faced by Americans during the Great Depression.</li> </ul>
<p><b>Unit 4: World War Once Again Plagues the Planet</b> The decades after World War I were even more devastating than the original "war to end all wars." Despite the United States' attempts to take an isolation position in world affairs, others' aggression forced the nation's hand. In this unit, you will learn that the World War II era included the largest genocide in world history, while on the home front, in the midst of war, the government restricted civil rights guaranteed to citizens in the Constitution. You will be challenged to view and write from both sides of the issues.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3, SS12.6.1,</p>	<ul style="list-style-type: none"> <li>•Analyze the economic and political problems that plagued Europe after World War I.</li> <li>•Develop a chronology of the buildup to World War II, including aggressive measures taken by Germany, Italy and Japan.</li> <li>•Contrast Americans' neutrality with actions taken to assist the Allies before formal entry into World War II.</li> <li>•Explain how Allied governments failed to prevent Hitler's dominance in Europe.</li> <li>•Chronicle actions taken to ensure the military preparedness of the United States.</li> <li>•Discuss the final actions that resulted in U.S. entry into World War II.</li> <li>•Examine restrictions on civil rights imposed during the war, and cite reasons people supported or opposed them.</li> </ul>
<p><b>Unit 5: The Postwar Era</b> After World War II, the nation was a bundle of contradictions. The 1950s and '60s were decades in which many people considered family, conformity, and "getting ahead" their chief priorities. Yet for others, the uncertainty of the nuclear age created a heavy burden. It was a time of rebellion by those who cast aside the chains of second-class status: African Americans, women, and young people. Two wars with identical goals resulted in more than 100,000 casualties and a world no safer than that which ushered in atomic weapons. News, sports, and political violence arrived in the American living room via television, and families could not escape wrestling with thorny issues at the dinner table.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3, SS12.6.4,</p>	<ul style="list-style-type: none"> <li>•Characterize the leadership style of President Truman and provide examples.</li> <li>•Contextualize the reasons for the Red Scare in the 1950s.</li> <li>•Trace how the atmosphere of conformity in the 1950s led to rebellion and disillusion.</li> <li>•List the foreign policy crises confronting Eisenhower and evaluate his handling of each.</li> <li>•Contrast the leadership style of important figures in the civil rights movement.</li> <li>•Provide a chronology of the progression of civil rights protection offered by the government through legislation and litigation.</li> <li>•Argue that Kennedy's legacy could be described as one of both accomplishment and disappointment. Write a DBQ response.</li> </ul>

<p><b>Unit 6: A New Age... A New Era</b></p> <p>The United States continued to face challenges both at home and abroad in the late years of the twentieth century. Richard Nixon's presidency saw the end of the Vietnam War and the possibility of a fresh start, but those hopes were dashed in the greatest scandal to rock the presidency in the nation's history. In its wake, Americans became dissatisfied with the political system and its leaders, and a serious economic recession affected the country. Into this atmosphere came Ronald Reagan, one of the most popular presidents in history. For many Americans, he restored faith in the presidency and inspired a "can-do" attitude throughout the nation.</p>	<p>SS12.1.1, SS12.1.2, SS12.1.4, SS12.1.6, SS12.2.1, SS12.2.2, SS12.3.2, SS12.3.3, SS12.4.1, SS12.4.2, SS12.4.3, SS12.4.4, SS12.4.5, SS12.5.2, SS12.5.3, SS12.6.1, SS12.6.3, SS12.6.4,</p>	<ul style="list-style-type: none"> <li>•Examine both the accomplishments and troubles associated with the Nixon presidency.</li> <li>•Evaluate the impact of the Watergate scandal on the American people and government.</li> <li>•Analyze the effects of the Energy Crisis on 1970s politics and society.</li> <li>•Describe major trends and events of the 1980s.</li> <li>•List and explain the major accomplishments and challenges of the Bush administration.</li> <li>•Analyze the reasons for U.S. involvement in the Iraq-Kuwait conflict.</li> <li>•List innovations and lifestyle changes that affected the American people in the 1990s.</li> </ul>
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